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Матеріали можуть бути корисними для науковців, працівників навчальних закладів, викладачів та студентів вищих педагогічних навчальних закладів.

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О.С. ВЕРЬОВКІНА, Н.Б. СЕМБАЙ

WAYS OF ENCOURAGING SECOND LANGUAGE ACQUISITION IN THE CLASSROOM

Резюме. Стаття присвячена аналізу проблеми покращення засвоєння другої мови в умовах загальноосвітньої школи. В зв'язку з цим стверджується, що шляхами покращення такого засвоєння учнями є: достатній доступ до другої мови, увага учнів до мовних явищ, використання автентичного матеріалу, екстенсивні читання та аудіювання, проектна робота, навчання, засноване на завданнях.

Ключові слова: доступ, увага, автентичний матеріал, екстенсивне читання, екстенсивне аудіювання, проектна робота, завдання.

Identifying the scientific problem. It has always been a question of obvious importance for teachers and language learners how to acquire a second language and how to teach a second language. This is a matter of concern of the linguists as well. It should be pointed out, that nowadays competence-based approach in education is aimed to pay more attention to the effective and technological formation of competences. We understand competence as a personal education that determines the productivity of tasks and includes knowledge, skills and significant personal qualities, experiences and value orientations. In this case, competence differs from such traditional concepts as knowledge, ability, skills and experience by its integrative nature, determined by personal traits, such as practice-oriented focus, the ability to work in a wide variety of contexts, self-regulation and self-esteem.

Such a definition of competence requires significant changes in teaching methods which could provide the learners with the required comprehensive result. The traditional methods of the educational process (explanation, exercise, etc.) are certainly important for learners' development. However, their limitations are felt even more acutely at present when a complex phenomenon such as competence is formed. Therefore, we believe that modern education should be focused on the learners' independent activity, the organization of self-learning environments and experimental and practical training, where children have a choice of actions and can be initiative.

At present we should pay our attention to those aspects of second language acquisition which encourage learners' interest; promote the efficient acquisition of training materials; form patterns of conduct; provide high motivation, strength, knowledge, team spirit and freedom of expression.

The analysis of the latest researches and publications. We must admit, that the problem of finding out the ways of encouraging second language acquisition has its long history. It takes its start with Stephen Krashen's hypotheses, especially, it is related to his Input hypothesis, which states that learners progress in their knowledge of the language when they comprehend language input that is slightly more advanced than their current level. S. Krashen called this level of input "i+1", where "i" is the learner's interlanguage and "+1" is the next stage of language acquisition. Stephen Krashen took a very strong position on the importance of input, asserting that comprehensible input is all that is necessary for second-language acquisition. One tenet of Krashen's theory is that input should not be grammatically sequenced. He claims that such sequencing, as found in language classrooms where lessons involve practicing a "structure of the day", is not necessary, and may even be harmful [3].

S. Gass and L. Selinker point to a distinction made by Corder in 1967 between the two notions of *input* and *intake*.

They describe input as "all exposure to the language", including input that "goes in one ear and out the other". Intake however, is defined as what is actually internalized (taken in) [2].

This distinction emphasizes that not all input leads to direct language learning. M. Gass and L. Selinker stress out that "without understanding the language no learning can take place. Although understanding alone does not guarantee that learning will take place, it does set the scene for learning to take place. Researchers have also pointed to **interaction** in the second language as being important for acquisition. According to M. Long's interaction hypothesis the conditions for acquisition are especially good when interacting in the second language; specifically, conditions are good when a breakdown in communication occurs and learners must negotiate for meaning. The modifications of speech arising from interactions like this help make input more comprehensible, provide feedback to the learner, and push learners to modify their speech [4].

Another linguist M. Swain pointed out that output of the learners is also of great importance. The first function of the output she described was the noticing function, because of its consciousness-raising role. What she meant by this was that when trying to produce the second language, learners notice a gap in their knowledge, and as a result of this, they consciously identify their linguistic errors and lacks of knowledge.

Secondly, the linguist observed that the learner's language production is confirmed or modified on the basis of the learner's interaction and the feedback that he or she receives. This hypothesis testing is extremely important in interaction when learners negotiate, either with each other or with their teacher, in an attempt to convey meaning. Thirdly, M. Swain saw output as having a function in the development of fluency.

The fourth function of output, as seen by M. Swain, was that it enabled learners to move from a semantic to a syntactic use of language. Language use gets learners to move from a stage of comprehension (a semantic use of the language) to a syntactic use of language (when the learner is paying attention to linguistic form). For example, the learner notices that his or her utterance has not been understood by the interlocutor, reformulates it to comply with target language standards [5].

Yet, the problem of how exactly to increase the efficiency of second language acquisition is not completely solved. So, it demands its further investigation.

Thus, the **aim** of our research is to find out the ways of encouraging second language acquisition in the classroom.

The main plot. The novelty of the work lies in determining the specificity of the ways to encourage acquisition in the educational process of a secondary school.

So, we consider, that one of the important factors in terms of this problem is that a child should be systematically exposed to the target language. This is the notion, that one should have a lot of time in the second language, which means, the amount of **exposure** to a second language should be equal in time with the exposure to a mother tongue. However, the human brain does not work on quantity, it works on quality. It wants systematic and regular exposure to the language. Then only the child will achieve language fluency. Only in case lessons at school are supported by staff and the community, that give the exposure to the language in very rich and varied way, if they are supported with cultural material, the necessary result will be achieved. For instance, watching movies even beyond the school day can provide with additional contribution.

Another crucial way to encourage language acquisition is **noticing**. According to Schmidt, and based to some extent on his learning Portuguese, second language learners notice a language construction if they come across it often enough or if it stands out in some way [1]. One way of coming across it is, of course, instruction – that is, if the teachers draw their attention to it. However, our understanding lies in the fact, that rather than teaching the item of the language, the teacher's job is to get children to notice it, when it occurs, so that it sinks into the brain where it is processed. One way to make it happen is to organize tasks where certain language naturally occurs with frequency and where with or without teacher's help the students will notice it.

Authentic materials are one more way of encouraging second language acquisition in the classroom. Some people by mistake consider the textbooks, published in Great Britain to be authentic material. However, unlike the ESL materials, worksheets, study guides and other lesson plans one downloads from the web, authentic materials are resources, created for native speakers of the target language.

There are no reading comprehension tests and vocabulary sections at the end of an article to quiz students' understanding. To consider all the possibilities, authentic materials can include:

Listening: TV shows, radio, commercials, news broadcasts, documentaries, movies, phone messages, etc.

Visual: photographs, art works, signs with symbols, postcards, picture books, etc.

Printed: restaurant menus, newspaper articles, bulletin board advertisements, company websites, coupons, sales catalogues, travel brochures, maps, telephone books, signs, blogs, movie posters, food labels, etc.

When using authentic materials the question of levels arises.

At lower levels some possibilities include leaflets, timetables, menus, short headline type reports, audio and video advertising, or short news broadcasts. The task should be simple and relatively undemanding, and it is important to pre-teach key vocabulary so as to prevent panic.

At more intermediate levels this list could be expanded to include longer articles, four or five minute TV or radio news reports, a higher quantity of shorter items, or even whole TV programmes. Again pre-teaching is important, although the students should be able to deal with unknown vocabulary to some extent.

At an advanced level students should have some tactics for dealing with new vocabulary without panicking, but it's still useful to have a few quick definitions to hand for some of the trickier stuff.

Especially with lower levels, it is necessary to emphasize that students do not have to understand everything. The students don't often believe the teacher until he goes through a few tasks with them. Teaching them this skill, and developing their confidence at coping with the unknown is an important element in their development as independent learners.

As can be seen, using authentic materials is a relatively easy and convenient way of improving not only your students' general skills, but also their confidence in a real situation. This is only a brief introduction to the ideas involved, but some of these ideas could easily be expanded to form part of a motivating and effective course.

Another aspect of encouraging SLA in the classroom is **extensive reading**. Extensive reading approach involves students reading long texts or large quantities for general understanding, with the intention of enjoying the texts.

Students are allowed to choose the books they read depending on their interests, and there is not always a follow-up discussion or work in class. In this way students are encouraged to read for pleasure and should become better readers. The principal objective of undertaking an extensive reading approach is to make students read in English and like it. An increase in reading fluency should be another objective. Because of this, reading should be a pleasurable activity for the student, promoted as much as possible by the teacher.

Reading for pleasure requires a large selection of books available for students to choose from at their level. Here, teachers can make good use of graded readers (books which have been written specifically for EFL/ESL students or which have been adapted from authentic texts).

Setting up a class library is a good way to provide material for students, and because the books are kept in the actual classroom, there is a greater chance that they will be borrowed, and teachers also have more opportunities to refer to them during class. Students choose what they want to read based on their interests. If a student's search for a book is too difficult or they don't enjoy it, they can change it for another one.

Often students can put off reading when it is tied to class assignments. In an extensive reading programme, the students are reading principally for the content of the texts. Teachers can ask students about the books they are reading informally, and encourage occasional mini-presentations of the books or book reviews, but these should not seem like obligations to the students.

Extensive reading should not be incompatible with classroom practice and methodology. There are teachers who set aside a regular fifteen-minute period of silent reading in class. This silent reading has been said to help structural awareness develop, build vocabulary, and promote confidence in the language.

Reading becomes a chore if students think they have to stop and look up every word they do not understand in a dictionary. For this reason, dictionaries should be avoided. Instead of interrupting their flow, students should be encouraged to jot down the words they come across in a vocabulary notebook, and they can look them up after they have finished reading.

If the teacher takes an interest in and keeps record of what students are reading, then this can in itself encourage students. If a note is also made of which books the students like, then the teacher can also recommend other books to the students. The teacher should also be careful to explain the reasons behind the programme, and to highlight the benefits of extensive reading to them so that they know why they are doing it.

It should be stressed out, that if the teacher is also seen to be a reader by the students, then they will be encouraged to read. The teacher can also read aloud to students, as a way of introducing students to different genres or individual books.

Extensive listening is a way to practice English listening skills. It means listening to many different recordings, videos and interviews about the same topic. This will help you get context for what you're listening to, and will help you learn more vocabulary. There are some important tips to follow:

- choose a topic that will keep your interest and that you are familiar with;
- get the children listen carefully, but listen for main ideas, not details. Let them try to understand the important points of the video or audio recording;
- try to find sources that offer basic information. If it is too in-depth, one may get frustrated when dealing with unfamiliar vocabulary.
- if a person feels that he can't understand most of what is happening, try finding an easier source. Listening is one of the most difficult skills for language learners.

One of the essential ways, which also can encourage SLA is **project work**. Because project-based learning is filled with active and engaged learning, it inspires students to obtain deeper knowledge of the subjects they are studying. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work.

In the process of completing their projects, students also train their organizational and research skills, develop better communication with their peers and adults, and often work within their community while seeing the positive effect of their work.

Because students are evaluated on the basis of their projects, rather than on the comparatively narrow rubrics defined by exams, essays, and written reports, assessment of project-based work is often more meaningful to them. They quickly see how academic work can connect to real-life issues -- and may even be inspired to pursue a career or engage in activism that relates to the project they developed.

Students also thrive on the greater flexibility of project learning.

Project learning is also an effective way to integrate technology into the curriculum. A typical project can easily accommodate computers and the Internet, as well as interactive whiteboards, global-positioning-system (GPS) devices, digital still cameras, video cameras, and associated editing equipment.

Adopting a project-learning approach in classroom or school can invigorate learning environment, energizing the curriculum with a sparking students' desire to explore, investigate, and understand their world.

Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages.

Pre-task. The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

Task. The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

Planning. Students prepare a short oral or written report to tell the class what happened during their task. Then they practise what they are going to say in their groups. Meanwhile, the teacher is available for the students to ask for advice to clear up any language questions they may have.

Report. Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

Analysis. The teacher then highlights relevant parts from the text of the recording for the students to analyze.

They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

Practice. Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

Task-based learning has some clear advantages. The students are free of language control. In all three stages they must use all their language resources rather than just practising one pre-selected item.

A natural context is developed from the students' experiences with the language that is personalized and relevant to them. The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.

The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the coursebook. Finally, it is a strong communicative approach where students spend a lot of time communicating. It is enjoyable and motivating.

Conclusion. All things considered, we have analyzed only some ways of encouraging SLA in the classroom, which include: exposure to language, noticing, authentic materials, extensive reading and listening, project work and task-based learning. All of them are interrelated and can be used separately or simultaneously. There are a lot of other ways, which can be efficient for second language acquisition, but they are the subject of further research work.

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Резюме. Стаття посвячена аналізу проблеми удосконалення засвоєння другого мови в умовах загальноосвітньої школи. В зв'язі з цим утверджується, що шляхами удосконалення такої засвоєння учнями є: достатній доступ до другого мови, увага учнів до мовних явищ, використання аутентичного матеріалу, екстенсивне читання і аудіювання, проєктна робота, навчання, засноване на завданнях.

Ключові слова: доступ, увага, аутентичний матеріал, екстенсивне читання, екстенсивне аудіювання, проєктна робота, завдання.

The summary. The article deals with the analysis of the problem of encouraging second language acquisition in the classroom. In terms of this problem the following ways of encouraging are defined: exposure to the second language, noticing language phenomena, use of authentic materials, extensive reading and listening, project work, task-based learning

Key words: exposure, noticing, authentic material, extensive reading, extensive listening, project work, task.

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С.А. БІГУНОВА, М.І. ЗУБЛЕВИЧ

ENGLISH SOMATIC PHRASEOLOGICAL UNITS OF LATIN AND FRENCH ORIGIN

Резюме. У статті розглядаються соматичні фразеологічні одиниці та наводяться приклади англійських соматичних фразеологічних одиниць латинського та французького походження.

Ключові слова: фразеологічні одиниці, компонент, соматичні конструкції, запозичення.

Phraseological units have always attracted attention of linguists, literary critics, sociologists and philosophers. Enriching the literary language, representing a bright example of purity, accuracy of content and sharpness of language, phraseological units are of great importance in the treasury of culture and have become of genuine interest for linguists and researcher of various spheres of communication.

Speaking about the phraseological units we cannot but mention phraseological units which have in their structure a word, denoting a part of human body (hand, leg, heart, etc). Such type of phraseological units in modern linguistics is called *somatisms* or *somatic constructions* (from Gr. *sōma* – body).

Somatic constructions are considered to be one of the most frequently set types of phraseological units in English. One of their most significant features is the existence of multiple analogues in different languages, analogues

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