

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



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Студентський науковий вісник



Рівне – 2019

УДК 81'243

А 43

Актуальні проблеми сучасної іноземної філології: Студентський науковий вісник. – Рівне: РДГУ, 2019. – 202 с.

Редакційна колегія:

Михальчук Н.О., доктор психологічних наук, завідувач кафедри практики англійської мови, РДГУ;

Воробйова І.А., кандидат педагогічних наук, доцент кафедри практики англійської мови, РДГУ.

Рецензент:

Воробйова Л.М., кандидат філологічних наук, професор кафедри теорії та історії світової літератури РДГУ.

Упорядник випуску:

Воробйова І.А., кандидат педагогічних наук, доцент кафедри практики англійської мови, РДГУ.

Розглянуто й затверджено на засіданні кафедри практики англійської мови РДГУ (протокол № 4 від 11.04.2019).

Затверджено та рекомендовано до друку на засіданні Вченої ради РДГУ (протокол № 4 від 25.04.2019 р.)

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INTENSIVE EXPOSURE TO THE ENGLISH LANGUAGE LEARNING

Nowadays, the studying of the second language, especially English one, is a noticeable trend, that attracts the attention in the field of education.

At the modern conditions, there is a necessity to use an integration of technologies and methods. The exposure to the second language acquisition can improve the ability of mainstream teachers to serve the culturally and linguistically diverse students in their classrooms.

The aim of this article is to research the question of necessity of including the intensive exposure to English language learning and confirm the results of theoretical analysis with the using of intensive exposure at the lessons of English.

Second language acquisition is a special form of learning. It has been studied in different fields of research. Economic as well as linguistic and sociological models of second language acquisition have been developed [6]. Three main factors for a successful second language acquisition process can be identified:

- the motivation of the learner;
- the exposure to the second language;
- the learner's efficiency.

The exposure to the second language builds the second conceptual variable in the second language acquisition process. In this aspect linguistic and economic models are very similar, although they use different terms [4]. The basic idea is that the learner has to get into contact with the target language, to get 'input' [5] or be 'exposed' [4] to the target language respectively. Both models differentiate between formal and informal learning settings. Formal situations are the various institutionalized educational opportunities (e.g. language courses). Informal learning settings refer to 'natural' learning situations like in everyday situations or through the media. It is important to note that the kind as well as the intensity of this contact is relevant for the second language acquisition process.

Thus, the research of the exposure's role in the second language acquisition shows its necessity during the acquisition process for complex good learning. The exposure can be organized as in class as out of it, by teacher or parents, groups of leaders and so on. In our work we distinguish the role of guided exposure which is organized by teachers both in class and out of it.

The researchers Gass & 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". This distinction underlines that not all input leads to direct language learning. Gass & Selinker emphasize 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" [7, 200].

Krashen supports this view, and presents three categories of adapted input from which the second language learner can benefit: "teacher-talk", "foreigner-talk", and "inter-language" input. The first is defined as "the classroom language that accompanies exercises, the language of explanations in second language and in some foreign language classrooms, and the language of classroom management."

The intensive exposure is based on the idea that language is a way of communication rather than a grammatical subject of study [10]. There are three theories which explain how the intensive learning of a language works, taking into account the communicational language appreciation presented. These are the Neuro-linguistic theory, the Linguistic interdependence theory and the Social-constructive theory.

The Neuro-linguistic theory of language acquisition has been broadly studied and explained by Michel Paradis [11] – a well-known linguistics professor in the University of Quebec in Montreal. He

exposes and justifies the presence of two different types of memory when learning a language; the declarative memory and the procedural memory.

When conceiving language a mean of communication, intensive language programs search the activation of procedural memory by exposing children to a vary of situations, which ask for developing communicational skills and procedures rather than learning or memorizing lots of vocabulary and grammatical rules.

The linguistic interdependence theory, described by James Cummis [3], states that, when learning a second language (L2), individuals search for their mother tongue's (L1) structures and communicative strategies to apply in communicational situations. Learners are developing cognitive procedures which are integrated in their mother tongue's development.

This theory defends the fact that, even if in intensive language teaching programs the mother tongue's instruction is compressed, children are going to develop similar cognitive structures in L2 and these procedures are going to be transferred into L1. Nevertheless, as it has been explained before, this happens when exposing learners to meaningful communicative situations in both L1 and L2.

The Socio-constructivist theory was developed by the psychologist Lev Vygotsky [12]. He believed that peer interaction and cooperative tasks - with the guidance of the teacher - were an effective way to develop skills and strategies in order to solve problems, verify hypothesis, make predictions, etc. These sort of cognitive processes are used and developed in all the other subjects learnt at schools such as Mathematics, Science, Art, etc. Thus, when encouraging learners to carry on cooperative tasks or projects in L2, apart from developing communicational skills, they are working on broadly processes which help them to achieve the objectives set up at the beginning of the task. This fact supports the idea that, as long as the task/activity/project proposed in L2 is cognitively challenging, children's cross-curricular competencies development will not be impaired when compressing the time devoted to teaching other subjects.

A key factor of exposure second language learning is motivation. Motivation is defined by Collins Dictionary as:

- “the act or an instance of motivating;
- desire to do; interest or drive;
- incentive or inducement;
- the process that arouses, sustains and regulates human and animal behaviour” [2].

Motivation is difficult to define and measure, but scholars generally recognize two major types of motivation: intrinsic and extrinsic. Intrinsic motivation is the desire to do or achieve something because one truly wants to and takes pleasure or sees value in doing so. Extrinsic motivation is the desire to do or achieve something not so much for the enjoyment of the activity itself, but because it will produce a certain result. The difference between the two is more like a spectrum than a divide; any action can be motivated by a combination of intrinsic and extrinsic factors, and the same person may be motivated differently in different contexts [1, 2].

There are four dimensions of motivation:

- Competence – The student believes he or she has the ability to complete the task.
- Control/autonomy – The student feels in control by seeing a direct link between his or her actions and an outcome and retains autonomy by having some choice about whether or how to undertake the task.
- Interest/value – The student has some interest in the task or sees the value of completing it.
- Relatedness – Completing the task brings the student social rewards, such as a sense of belonging to a classroom or other desired social group or approval from a person of social importance to the student.

Within the field of language learning, the typical model is the division made between integrative and instrumental motivation. The integrative motivation means learning the language with the intention of participating in the culture of its people. In another words, integrative motivation means integrating oneself within a culture to become a part of that society [8, 127]. And instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further

useful motive. The instrumental motivation refers to the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading technical texts [9, 127].

One of the main goals of intensive exposure, therefore, is to help students improve their comprehension. This choice of goals is important because of its implications for both the content and the methods of instruction. The methodology of intensive exposure needs to consist of active methods for intensive assimilation and expansion of students' vocabulary. One of the active methods is the using of explicit teaching strategy for exposure to the second language.

Wagner-Gough and Hatch [13] determine that the input hypothesis predicts that the classroom may be an excellent place for second language acquisition, at least up to the "intermediate" level. For beginners, the classroom can be much better than the outside world, since the outside usually provides the beginner with very little comprehensible input, especially for older acquirers. We suggest this approach, so further it is necessary to observe the use of high teaching strategies in the way of teacher-talk sort of input.

The high impact teaching strategies include 10 practices. The one of them is Explicit Teaching. Effective teachers use explicit teaching to provide instruction, demonstrate concepts and build student's knowledge and skills. In explicit teaching practice, teachers show students what to do and how to do it, and create opportunities in lessons for students to demonstrate understanding and apply the learning.

When teachers adopt explicit teaching practices they clearly show students what to do and how to do it. Students are not left to construct this information for them. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. In addition, the teacher checks for understanding, and at the end of each lesson revisits what the lesson has covered and ties it all together [13].

Explicit teaching is systematic and sequential. It directly supports guided practice using a series of steps. First, teachers are explicit about the learning goals and the success criteria. Then teachers demonstrate how to achieve them by modelling and providing examples. The final step is to provide students with opportunities to practice and to demonstrate their grasp of new learning.

There are also many strategies of effective exposure learning strategies, such as memory-based strategies, inferencing strategies, incidental vocabulary learning from reading, or consulting reference sources. Many studies show that the conscious and coordinated use of such learning strategies is associated with language achievement and proficiency.

At the course of our research, we have divided the methods of helping the young learners to improve their comprehension learning vocabulary. We had the tasks:

- to develop English vocabulary learning of young learners using creative and intensive vocabulary learning strategies. Creative strategies include the using of information technology, different creative techniques, contributing to the formation of the vocabulary of a foreign language for children of primary school ages.
- to perform the creative method of learning a vocabulary of the English language of young learners; to develop lessons in learning English vocabulary for young learners; to research the results of using creative technologies at the group of young learners and compare with the group learning vocabulary without creative technologies.

For our research we choose a group of intermediate young learners (Aged from 13 to 15): Grades 8 and 9.

The pedagogical research involves three stages: the preparatory stage; practical stage; synthesis stage. The preparatory stage is complex structure, which performs several functions: diagnostic, prognostic and organizational.

The diagnostic function involves the construction of a "model" of the state of the research object. The pedagogical experiments can consist of: analysis of individual experience and identification of specific difficulties in the activities of the teacher; analysis of the pedagogical process at school; identification of educational needs of the teaching staff of the school; formulation contradictions of the educational process in the educational institution; formulation and justification of problems, solving of which will be realized during the experiment.

The next steps are related with the implementation of the predictive experimenter functions. An essential characteristic of the experimenter's implementation the predictive function is development of the experiment program. It should contain the purpose of the experiment, idea, hypothesis, forecast of expected positive results and taking into account the possible negative effects, compensation mechanisms, stages of the experiment, criteria evaluation of results, etc.

After the program of the experiment is developed, the experimenter must answer the questions: what are the real conditions for its implementation and what conditions are necessary to ensure that the program can be run? Answering these questions, the experimenter performs serving in relation to the actual experiment activity, or implements organizational function. To perform this function may be included questions related to the preparation of the material base of the experiment, distribution of management functions, organization of special training, methodical providing experiment, etc.

After preparing the conditions for the experiment the practical stage begins. In dependence on the type of experiment (ascertaining, search, formative) the results of this stage can significantly vary. In particular, the result of ascertaining the experiment can be analysis of the state of subject of research at the initial stage or description the actual state of affairs.

To carry out this type of experiment should be determined the parameters of the objective data collection; number of samples tested, necessary to obtain reliable result; determined a sample sufficient to control and carrying out the subsequent analysis of the state cases (subject of research).

The result of this stage is proven system of hypotheses, revealing of the factors, patterns, dynamics, mechanisms, development trends and formation of the child's abilities.

The leading stage is analytical. Its implementation in practice provides for obtaining two products of the experimenter's activity:

- 1) Analysis of experimental results and correlation those with the stated aims set out in the program of the experiment (including relevance stages of the experiment, the expected intermediate results with data from control slices or other diagnostic tools for intermediate results);
- 2) Design and description of the course and results of the experiment.

On the first stage of the research, we have diagnosed 2 groups of students the total number of students was 40 people. It was done with the help of tests consisting of 20 words, where half of the words had to be translated into Ukrainian, and half – into English. The result of the diagnosis showed that no one was able to translate 100% of the words correctly. At the experimental group, 90% of the words were correctly translated by 2 learners, 2 learners translated 80% words, 70% of the words were translated by 9 learners, 60% of the words were translated by 5 learners, 2 learners were translated by 50% of the words.

The control group has very similar results: 80% of the words were correctly translated by 3 learners, 3 learners translated 70% words, 50% of the words were translated by 7 learners, 40% of the words were translated by 5 learners, 1 learner translated 25% of the words.

So, we can see the results of intensive exposure to English vocabulary learning. The children of the experimental group coped with the control task much better than the children of the control group, which indicates that our methodology of intensive exposure to English vocabulary is effective.

We can say that intensive exposure to English vocabulary really allows students to memorize words more effectively, since various technologies, such as games, information technologies, etc., are integrated into educational activities, which contribute to the memorization of new words. Taking into account the results of our analysis, it can be argued that it is necessary to apply such technologies of vocabulary learning in the modern school program, for improving the level of learners' knowledge and teaching efficiency. The aim of the research was achieved.

This research was devoted to the investigating of the questions of necessity of including the intensive exposure to English language learning. At the end of the research we can infer a conclusion from the information, presented at the article. Thus, the studying of the second language it is a very attractive field of modern education. At the condition of modern education, it is obvious that it is necessary to provide the intensive technologies of learning the second language. At the course of the study it was hold the pedagogical experiment, which based on the analysis of the results of studying the experimental and control groups. As the analysis showed, the intensive exposure of English gives a positive result: the knowledge of the experimental group was much higher than the knowledge of the

control group. The results of the analysis confirmed the necessity of intensive exposure of English language at the lessons.

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Науковий керівник: канд. психол. наук, доцент Верьовкіна О.Є.

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АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

Відповідальний за підготовку збірника до видання *Воробйова І.А.*

Комп'ютерна верстка *Воробйова І.А.*