

IMPORTANCE OF READING ON SECOND LANGUAGE ACQUISITION

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Abstract: This research analyzes the role of reading in language learning. The cases are explained using the theory of language acquisition.

Key words: English language, reading, theory, acquisition.

In most countries, including Uzbekistan, English is taught as a second language, which is compulsory for all students, from primary school to college level. English is called a second language because it is learned after the first language, i.e., the native language in a particular region. Students are also examined on a paper carrying 100 marks to be qualified for the formal education system.

So far as English as a second language is concerned, it can be acquired by means of a multitude of sources, for example, learning four skills (listening, speaking, reading, and writing), watching TV, listening to radio, involvement in classroom and social interaction, using multimedia technology, mobile, internet, blogs, e-dictionaries, and many more. The study of this paper concentrates on reading skills, which is one of the best ways to learn English as a second language. Reading plays a crucial role in second language acquisition (SLA) and offers numerous benefits for learners. Here are some key reasons why reading is important in the process of acquiring a second language:

1- **Vocabulary Expansion:** Reading exposes learners to a wide range of vocabulary in context. By encountering words repeatedly, learners reinforce their understanding and express themselves in the target language fluently.

2- **Grammar and Sentence Structure:** Reading provides exposure to various grammatical structures and sentence patterns. Learners can observe how words and phrases are used in different contexts, helping them internalize grammatical rules and structures.

3- **Comprehension Skills:** Reading helps improve overall reading comprehension skills. As learners engage with different texts, they develop strategies to understand meaning from context, infer information, and make connections between ideas.

4- **Language Use and Style:** Reading exposes learners to various writing styles, genres, and registers. They become familiar with different ways of expressing ideas, formulating arguments, and using language for specific purposes.

To maximize the benefits of reading in second language acquisition, learners should select materials appropriate to their language proficiency level, regularly engage in extensive reading, and actively reflect on and apply what they have read in their language practice.

Moreover, reading can be defined by different authors, critics, educators, and linguists in different ways. The following definitions, along with critical analysis, vividly address the main objectives of reading skills.

Two types of student reading in the process of teaching English absorb:

- reading texts, covering their main content. This type of study of reading speed, the number of unfamiliar words, and familiar word-building elements based on the ability to guess the meaning of unfamiliar words in native and Arabic takes into account the similarities between phenomena in their languages.
- reading out the complete information from the text. The second type of study requires taking into account the size of the text, reading speed, and the number of unfamiliar words in the text. Thus, in general education schools in Uzbekistan, the process of teaching English as a second foreign language in higher educational institutions is based on listening, speaking, and reading exercises. Learning English: the main types of student training are practical exercises, which are the main part of professional language training for students, and their general development of communicative and professional competence. By reading a student acquires correct pronunciation skills from the grammatical structures of the English language, free and correct use of speech acts, universal concepts, and communicative choices according to topics and situations, learning lexical material for use in all types of activities.

In particular, the paper examines how various factors affect the impact of reading on L2 vocabulary acquisition and grammar development. These factors include:

- learner engagement in summary tasks and comprehension question tasks after reading; learner exposure to meta-cognitive strategy training and language-focused instruction conducive to the effective use of meta-cognitive strategies;
- frequency of learner exposure to new words through reading;
- learners' reading proficiency and familiarity with the topics of the reading materials;

- availability of effective typographical cues in reading materials;
- learner engagement in post-reading discussion tasks;
- and the presence of lexical temporal indicators within texts [1].

As a river gets widened over years and turns into a river. Likewise, language cannot be acquired in a day or a year. The acquisition of English as a second language is a life-long process. No particular technique or spoken English class can enable one to speak English fluently and correctly. Most language experts emphasize that reading is the best way to learn a language and develop vocabulary because a single word or phrase can be used in different contexts or situations with different meanings. These various uses of language can be acquired by making the habit of constantly reading text books, literary books, reference books, newspapers, magazines, journals, etc. Reading is a habit and a mental exercise as well. Continuing this regular habit makes a man perfect in the development of language acquisition. After all, language makes literature and literature enables to build nation.

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