EFFECTIVE SECOND LANGUAGE PEDAGOGY: PERSPECTIVES AND METHODOLOGICAL INSIGHTS FROM UNIVERSITY LECTURERS' APPROACHES AND REFLECTIONS

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Abstract

This study explores the diverse methodologies employed by university lecturers in teaching second languages (L2), focusing on their perspectives and experiences. Through structured interviews with experienced L2 instructors, we investigate the effectiveness of various teaching approaches, the challenges encountered, and strategies to address these obstacles. Key themes include the benefits of acquiring an additional language, balancing grammatical accuracy with fluency, and the impact of teaching methods on learner engagement and critical thinking. Our findings highlight the significance of selecting appropriate methodologies tailored to learners' needs and contexts, ultimately enhancing L2 acquisition and student success. The study provides valuable insights for educators, policymakers, and curriculum developers to improve L2 teaching practices and promote effective language learning environments.

Keywords: Second Language Pedagogy, University Lecturers' Perspectives, Methodological Insights, L2 Acquisition Strategies, Effective Teaching Method.

INTRODUCTION

The methods and approaches used in teaching significantly influence how learners remember and apply what they have learned, as emphasized by Dror (2016). Effective teaching, both within and outside the classroom, is essential for successful second language (L2) acquisition. Since the early 19th century, educators have been developing methods to ensure success in L2 education (Dreyer, 1992). This introduction provides a comprehensive overview of the evolution of approaches and methods in second language teaching, highlighting their development and impact on language learning.

Timeline of Approaches and Methods in Second Language Teaching

The Grammar-Translation Method (1845)

- Developed by B. Sears, this method was initially used to teach Latin and Greek. It focuses on grammar rules and translation of texts. Although primarily historical, it remains influential in some ESL classes. This method emphasizes understanding the structure of the language through detailed grammatical analysis and translation exercises.

The Direct Method (1900)

- Originating in Germany and France, developed by Berlitz and Souse, this method emphasizes the exclusive use of the target language in the classroom. It is based on the idea that language acquisition mimics the natural process of learning a first language, focusing on oral communication and intuitive grammar learning without explicit instruction in grammar rules (Dülger, 2007).

The Oral Approach and Situational Language Teaching (1930-1960)

- Created by Harold Palmer and A.S. Hornby, this method focuses on vocabulary and grammar control through structured, situational practice. It laid the groundwork for a systematic approach to language teaching methodology, emphasizing speech and listening skills through the contextual use of language.

The Audiolingual Method (1950)

- Emphasizing listening and speaking before reading and writing, this method uses repetition, drills, and pattern practice to develop language skills. It is based on behaviorist theories of learning, proposing that language acquisition is a process of habit formation through stimulus-response-reinforcement cycles (Kazamia, 2010).

The Silent Way (1963)

- Created by Caleb Gattegno, this methodology promotes learner autonomy and active student participation. The teacher remains as silent as possible, encouraging students to produce language independently. This method uses color-coded charts and physical objects (Cuisenaire rods) to facilitate language learning without direct teacher intervention.

Communicative Language Teaching (1970-2012)

- Developed by linguist Michael Halliday, this approach focuses on communicative competence, emphasizing the practical use of language in real-life situations. It encourages meaningful interaction among students, integrating language skills through tasks that require communication and collaboration (Jäkel, 2015).

Total Physical Response (1970)

- Created by Dr. James Asher, this method integrates physical movement with language learning, based on the coordination of speech and action. It is particularly effective for beginners, as it reduces stress and increases engagement through kinesthetic activities.

The Natural Approach (1970)

- Developed by Tracy Terrell and Stephen Krashen, this approach aligns with natural language acquisition principles. It emphasizes comprehension and meaningful communication, with a focus on reducing learner anxiety and creating a supportive environment for language learning.

Suggestopedia (1979-1985)

- Developed by psychologist Georgi Lozanov, this method incorporates relaxation techniques, music, and positive suggestion to enhance learning. It aims to create a comfortable and stimulating learning environment, promoting subconscious language acquisition.

Task-Based Language Teaching (1987)

- Created by N. Prabhu, this approach emphasizes the use of authentic tasks that require meaningful use of the target language. Students engage in real-life activities, focusing on task completion rather than explicit language instruction, which fosters practical language use and problem-solving skills.

Content-Based Instruction (1989)

- Developed by Brinton, Snow, and Wesche, this method integrates language learning with subject matter content such as science, history, and social studies. It allows students to acquire language skills while gaining knowledge in specific disciplines, promoting cognitive and linguistic development simultaneously.

Cooperative Language Learning

- Developed by David Johnson and Roger Johnson, this method involves students working together in small groups to achieve learning goals. Cooperative learning fosters social interaction, shared responsibility, and mutual support, enhancing both language skills and teamwork abilities.

The Importance of Method Selection in L2 Teaching

Selecting appropriate methods and techniques for L2 teaching is crucial for language acquisition and student success. Different methods offer diverse learning styles and activities, which support more effective language acquisition. Techniques such as role-playing, pair work, and communicative tasks encourage active participation, critical thinking, and real-life communication. These methods enhance linguistic awareness and empower students to take control of their development.

Facilitating Language Acquisition

Effective language teaching methods facilitate language acquisition by accommodating various learning styles and preferences. For instance, kinesthetic learners may benefit from Total Physical Response, while visual learners might find the Silent Way's use of visual aids helpful. By incorporating a range of techniques, educators can address individual differences and support diverse learner needs.

Encouraging Active Participation

Engaging activities such as role-playing, pair work, and communicative tasks stimulate active participation and motivate students to use the target language meaningfully. These interactive methods foster a positive learning environment, encouraging students to practice speaking, listening, reading, and writing in real-life contexts.

Promoting Critical Thinking

Methods that challenge students to analyze language meaning, form, and use promote critical thinking and linguistic awareness. Approaches like Task-Based Language Teaching and Content-Based Instruction encourage learners to engage in problem-solving and critical analysis, enhancing their overall language competence and cognitive skills.

Since the early years of language education, numerous methods and strategies have evolved to meet the needs of second language learners. Each method has its strengths and weaknesses, and the best approach depends on the students' needs, goals, and learning styles. A thorough understanding of these methods allows educators to select and adapt the most suitable techniques, ultimately fostering effective language acquisition and empowering learners to achieve their language learning objectives.

METHODS

Methodology of Teaching L2 – Interviews with University Lecturers

This study investigates the teaching methodologies employed by university lecturers in L2 instruction, focusing on their perspectives and experiences. The methodology comprises a series of structured interviews with university lecturers to gain insights into effective teaching practices, challenges, and approaches in L2 education. The key areas of investigation include the benefits of acquiring another language, challenges faced in using teaching methods, the importance of teaching approaches and learning styles, and the balance between grammatical accuracy and fluency.

Data Collection

Participants:

- University lecturers who teach L2 courses were selected for interviews. The participants were chosen based on their extensive experience and expertise in L2 teaching.

Interview Structure:

- The interviews were semi-structured, allowing for in-depth exploration of specific topics while providing flexibility for participants to share their insights and experiences.

Key Topics Explored:

- Benefits of acquiring another language (L2)
- Challenges faced in the use of teaching methods
- Teaching approaches and learning styles from teachers' perspectives
- The balance between grammatical accuracy and fluency
- The role of grammar correction in the classroom
- Differences in teaching General English vs. Professional English
- Vocabulary learning types and styles from teachers' perspectives
- Strategies for facilitating learning of content words indirectly
- Resources for creating a target-language rich classroom

ANALYSIS

Qualitative Analysis:

- The interviews were transcribed and analyzed using thematic analysis. Key themes and patterns were identified, providing a comprehensive understanding of the lecturers' perspectives on L2 teaching methodologies.

- Benefits of Acquiring Another Language (L2):

The interviews explored lecturers' views on the benefits of L2 acquisition for students, including cognitive, social, and professional advantages. The insights gathered can inform educational policies, teacher training programs, and instructional materials.

- Challenges Faced in the Use of Teaching Methods:

Lecturers discussed the challenges they face in implementing various teaching methods. Identifying these challenges can lead to professional development opportunities, enhancing teaching effectiveness and student success.

- Teaching Approaches and Learning Styles:

The importance of diverse teaching approaches and understanding students' learning styles was examined. Lecturers highlighted the need for personalized instruction to meet the diverse needs of students, fostering engagement and motivation.

- Grammatical Accuracy vs. Fluency:

Lecturers' perspectives on the balance between grammatical accuracy and fluency were investigated. Understanding this balance helps in designing instructional strategies that enhance both aspects of language development.

- Role of Grammar Correction in the Classroom:

The role of grammar correction in promoting language development was explored. Lecturers provided insights into balancing the need for accuracy with fostering fluency, and strategies for effective grammar instruction.

- Differences in Teaching General English vs. Professional English:

The distinct approaches and goals of teaching General English and Professional English were discussed. Lecturers shared their experiences in tailoring instruction to meet the specific needs of different learner groups.

- Vocabulary Learning Types and Styles:

The various types and styles of vocabulary learning were examined from the lecturers' perspectives. Understanding these styles helps in designing effective vocabulary instruction that caters to diverse learning needs.

- Facilitating Learning of Content Words Indirectly:

Strategies for indirect vocabulary instruction were investigated. Lecturers discussed alternative approaches to traditional methods, aiming to improve vocabulary acquisition and academic language development.

- Resources for Creating a Target-Language Rich Classroom:

The use of various resources to create a target-language rich classroom was explored. Lecturers provided insights into effective instructional resources and strategies that enhance vocabulary learning and student engagement.

Conclusion

The interviews with university lecturers provide valuable insights into the methodologies of L2 teaching. Understanding the benefits of L2 acquisition, challenges in teaching methods, importance of diverse approaches, and strategies for effective instruction can inform teacher training programs, instructional materials, and educational policies. This research aims to enhance the effectiveness of L2 teaching and learning, ultimately supporting student language development and academic success.

FINDINGS

Teaching Methodology and Approaches

Effectiveness of a variety of second language teaching methodologies are presented in this section.

An interview with University Lecturers of professional English, despite the diversities teaching methods depend on the goals of the teacher, students' needs, and the available resources and con- text.

Participants were of different ages and backgrounds though their teaching experience varied be- tween 20 years of experience in teaching to 5 years of it, and strengthens the statement that experience years in teaching can influence teaching methods and ways of doing it. With more experience, teachers gain a deeper understanding of their students, the subject matter, and effective teaching strategies. They are better equipped to respond to the individual needs of their students, modify their lessons to address different learning styles, and fine-tune their teaching techniques for maximum effectiveness. Additionally, experienced teachers have had the opportunity to try out different teaching approaches, evaluate their success, and make adjustments as needed. As a result, experienced teachers are often able to create engaging and dynamic learning environments that foster student engagement, critical thinking and long-term retention of knowledge.

Benefits of youth by acquiring another language (L2)

The main reason we investigated this aspect among teachers is because we need their view because the in-language acquisition teachers can provide valuable insights into effective teaching practices and strategies for promoting language learning in students. This research can inform the development of educational policies, teacher training programs, and instructional materials. Additionally, it can also shed light on the challenges that teachers face in promoting language learning, as well as ways to overcome these challenges. By understanding the impact of teacher practices on student learning outcomes, we can work towards creating more effective and engaging language learning experiences for students. Ultimately, the benefits of research in this area extend not only to students, but also to teachers and the wider education system, as it can promote the development of more effective and efficient language teaching and learning practices.

Thus, the analytical results of our research in this issue show significant elements as they are presented in the table below:

Table 1: Statement of teachers on benefits of students on learning another language (other than native)

ISSUE	STATEMENTS
Benefits of today`s students of learning another language (other than native):	- Opens up the world for students through communication, study abroad, literature, scientific journals, and the arts; - Is essential in today's global and digital world for better communication, research, and personal growth; - Is crucial as it provides a new perspective, expands thinking and interpretation, and leads to a deeper understanding of the world; - Brings numerous benefits to student's academically and professionally, and extends their cultural and historical perspective; - Increases intelligence, promotes cultural awareness, and improves fluency in both languages for foreign language learners; - Is decisive for students as it provides access to research materials and facilitates communication for study purposes; - Provides students with opportunities and prepares them to succeed globally by al- lowing them to engage with the world in a more meaningful way. - Challenges the brain, improves memory and helps in using new words in context.

In summary of this statement, learning another language, especially English, is considered essential for students in order to have access to the world and stay up-to-date with global developments. It has numerous benefits such as improved communication, greater access to research materials, exposure to cultural diversity, and enhanced academic and professional prospects. Moreover, learning another language can help to broaden one's horizon, increase intelligence and fluency in one's own language, and enhance critical thinking and memory skills.The benefits of learning a language are countless and in today's globalized world, it is a critical skill for success and very important for students to possess, as it opens up numerous opportunities for personal and professional growth. The most commonly learned secondlanguage is English, and for good reason because English is the global language that is used for communication, education, literature, and arts. Knowing English can help students access materials for research, study abroad, and engage with the world in a more meaningful way. In addition, learning a foreign language is known to enhance cognitive abilities and increase cultural awareness, as well as one's ability to think in different ways and better understand the world around them. Studies have shown that learning a foreign language has a positive impacton students' academic performance, and it is a valuable asset in actual competitive job market.

In conclusion, teachers show awareness of the benefits of learning a foreign language are numerous, and students who choose to learn a second language will find that they are better equipped to compete and succeed in a globalized world. Whether they are students of arts, sciences, or any other field, they will have access to a wider range of materials and resources, will be able to communicate more effectively, and have a broader understanding of different cultures (MacDonald, 2020). Additionally, the experience of learning a new language pushes one's brain to develop new skills and to get familiar with new grammar and vocabulary rules, and this.

Challenges in teaching methods

It is important for teachers to be aware of the challenges they face in the use of teaching methodsbecause it helps them to adapt and make necessary changes in their teaching approach. This canlead them to more effective and engaging lessons, which can improve student learningoutcomes as well. For example, if a teacher is aware of a particular challenge related to engagingstudents with different learning styles, they can use a variety of teaching methods to accommodate those differences and meet the needs of all students.

In relation to the challenge of using teaching methods by teachers had the following result in our research, as seen in the table below:

Table 2: Statements of teachers on challenges in teaching methods

ISSUE	STATEMENTS
Challenges in teaching methods:	- Students sometimes avoid activities due to shyness or fear of beingjudged for mistakes; - I stay current with teaching trends and sometimes use unconventional methods, which may be misunderstood by students. I ensure to explainthe purpose of each activity and help students under- stand its value, even if it means going outside their comfort zone; - The biggest teaching challenge is managing a diverse group of studentswith varying levels of knowledge and adapting teaching methods accordingly. The use of a combination of methods and choosing the right approach can also pose a challenge;

- The socio-cultural context affects the ap-plication of teaching methods.
- In my career, the most common challenge has been resistance from Albanian speaking students to adopt new methods, such as Communicative Language Teaching, due to prior exposure to the outdated Gram-mar Translation Method;
- I address challenges in the classroom such as lack of confidence and limited vocabulary among students that hinder active participation.
- The lack of necessary technology and il-lustration tools present a challenge in using demonstration and illustration methods;
- Limited vocabulary can lead to silence and gaps in class, so I focus on motivation to minimize this challenge;
- Combining and adapting various teaching methods to lecture content can over- come the challenge of inappropriateness for some students. However, lack of professional vocabulary and English proficiency also pose difficulties in teaching English.

Whereas, we can see that the challenges faced in the use of teaching methods include students'unwillingness to participate, difficulties in understanding new methods, a diverse group of students with varying levels of knowledge, cultural context influencing methodology, students' lack of confidence, limited vocabulary, and insufficient illustrative and technological tools. Additionally, the use of certain methods may not be suitable for all students and lack of professional vocabulary and English proficiency can also be a challenge. The teacher is trying to stay up to date with the latest teaching trends and is focused on overcoming these challenges by combining methods, adapting them to the content, and motivating students to participate, but still faces several challenges in implementing different teaching methods in the classroom. One of the primary challenges is students' unwillingness to participate in activities due to shyness or fear of being judged. The teacher tries to overcome this challenge by explaining the purpose of each activity and how it will help with learning objectives. However, this can still lead to students struggling to understand the methods being used.

Another challenge is the diverse group of students with varying levels of knowledge. This can impact the choice of teaching methods and require the use of a combination of methods to cater to everyone's needs. Additionally, the cultural context in which teaching takes place can also influence the methodology being used. The teacher mentions that Albanian speaking students have been heavily influenced by the Grammar Translation method and might resist adopting other methods such as Communicative Language Teaching.

The teacher also notes the lack of confidence among students as a challenge. This can lead to hesitation in speaking and expressing ideas and thoughts, which can result in silence and gap moments in the classroom. Furthermore, a limited vocabulary can also demotivate students and make them passive listeners rather than active participants.

The lack of necessary illustrative and technological tools can also be a challenge when using methods such as demonstration and illustration. This can lead to difficulties in effectively conveying information to students. Additionally, the teacher mentions that the lack of professional vocabulary and general English proficiency can also be a challenge in teaching English.

Usually, several challenges in using different teaching methods, are overcome by combining methods, adapting them to the content, and motivating students to participate. The teacher is focused on improving the learning experience for students and ensuring that everyone understands the purpose of the methods being used.

Teaching approaches and learning styles – teachers` perspective

Since we aimed to learn the ability of teachers to understand students' learning styles so this can help to personalize their instruction and tailor their teaching methods to meet the needs of each individual student. This can improve students' comprehension and retention of information, and can lead to more meaningful and effective learning experiences.

In our research we treated this with teachers because teachers are the ones who directly interact with students and design and implement instructional strategies and their perspective in both ofthese in their teaching process resulted as follows:

Table 3: Statement of teachers in teaching approaches and learning styles

ISSUE	STATEMENTS
Teaching approaches and learning styles:	- I adopt a student-centered approach, acting as a facilitatorto promote student involvement and inter-action in theclassroom.
	- My teaching philosophy focuses on the "learning by doing"concept, aimed at developing 21st century skills such as critical thinking, communication, creativity, collaboration, and digital and media literacy. I differentiate my lessons based on the English language levels and learning styles ofmy students to accommodate their needs and styles.
	- The blended approach is the most commonly used method in my teaching, but I also employ various other approachessuch as communicative and natural methods, while taking into consideration the type of activities being conducted. I prioritize audio and visual learning styles as I believe students learn best when they listen to the language.
	- I believe that there is no universal teaching methodologyand each approach has its own advantages and disadvantages. The teaching methodology should be tailored to meet the individual or group goals and the learner's needs in the specific teaching context.
	- My preferred approach in foreign language teaching is theDirect Method as it enables students to communicate in the target language, improving their listening skills, vocabulary, pronunciation, and accent. This creates a natural language acquisition environment and fosters a sense of achievement in students.
	- I have a contemporary approach to teaching that emphasizes interaction, critical thinking, creativity, and student-centered learning. Effective lesson planning is thecrucial first step in this planned process.
	- My teaching approach focuses on making students active learners through engaging and impactful les-sons using methods like problem- based solving, work-based learning,and blended learning that combines traditional classroom with online learning and independent study, especially during the pandemic.
	- My teaching approach emphasizes student-centered learning and collaboration. I integrate students' ideas into the units and tasks, and regularly assess progress.

Hereby, the teacher believes in a student-centered approach, where the role of the teacher is to facilitate learning rather than simply imparting knowledge. This approach aims to create an inter- active and engaging classroom where students are more involved and active. The teacher's teaching philosophy is based on the concept of "learning by doing" and focuses on developing 21st century skills such as critical thinking, communication, creativity, collaboration, and digital literacy. The teacher recognizes that different students have different learning styles and tries to differentiate lessons to accommodate these styles. The most commonly used approach is the blended approach, but other methods such as the communicative approach and the natural approach are also used, depending on the activities being conducted. The teacher believes that there is no one universal teaching methodology and that methods should be adjusted to meet the needs of individual learners and group goals. For foreign language teaching, the teacher's preferred approach is the Direct Method, as it creates a natural environment for language acquisition and helps students improve their listening skills, vocabulary, pronunciation and accent.

Effective lesson planning is considered a crucial first step in the teaching process. The teacher also uses a contemporary approach that emphasizes interaction, critical thinking, creativity, and student-centered learning. The teacher prioritizes keeping students as active learners and uses various methods to achieve this, such as problem-based solving, work-based learning, and blended learning (combining traditional classroom instruction with online learning and independent study). Collaboration with students is also emphasized, with the teacher seeking to integrate their ideas into the units and tasks being taught. One of important things is regular assessment that measures student progress throughout each stage, unit, and week. This and the above-mentioned statements are decisive for the teachers` availability to get adopted and develop up to the contemporary changes in different aspect of different factors in this important process.

Grammatical accuracy vs fluency -teachers` perspective

Examining the relative importance of grammatical accuracy and fluency is crucial for improving student language development, addressing the needs of diverse learners, aligning with educational goals and standards, and supporting professional growth and development, was our intention to investigate current situation in this process, and the results are as follows below:

Table 4: Statement of teachers on the grammatical accuracy vs fluency

ISSUE	STATEMENT
Grammatical accuracy vs fluency:	- Grammar accuracy and fluency are crucial for effective language acquisition. A lack of medium-level mastery of these skills can result in language use that is either grammatically in- correct or lacks fluency.
	- Grammatical accuracy and fluency are crucial in language acquisition. Avoiding direct grammar teaching methods, I use engaging activities with grammatical elements to pro-mote meaningful communication and fluency.
	- Grammar and fluency are integral to language acquisition and FL teachers are responsible for teaching both grammar rules and fluency. While students may not enjoy grammar lessons, they are necessary for language development.
	- Even in ESP classes, learning new words and their usage in sentences can in- crease students' confidence in language output, leading to eventual fluency
	- Grammatical accuracy and fluency are important in language acquisition,

but their focus may vary based on the teaching and learning con- text. For language students, both are important, but for those learning a language for communication or professional purposes, fluency may be prioritized over grammatical accuracy.

- I prioritize improving students' fluency as the ultimate goal of learning a foreign language is communication. Grammar accuracy is still important, but I prefer to teach it in an indirect and spontaneous manner in-stead of a formal, traditional way.
- Grammar knowledge leads to im-proved speaking fluency.
- Grammar and Fluency both play important role in language understanding. Grammar provides a structured approach to language through rules of writing, spelling, pronunciation, tenses, and syntax, while fluency allows for flexible communication despite minor mistakes.
- In my opinion, grammar accuracy and fluency should be balanced, but I have seen a focus on fluency over grammatical accuracy in many English-speaking countries and schools.

The opinions on grammatical accuracy vs. fluency in language acquisition vary. Some believe that both are important, with grammar accuracy being necessary for language use and fluency being necessary for communication. Others feel that the focus should be more on fluency, as the ultimate goal of language learning is to be able to communicate in the target language (Dogil &Reiterer, 2009).

Some believe in using indirect and spontaneous methods to teach grammar, while others believe in a more formal and traditional approach. Some see a close connection between grammar accuracy and fluency, with the knowledge of grammar influencing better- speaking fluency. The importance of both de-pends on the context of teaching and learning.

Schools and organizations have different focuses, with some prioritizing fluency and others focusing more on grammatical accuracy. In summary, the various opinions express that both grammatical accuracy and fluency are important in language acquisition, with a few holding that one is more important than the other based on the teaching and learning context.

However, most agree that the two are closely related and that fluency is ultimately the end goal for those learning a foreign language for communication purposes. It is also recognized that direct teaching of grammar can be ineffective, and alternative methods such as games, quizzes, and creative activities are recommended to teach grammar for meaningful communication.

On the other hand, it is also acknowledged that grammar is fundamental to language and should be taught in some form, with a preference for indirect and spontaneous methods (Nosratinia, et al., 2015). The general consensus is that knowledge of grammar influences speaking fluency.

Role of grammar correction in classroom -teachers` perspective

Hereby through our research investigating the role of grammar correction is justified with the fact that this can also help teachers to reflect on their instructional practices and improve their teaching effectiveness (Edwards-Groves, 2003). By continually reflecting on their use of grammar correction, teachers can grow as professionals and better support student language development.

In our research the statements on this regard are as follows:

Table 5: Statement of teachers on the role of grammar correction in classroom

ISSUE	STATEMENT
The role of grammar correction inclassroom:	- I approach grammar correction with kindness, emphasizingexplanation of the mistake rather than blaming the person. - I believe in the power of practice and exposure to the correct language environment for avoiding grammatical errors, rather than corrective criticism. - Grammar exercises are seen as a com-petition among students. - Grammar correction should not be the main focus of lessonsunless it is a specific grammar drill. English language learners should focus on acquiring con-tent words and usingthem in real-life situations. - Focus on fluency and provide general advice to the class instead of individual grammar correction to avoid demotivating students. - In my ESP (Law) classroom, grammar usage is important butprioritizing specific law-related language and sentence structure is more crucial for law students.

In the classroom, the role of grammar correction varies. Some teachers prefer to correct grammar kindly and explain the mistake rather than focus on the person who made it. Some donot prioritize grammar correction at all and believe that practice in a positive learning environment will help students avoid grammatical errors.

Others believe that grammar correction should not be the main focus of the lesson, unless it is a specific grammatical drill. In this case, the focus should be on the acquisition of content words and their use in real-life settings. Some teachers focus more on creating a language use environment where students canpractice fluency and instead of correcting in- dividual grammar mistakes, they summarize common mistakes and give general advice to the class to avoid demotivating the students.

In ESP (Law) classrooms, grammar correction plays an important role, but the focus should be onspecific aspects of words and sentences related to law, while still being closely linked to correct grammar usage. In the classroom, the role of grammar correction varies from teacher to teacher.Some teachers believe in correcting grammar mistakes in a kind and explanatory manner, focusing on the mistake rather than the person who made it. On the other hand, some teachers believe that too much correction can demotivate students and instead prefer to create a language use environment where students can practice their fluency. There are also those who believe ingrammar exercises as a form of competition between students.

For teachers who teach English for specific purposes, such as Law, the correct usage of grammar is important and should be closely linked to the acquisition of specific content wordsand sentences related to the subject. However, the focus of the lesson should not necessarily beon grammar correction unless it is a specific grammatical drill.

In general, teachers try to balance the need for grammar correction with the goal of improvingstudents' fluency and communication skills in the target language.

Difference of teaching General English vs Professional English

Teaching professional English requires a deeper understanding of the specific industry and an ability to adapt language teaching to the needs of the students. In contrast, teaching general English is more focused on general language proficiency and may not require specialized knowledge, and we investigated our case and what we got is as follows:

Table 6: Statement of teachers on teaching differences between general English vs professional English

ISSUE	STATEMENT
Difference of teaching General English vs Professional English:	- General English focuses on overall language skills, while Content Course English focuses on specific skills for a particular industry, such as ESP. - Teaching General English allows for more flexibility in lesson planning with a focus on enhancing language skills, while Content Course English has a specific purpose and focus with sometimes higher difficulty level. - ESP requires more preparation and collaboration for EL teachers to effectively teach specialized topics. - A General English course teaches everyday communication skills, while a Content course focuses on specific knowledge and language skills relevant to a particular field. - General English covers broad language skills and cultural aspects, while Content English focuses on specific needs and goals. - Learning English through a course emphasizes proper grammar usage, reducing the possibility of mistakes in speaking and writing - English language skills have various components, but teaching Content Course English requires comprehensive mastery of the language and may not be suited to traditional teaching methods due to the interrelated nature of the skills.

Teaching General English and Content Course English have distinct differences in their objectives and approaches. General English focuses on providing students with a broad understanding of the English language, including its cultural aspects, while also improving their overall language skills, such as speaking, listening, writing, and reading. On the other hand, Content Course English focuses on meeting the specific language needs of learners, such as in the fields of Business, Science, and Technology, where the course content is tailored to equip students with knowledge relevant to their field of study, along with developing their language skills and specific vocabulary and terminology.

Teaching ESP, which is a type of Content Course English, can be more challenging for English language (EL) teachers, as they need to find the most appropriate and applicable approaches for specific topics. EL teachers who are not specialists in the field of study may need to collaborate with subject matter experts to become aware of the specific topics covered in the course.

In general, learning English through a course environment provides students with a structured approach to learning the language, including the grammatical rules, which can reduce the possibility of making mistakes in speaking and writing. However, teaching Content Course English requires a different approach, as students are

expected to gain a comprehensive mastery of English required for their specific field of study, and traditional teaching skills may not be sufficient. In Content Course English, it can be difficult to separate the components of speaking, listening, and writing, as students need to have a strong understanding of the interplay between these components in their field of study.

Vocabulary learning types/styles – teachers` perspective

Investigating vocabulary learning types and styles from a teacher's perspective is important because it can help improve vocabulary instruction and student learning outcomes. Understanding the different learning styles of students can help teachers in designing and delivering lessons that cater to the diversity of learning needs of their students, also lead to increased student engagement and motivation, as well as better retention and comprehension of new vocabulary words. Furthermore, understanding different vocabulary learning styles can help teachers tailor their assessments and evaluations to better assess student understanding and progress.

And in the current investigational study, we came up to the following statements:

Table 7: Statements of teachers on Student`s vocabulary learning types/styles

ISSUE	STATEMENT
Vocabulary learning types/styles:	- Students prefer learning words from context over direct vocabulary teaching and benefit more from creative learning methods like analyzing song lyrics or TV/movie scenes. Identifying effective teaching methods is crucial for successful learning. - Students prefer reading and listening to speaking as the best way to learn a foreign language, due to a lack of confidence in speaking activities. De-spite this, they recognize that active participation in classroom activities is the most effective way to learn a foreign language. - The choice of vocabulary learning method should align with the lesson objectives and consider the learners' learning styles. One common method is extensive reading where new vocabulary is acquired incidentally. - Learning new vocabulary is crucial in second language acquisition. I teach it in several phases to make the words part of the students' active vocabulary, including providing a Vocabulary Page, sentence completion, reading a dialogue, and encouraging real-life language use through discussion. - Learning words without concrete il- lustrations or examples is considered one of the most difficult types of vocabulary learning. - Teaching vocabulary is essential for language learning skills, and various methods are used. One method is to present a word, show its use in different parts of speech, have students apply it in sentences, and as- sign homework to find synonyms and translate. - Learning new vocabulary for ESP courses depends on the course's specificity; broader courses are easier, while specific courses pose difficulties.

Different types of word learning exist, and they vary depending on what works best for the students. Reading and listening are preferred as the best ways to learn a foreign language while speaking is considered more difficult. The choice of vocabulary learning method should align with the lesson's objectives. Teachers use different methods to teach vocabulary such as learning words from context, analyzing lyrics or movie excerpts, or providing vocabulary pages and sentence completions. However, the most challenging type of learning is when words are taught without concrete illustrations or examples. Vocabulary is a crucial skill for reading, speaking, writing and listening. The learning of new words should also be based on the specifics of the course, with some courses being easier to learn words than others. To make the process of learning new words easier, teachers try to create an environment that forces students to use the vocabulary in real-life situations (Dogil & Reiterer, 2009). Word learning is a crucial aspect of second language acquisition and a core skill in learning how to read, write, listen, and speak (Dogil & Reiterer, 2009). Different types of vocabulary techniques and methods exist, each of which may pose difficulties depending on the learner's learning style and goals. Teachers use different methods to help students learn new words, and one of the most common is extensive reading, where students acquire new vocabulary incidentally (Austermuehle, et al., 2007). A teacher's approach to teaching vocabulary can make a difference in students' success. For example, one teacher may provide a Vocabulary Page to help students get familiar with the meaning and function of new words, followed by opportunities to complete sentences and read dialogues that incorporate the newly learned vocabulary, with a final discussion to encourage real-life usage. However, learning words without concrete illustrations or examples can be challenging. When it comes to English for Specific Purposes (ESP), the approach to learning new words should be based on the specifics of the course. Some courses are broader and thus easier to learn new words, while others are more specific and thus more difficult. Many students prefer learning words through context, creative activities such as analyzing lyrics or movie scenes, and reading and listening. Speaking is often considered more challenging, as students may feel nervous about being evaluated by others. Nevertheless, speaking is considered the best way to learn a foreign language, and teachers should encourage active participation in classroom activities to help students over- come these challenges (Abbasabady, 2009).

The way teachers facilitate learning content words indirectly

Teachers can facilitate the indirect learning of content words in several ways, hereby we will see how much our teachers are aware of their opportunities and possibilities to facilitate this process:

Table 8: Statements of teachers on the way they facilitate learning content words indirectly

Issues	Statements
he way teachers facilitate learning content words in-directly	- I encourage students to read and engage in various forms of media to enhance their language skills. - I encourage connecting learning con-tent with favorite activities to help acquire content words indirectly, for example by assigning tasks that com-bine both. - Incorporating a solo and group activity, students are tasked to write five sentences containing assigned key words, then compare with peers and select the best sentences to display on the board. - Organizing roundtable discussions centered on a particular area or

	topic of interest can directly enhance students' acquisition of con-tent words.
	- Indirect learning of new words through conversation, English songs, movies, and tutorials is encouraged for students.
	- I assist students in learning content words by providing specific content handouts and asking them to read and prepare material related to their previous law courses.

The speaker suggests several ways to help students learn content words indirectly: 1) Encouraging them to read articles, short stories, books, listen to music or watch movies/TV shows, 2) Connecting learning content with students' favorite activities, 3) Organizing group activities where students write sentences using new key words, 4) Organizing round tables and discussions on topics of interest, 5) Exposing students to different conversations, English songs, movies and tutorials, and 6) Providing specific content handouts and asking students to read and prepare material related to materials they learned in other law-related courses.
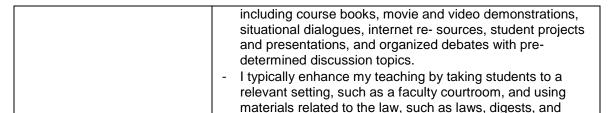
In helping students learn content words indirectly, various methods can be used to enhance their language acquisition and make the learning process fun and engaging. Encouraging them to read articles, short stories, books, listen to music or watch movies/TV shows, helps students learn new words indirectly. Connecting learning content with their favorite activities can also be useful. For example, students could be asked to write five sentences containing five new key words and then discuss their sentences with their peers. Organizing round tables and discussions focused on a particular area or topic of interest can also help students learn content words directly. Students can learn new words through conversations, listening to English songs, watching movies, and different tutorials. Additionally, giving students specific content handouts and asking them to read and pre-pare content related to materials they learned in other law- related courses can also be helpful.

The resources that teachers can use to create a target-language rich classroom

Investigating the resources and strategies for creating a target-language rich classroom can lead to better vocabulary instruction and improved student learning outcomes.

Table 9: Statements of teachers on resources which can be used to create target-language rich classroom and how they might be used for this purpose

ISSUE	STATEMENT
Resources which can be used to create target-language rich classroom and how they might be used for this purpose:	- Posters, bookshelves, language-focused games, board games, memory games, and songs are effective in- class resources that have benefited my students.
	- I have been using online resources, such as Kahoot quizzes, Adobe Spark, Padlet, breakout rooms, videos and discussions, to enhance interaction and increase student talking time in my 2 years of online teaching, improving the perception of online classes among students.
	- Plenty of online resources are available, and students may volunteer to present relevant resources for specific topics needed by the group
	- Using target-language materials related to a specific culture can enhance language acquisition and meet specific language goals.
	- Creating a better target language classroom environment can be achieved through utilizing various re-sources,

	including course books, movie and video demonstrations, situational dialogues, internet re- sources, student projects and presentations, and organized debates with pre-determined discussion topics. - I typically enhance my teaching by taking students to a relevant setting, such as a faculty courtroom, and using materials related to the law, such as laws, digests, and formbooks.

In creating a target-language rich classroom, there are several resources that can be utilized to enhance language acquisition and improve language skills of the students. These resources range from physical materials, such as posters, books, games, and activities, to digital tools that are available online. For in-person classes, posters, shelves with books, and different language- focused games and activities, such as board games, memory games, and songs, have been reported to be effective in improving students' language abilities (Dülger, 2007). In the case of online teaching, the use of various online resources can help create an interactive and engaging classroom environment (Jäkel, 2015). Kahoot quizzes, Adobe Spark, Padlet, and breakout rooms are some of the tools that have been reported to be effective in increasing student talking time and encouraging collaboration and creativity (Dülger, 2007). Sharing videos and raising discussions on them also helps in evoking critical thinking in students. In addition to these resources, students themselves can also volunteer to present various resources that are needed and sought for a particular topic. Furthermore, incorporating target- language materials related to the culture and traditions of the language being taught can also be a valuable resource in creating a more context-based and effective language acquisition environment.

Using course books as a primary source, showing movies and short videos for discussion, practicing situational dialogues, encouraging students to use the internet as an additional resource, having students prepare projects and presentations, and providing advanced topics for debate can all help create a better target language classroom environment. In some cases, taking students to a setting relevant to the course and utilizing materials related to that setting, such as laws, digests, and formbooks in a law class, can also be effective in creating a target-language rich classroom.

Summary of University Teachers Interview – Outcomes

The benefits of learning a foreign language, especially English, are numerous and include improved communication, exposure to cultural diversity, and enhanced academic and professional prospects. Learning a language helps to broaden one's horizon, increase intelligence and fluency in one's own language, and enhance critical thinking and memory skills. English is the most commonly learned second language due to its use as a global language for communication, education, literature, and arts. The role of teachers is to facilitate learning through a student-centered approach, which focuses on developing 21st century skills and accommodating different learning styles. Different teaching methods may be used depending on the needs of the learners, such as the Direct Method for foreign language teaching, and effective lesson planning is considered a crucial first step. The teacher faces challenges such as students' unwillingness to participate, diverse levels of knowledge, and lack of confidence, which can be overcome through combination of methods, motivation, and collaboration with students.

The approach to teaching English as a foreign language varies based on the objectives of the course, including General English and Content Course English (ESP) (Fatemi, 2008). General English focuses on providing students with a broad understanding of the English language and its cultural aspects, while improving their overall language skills (Mahlobo, 1999). Content Course English, on the other hand, focuses on equipping students with the language skills and specific vocabulary and terminology relevant to their field of study. The role of grammar correction in the classroom varies from teacher to teacher, with some prioritizing correction and others focusing on creating a positive language use environment for fluency practice. For ESP, correct usage of grammar is important and closely linked to the acquisition of specific content words and sentences. However, teaching Content Course English can be challenging for EL teachers as it requires a different approach and may involve collaboration with subject matter experts. The objective of teaching English through a course environment is to provide students with a structured approach to learning the language, reducing the possibility of making mistakes in speaking and writing. However, teaching Content Course English requires a comprehensive mastery of English in the student's field of study.

In language learning, vocabulary is a crucial skill for reading, speaking, writing, and listening. There are different methods for teaching vocabulary, including learning words from context, analyzing lyrics or movie scenes, or providing vocabulary pages and sentence completions. How-ever, teaching words without concrete illustrations or examples can be challenging. Reading and listening are preferred as the best ways to learn a foreign language while speaking is considered more difficult. In an English for Specific Purposes (ESP) course, the approach to learning new words should be based on the specifics of the course, with some courses being easier to learn words than others. To help students learn content words indirectly, methods such as encouraging reading, connecting learning content with students' interests, organizing group activities and discussions, exposing students to different conversations, and providing specific content handouts can be used. In creating a target-language rich classroom, resources such as posters, books, games, and online tools like Kahoot, Adobe Spark, Padlet, and breakout rooms can be used. Students themselves can also volunteer to present resources and incorporating target-language materials related to the culture and traditions of the language being taught can also be a valuable resource. Utilizing course books, movies, situational dialogues, internet resources, projects and presentations, and advanced topics for debate can also help create a better target language classroom environment.

DISCUSSION

The findings of this study reveal several key insights into the methodologies and approaches employed by university lecturers in L2 (second language) instruction. The diversity in teaching methods, shaped by individual teaching philosophies and experiences, underscores the complexity of L2 acquisition.

Teaching Methodologies and Approaches

The variety of teaching methods used by lecturers, such as the Direct Method, Communicative Language Teaching, and Task-Based Language Teaching, highlights the importance of contextual and adaptive teaching strategies. The preference for methods that promote active student participation and real-life communication aligns

with contemporary views on effective language learning. However, the challenges faced by lecturers, including students' reluctance to participate, limited vocabulary, and varying levels of language proficiency, indicate that there is no one-size-fits-all approach to L2 instruction.

Benefits of Acquiring Another Language

Lecturers unanimously acknowledge the cognitive, social, and professional benefits of acquiring a second language. The advantages extend beyond mere language proficiency, fostering broader cultural understanding and cognitive development. This aligns with previous research indicating that bilingualism enhances cognitive flexibility and global awareness.

Challenges in Teaching Methods

The challenges identified by lecturers, such as students' shyness, fear of making mistakes, and the socio-cultural context, suggest that L2 teaching requires a nuanced understanding of student psychology and cultural backgrounds. The resistance to new teaching methods, particularly among students accustomed to traditional approaches like the Grammar-Translation Method, highlights the need for gradual and supportive transitions to more interactive methodologies.

Teaching Approaches and Learning Styles

The emphasis on student-centered approaches and the adaptation of teaching methods to suit individual learning styles reflect an advanced understanding of educational pedagogy. Lecturers' efforts to differentiate instruction based on students' English language levels and learning styles indicate a commitment to personalized education, which is crucial for effective L2 acquisition.

CONCLUSION

This study provides valuable insights into the perspectives and experiences of university lecturers in L2 instruction. The findings underscore the importance of diverse and adaptive teaching methodologies that cater to the varied needs of students. While there are significant challenges in implementing these methodologies, the benefits of effective L2 teaching are profound, contributing to students' cognitive, social, and professional development.

The research highlights the need for ongoing professional development for lecturers to stay abreast of current teaching trends and to refine their strategies for overcoming classroom challenges. Additionally, it underscores the importance of creating a supportive and engaging learning environment that encourages active participation and reduces learner anxiety.

Future research should explore the long-term impact of different teaching methodologies on L2 acquisition and consider the perspectives of students to gain a more comprehensive understanding of effective language teaching practices. By addressing the challenges and leveraging the strengths identified in this study, educators can enhance the effectiveness of L2 instruction, ultimately supporting students in their journey to language proficiency and beyond.

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