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ДОМА ВІКТОРІЯ ІВАНІВНА

Студентка 4-го курсу

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Ступінь вищої освіти: бакалавр

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ЗМІСТ

CONTENTS

INTRODUCTION

It is widely believed among students that if learning languages becomes a difficult process and if with each new topic there appear more and more problems, then the person simply does not have a talent for languages and is not able to learn them. Outside the circle of linguists who are constantly engaged in the study of various languages and the organization of their system, few people know the differences between learning a native and a foreign language, that is why students often conclude that faced with problems constantly, they are not able to learn any language and give up ... without even thinking that their native language was still available to them.

In fact, difficulties in learning foreign languages cannot have a certain number of causes, which are clearly indicated and established. Learning a language is a process of interaction in which three parties participate: the student, the teacher, and the language being studied. Therefore, to achieve a certain success, it is necessary to achieve harmonious interaction between all the three sides of the study, because if the balance is disturbed, one of the parties will take on more responsibilities and, accordingly, the study process will become problematic, long and full of difficulties.

This paper <u>aims</u> to explore the differences between acquiring the first and a foreign language, various methods of teaching the English language, and studying the problems that the students may face when studying a foreign language.

The <u>subject</u> of the research is a theoretical study of the features of acquiring native and foreign languages and the resulting difficulties that may arise in the process of learning a foreign language; examination of the methodological approaches of teaching a foreign language based on these features. Out of this the <u>object</u> of the paper is the study of the interaction of the human brain with the phenomenon of multilingualism, the study of new ways and types of communication, the processes of acquisition of various languages, and their differences from the acquisition of the native language, the differences in processes and their conditionality by the process of evolution.

The <u>novelty</u> of the theme is that with the flow of time, more and more people begin to learn the English language for various reasons: this condition is necessary in order to obtain a scientific degree, for some it is a prerequisite for getting a job; these people have many problems with acquiring a foreign language and these problems seem critical to them, although, in reality, they are not.

The research <u>hypothesis</u> is that the low performance of some students has nothing to do with the level of intelligence or talent to acquiring languages, but may be connected with wrong techniques that these students or a teacher apply to master the foreign language.

In accord with the research hypothesis and aims the <u>main tasks</u> of the research are the following:

1) Define the physical and mental characteristics of acquiring the native language (or the first language), determine its stages and the process of acquiring.

2) Define the physical and mental characteristics of acquiring a foreign language (or the second language), determine its stages and the process of acquiring.

3) Study the history of developing the existing methods and approaches to teaching a foreign language.

4) Study the most common problems that students may face during the process of learning a foreign language (using the example of the English language) and define their possible causes, therefore, the ways to overcome these problems.

In the course of the research, the following <u>methods</u> of analysis will be used: analysis and comparison of the processes of acquiring the first and a foreign language, a method of statistical processing of the data obtained, and a pragmatic interpretation of the correlation of difficulties faced by students with the teaching approaches used by teachers. This research involves a mixed methods approach with quantitative data collection using a survey of questions to capture information about why some students are unsuccessful in foreign language classes and what teachers can do to help them.

The <u>practical value</u> of the thesis is that it describes the most common difficulties that the average student or pupil may face while learning a foreign language and probable ways to solve them along with numerous techniques that can be applied for learning a foreign language.

The year paper consists of an Introduction, Part 1, Part 2, Conclusions, References, a Summary in Ukrainian and Appendices.

Part 1 provides an explanation of the processes of acquiring a native and a foreign language, compares these two processes, and presents a detailed description of the differences between the two processes. Besides this chapter gives a brief historical overview of the language teaching methodologies; define and describes the most common language learning difficulties.

Part 2 researches the causes of difficulty of a foreign language acquisition for at-risk students and the methods and strategies that teachers use to help these students learn the basic concept of the foreign language course.

PART 1
FOREIGN LANGUAGE LEARNING DIFFICULTIES – THEORETICAL PART

Facing difficulties in foreign language learning is a common problem for both secondary school students and students of higher educational establishments. Since the economic, political and socio-cultural situation in the world requires graduates to know at least one foreign language these difficulties can become a serious stumbling-stone on a way of developing as a specialist in a particular area. The process of learning languages depends on many factors; thus, it can be easy for one and extremely difficult for others, yet possible. Perhaps this is why there are so many excuses for the low performance in learning languages. But the process of acquiring languages is, to some extent, identical to acquiring mathematics, biology, or physics, and one can succeed in learning languages without the so-called talent for them.

Low performance in acquiring languages does not mean that the student has low intelligence; it means that one applies wrong techniques. But how to choose the right one in this case? To answer this question, one should understand the very process of acquiring language, know how the brain works when learning a language and what the purpose of particular techniques is. There are many methods and techniques for acquiring a foreign language, along with a variety of language teaching methodologies for teachers to help students in their difficult path of mastering a foreign language. This chapter is going to give an overview of the problems of foreign language acquisition and learning, various language teaching methodologies, and the most common language learning difficulties along with tips for overcoming these problems.

1.1 Language Acquisition

When talking about the process of language acquisition one should distinguish between the first and a foreign language acquisition as these are two different processes. The problem of language acquisition refers to one of the fields of psycholinguistic studies, which concentrates on explaining how a human brain interacts with language as a phenomenon along with how various brain traumas and disabilities influence a human ability to perform language. The understanding of the first language acquisition provides the understanding of how the system of foreign language learning is constructed and how it works (Cook, 1991, p. 43).

The Macmillan dictionary describes language acquisition as *"the non-conscious and natural process of learning a language in the way that children do, as a distinct from the conscious and deliberate study"* (Macmillan Dictionary).

Psycholinguistics differs between the first and the second language acquisitions. So, the definitions are the following:

"Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language. Language acquisition also looks at how people produce and use words and sentences to communicate. It is a very complex process that psycholinguists look at more closely than most. Researchers break language acquisition into two categories, first-language acquisition, and second-language acquisition.

First-language acquisition is a universal process regardless of the language an individual will begin to speak. First-language acquisition starts with babies cooing, crying, and babbling which is known as the pre-linguistic stages of first-language acquisition.

Second-language acquisition assumes knowledge from a first language and applies that knowledge and process as an individual goes through the steps to learning a second language. After acquiring language, it can then be comprehended." (Snow & Ferguson, 1977, p. 112-113).

It is scientifically proven, that the first language that a human acquires is the so-called "mother tongue", but what is interesting is the process by which a child becomes able to produce language units and how a language is structured and learned at such young age. The process of acquiring the first language differs from the process of acquiring a foreign one a lot as it hardly made with a purpose and strong motivation or a system, however, it covers all the aspects of language: from syntax to morphology and phonetics; yet the representative of a mother-tongue (or as it is called in everyday life *"a native speaker"*) hardly can explain the vast of the rules and principles one uses when speaking. If to ask, for example, an Englishman why he/she uses the ending 's' in third person singular when talking about some repeated actions, there will be no long explanation of the principles of the Present Simple Tense, grammar rules, or the characteristics of the verb and its forms, rather the one will say *"because this is how we say it. It's how the language works"*. The same happens with representatives of Ukrainian as a mother tongue: when somebody says "він поїхала" a native speaker would just say that there is wrong ending used, the structure itself doesn't make sense and that the correct variant is "він поїхав" but hardly can even recognize to what rule of the language the mistake refers (Nikolayeva, 1999, p. 45).

Thus, it can be said that first language acquisition has some characteristics which differentiate it from the second language acquisition. They are the following:

- It is instinct. To master at least one language is rather the initial instinct of a human as language is the only instrument that humanity has for communication. Children acquire the language of their parents (not necessarily biological) not as a thing that is transmitted by genes, but rather acquired from the surrounding. Why is this so important to

acknowledge? This fact really means that a person can acquire any language despite its nationality or place of birth (Braine, 1971, p. 8);

- The quality of first language acquisition is higher than of any other. This happens because the first language acquisition is complete. If to look closely there are no stages of acquiring the mother tongue; children can freely communicate with it when starting their studies in school. Yet there are no strategies or other purposeful learning of a mother tongue. This can get a clue on why some students struggle with learning a foreign language. The main purpose of a language is to be the instrument for communication (and not to be one of variety, but the only). Children do not concentrate on their mistakes during the first stages; they rather concentrate on how to say the phrase or construction correctly just to be understood (ibid, p. 8);

- Thus, the process of acquiring the first language needs no instruction. Children simply absorb all the words, construction, intonations, and phonological patterns from what they hear constantly (ibid, p. 9);

- Is not limited by one language. It is very important to admit that one person can have several mother tongues and all acquired naturally during the childhood period. In psycholinguistics these people are called bi- or multi-lingual people (depending on the number of languages). This phenomenon happens when one parent speaks one language and the second – another. Or if the child is born in a place where there was an opportunity to use both languages (ibid, p. 9).

Out of these characteristics, it can be said that the process of acquiring language is very complex, however the vast of the processes are going inside epy brain and are done unconsciously and without any control from aside. The only conditions are to hear the language, to have an opportunity to be corrected when mistaken, and to have an opportunity to use the language for communication (Bongaerts, Planken & Schils, 1995, p. 38).

There exist theories on how children acquire their first language and how to explain the phenomenon of language acquisition by deaf children or children with various brain traumas or pathologies. Psycholinguistics is a comparatively young science that emerged only during the last century, so there were not many ways to explore the process that occurs in the brain as is expected from the first thought. The problem of how a human being learns and acquires languages is the sphere and the main task of language acquisition that is the branch of psycholinguistics, and until nowadays there is no clear answer to this question, and it is hard to say whether ever will be. Instead of it, the researchers deal with numerous theories that are aimed to explain the process by which a human being learns a language. These theories, even if

seem to be contradictory to each other, provides deeper insight and understanding on how many brain processes are included in language acquisition and how complex are these phenomenon for humans as representatives of an animal class of species (Brown, 2002, p. 63).

The very first theories on language acquisition were concentrated on the importance of **language input or language interaction** that a child receives from care-takers or peers. The theory is based on a fact that the main aim of language is communication, so the roots of language acquisition should be somehow connected to the role of communication and the need for it in human life. For example, Jerome Bruner (1915-2016) made a hypothesis that children in their early years communicate with the world in a way to perceive language maximally. Out of this, the language can be fully acquired only through communication with other representatives of this language. The other aspect of this theory was developed by Colwyn Trevarthen (1931 -) and suggests that children learn the basics of leading a conversation and various conversation patterns before they are able to talk (Au, 1988, p. 89). The theory is now being criticized as later psychological researches on the psychology of children's development highly contradict the main ideas of the theory:

- children go through the same patterns of development despite their nationality, language surrounding, or frequency of interaction. Though it is very important to admit, that frequency of interaction has a huge impact on language acquisition and cannot be neglected. The sense of the argument is that interaction does not appear to be the main factor (Cameron, 2001, p. 58);
- the style of input also does not influence greatly the level of language acquisition as there are numerous examples from past of different variants of adult's behavior towards children, but the result was always almost the same (ibid, p. 58);
- the theory does not answer the cases of partial or full brain disorder (ibid, p. 59).

Numerous works are aimed at studying and proving the influence of language interaction and language input can be found in the book by Snow and Ferguson "Talking to Children: Language Input and Acquisition" and the work of Sokolov and Snow "The Changing Role of Negative Evidence in Theories of Language Development" that proves that having a poor language interaction may cause severe problems and decrease the process of language acquisition as it neutralizes the main goal of language performance – communication and information exchange (Ellis, 1997, p. 51).

Behaviorist or Reinforcement Theory. The author of the theory is Burrhus Frederic Skinner (1904-1990), who was a professor of psychology at Harvard University. He was

observing various people's behavior concerning some outer stimulus and based on these observations made a hypothesis that if a human receives a negative response to his/her actions, the individual would not tend to repeat this action and vice versa. All his observations and conclusions he described in a work "Schedules of Reinforcement" (1957). Regarding language acquisition, the theory is concluded in the idea that children imitate adults and correct their language performance in accord with the response received from their parents or other respected individuals (Ernst, 2007, p. 3). In Skinner's work "Verbal Behaviour" (1957) the author himself explains the theory the following way:

"The basic processes and relations which give verbal behavior its special characteristics are now fairly well understood. Much of the experimental work responsible for this advance has been carried out on other species (Skinner had conducted his experiments on animals like birds and rats)*, but the results have proved to be surprisingly free of species restrictions. Recent work has shown that the methods can be extended to human behavior without serious modifications."* (Lowe & Graham, 1998, p. 84).

The theory of reinforcement is one of the youngest theories made in the field of language acquisition and mostly based on observation of animal behavior, in addition, filled with XX century psychologist ideas that are now highly criticized, so there is a sense to mention the limitations of the theory and some objections it fails to face with:

-   Children's speech in its majority is corrected in the praise of truthfulness rather than proper use of grammatical forms. In other words the main task of a child is to learn that the apple is green and not the fact that the phrase "the apples is green" is constructed in the wrong way. According to Brown, Cazden and Bellugi (1969): "*It seems to be truth value rather than well-formed syntax that chiefly governs explicit verbal reinforcement by parents – which renders mildly paradoxical the fact that the usual product of such a training schedule is an adult whose speech is highly grammatical but not notably truthful.*" (Hossaim, 2015, p. 64).

-   The next argument is that all children (apart from extreme cases that are rather exceptions driven by some logically provoked forces) go through the same stages of language acquisition. The argument itself is very logically constructed if to think about the stages of brain development. The process of language acquisition activates more than 50 areas of the brain, thus, obviously that the particular stage of language acquisition starts when the corresponding areas are formed and developed. This fact drives the process of language acquisition to some definite system of steps which is not affected by Skinner's theory of reinforcement (Lowe & Graham, 1998, p. 84).

- On the basis of the previous argument can be done another one, that children can be unable to repeat or, what is more important, understand what adults are saying and what sense phrases bear. This can happen for numerous reasons, but to understand the whole case there is an example of a most typical situation by David McNeil:

> *Child:* Nobody don't like me
>
> *Mother:* No, say, "Nobody likes me."
>
> *Child:* Nobody don't like me. (Eight repetitions of this dialogue)
>
> *Mother:* No, now listen carefully: say, "Nobody likes me."
>
> *Child:* Oh! Nobody don't likes me.
>
> (Mclaughin,1987, p. 54)

As it can be seen from the example children do not simply repeat various constructions ever heard, but try to use them in a various situations to figure out how the system of a language works (Gardner, 1985, p. 13).

The theory of Innateness contradicts the theory of reinforcement and is created by Noam Chomsky (1928-2008). In 1957 he published a work that criticized behavioristic theory taking as an argument that the speech that children usually hear from adults is only a small piece of language comparing to what they can later perform. Chomsky went on in his research on how children acquire language and made a conclusion that they have some kind of inbuilt ability to acquire language. According to Chomsky humankind with the course of evolution had developed a type of brain that contains particular language information from birth. The "Universal Grammar" works in the way that a child already (from birth) has a particular set of rules that is very plain yet shares rules that are common for all languages. For example, that there are words that name things (nouns) and that describe actions (verbs) (Lightbown, Spada & Patsy, 2013, p. 28). Thus, Chomsky also explained why the American child can acquire Chinese if was brought in China, for example:

> *"It seems plain that language acquisition is based on the child's discovery of what from a formal point of view is a deep and abstract theory — a generative grammar of his language — many of the concepts and principles of that are only remotely related to experience by long and intricate chains of quasi-inferential steps."* (Chomsky, 1988b, p. 47).

The theory is still actual and continues to be discussed by the scientists. Dan Isaac Slobin, who is accounted to be the co-creator of the theory of Innateness, to support the theory pointed out that humans with the course of evolution developed the vocal apparatus to the level that no other living animal has, thus the theory of universal grammar and special brain apparatus responsible for language acquisition may be true. According to this human brain indeed have Wernicke's and

Broca's areas of the brain that are responsible for various language aspects (Snow & Ferguson, 1977, p. 238).

However, Chomsky's work is completely theoretical and does not contain the study of real children, so it, obviously, has some limitations:

- it cannot explain the cases when children of deaf parents can speak fluently, however with some limitation that mostly refers to the area of building a logically ruled conversation;
- the role of real communication in the process of speech development;
- the initial desire of a child to speak and use language for the expression of various ideas (Snow & Ferguson, 1977, p. 240).

The Cognitive Theory was proposed and developed by Swiss psychologist Jean Piaget (1896-1980). The theory itself had a huge impact on the development of educational psychology, was the source of many concepts that later became basic in the branch of psychology that studies the development of a child. Currently, the theory is still popular and is the basis of numerous works on language acquisition (Ellis, 1995, p. 102).

The theory suggests four stages of the development of a child from birth to fifteen years of age, when, it says, ends the full formation of all areas of the brain that take part in language performance (Lightbown, Spada & Patsy, 2013, p. 69).

The very first stage, sensorimotor, lasts up to two years – at this stage sensory experience plays the main role, which allows the child to explore the world around him. At this stage, a baby first learns to produce sounds that remain a human speech like crying and cooing and other natural and organic sounds. This lasts from birth and till 3 months of age when the vocal apparatus is forming and shaping. After this stage, a baby is learning to produce separate sounds, distinguish between vowels and consonants. It is usually called a babbling stage and lasts till 5-6 months. Then a baby is ready and tries to pronounce separate words. This is where a child is supposed to build connections between different things and their names. The stage covers the one-word, two-word phases, and the phase of primitive sentences (Bruner, 1986, p. 38).

The stage lasts 1-1.5 years.

This is followed by the preoperative period (up to 7 years), during which the preschooler learns phenomena and objects through games. Till the age of three years old a child learns various forms of negotiation, interrogation, imperative, and intonation. Also, various sources that refer to the field of the process of children's development suggests that until the end of that period a child acquires a vast of his/her future active vocabulary. Approximately at the age of five, a child starts to acquire various syntactic forms and rules of his/her language (Chomsky, 1988, p. 41).

Children from seven to eleven years old go through the stage of concrete operations – during this period, appears the ability to think logically and analyze the information, but it is different from the thinking of an adult, abstract and hypothetical concepts are not yet available for understanding. At the last stage (the stage of formal operations), the child learns to analyze abstract ideas, develops his ability for deductive reasoning (Cook, 1995, p. 54).

Unfortunately despite all the aspects that Cognitive Theory covers it is still not perfect and has some limitations. For example, it does not cover the cases when children learn to speak fluently despite abnormal brain development and hardly explains the correlation between language acquisition and the work of a child's brain during this process. In general, not touching language acquisition only, there is a huge gap in explaining the development of various processes after about the age of 5 years, since then the language depends more on the intellectual and cognitive abilities of the child, and this part of human development is little studied, so it is difficult to judge the reliability of cognitive theory as such from this point of view (Ganschow & Sparks, 1986, p. 316).

Psycholinguistics is considered a fairly young science and is just beginning to investigate the involvement of the brain in the development of human language and language performance. Many of its aspects are not only subject to research, but at this stage of the development of science, mankind does not have technologies that could help advance in research. Also, language acquisition is largely associated with such sciences as behavioral psychology and psychology of personality, which are also just developing. So the acquisition of a language can be considered reliable only in very general terms and is accounted at a given moment a time to be a natural and more intuitive process than something controlled. Besides, cases with the acquisition of language by the deaf, people with psychological or cognitive traumas, people with low intellectual ability, or people with limited opportunities to contact with the world (as in the case of children who grew up in the wild surrounding with practically no contact with people, that is, wild children) (Gillingham & Stillman, 1960, p. 68).

In conclusion, language acquisition is a branch of psycholinguistics that studies the process of how a human learns languages regarding mother tongue and acquiring numerous languages in later periods of life (than is non-native languages). At present various theories exist on how and why children learn language and principles of communication, however, scientists cannot yet give a particular answer to this question. Language acquisition is connected with enormous aspects of human development: both physical and psychological, thus the level of first-language performance is strictly connected with the level of overall human development. There is a clear distinction between the first and the second language acquisition as these are two different processes that occur in different periods and has different internal and external

motivation. First language acquisition happens naturally and is rather an instinct than a necessity. There is no evidence of a correlation between nationality and language acquisition, which means that an individual can acquire any language despite his/her birthplace or the nature of their mother tongue. There are definite stages of language acquisition of a child and they are connected with the development of particular brain areas. Apart from the brain processes and stage of development, a great role in any language acquisition plays language interaction and language input received from care-takers or peers, which supposes that complete language acquisition requires the necessity (or better to say opportunity) in language performance and in being a part of the information exchange process, that is communication.

1.2 Language Learning

The process of acquiring or learning the second language is both a branch of psycholinguistics and a whole process that happens to almost every person. In the 21st century, the socio-cultural, economic, and political situation is such that knowing a second language is more of a necessity than a distinctive feature. In Ukraine, for example, knowledge of the second language is necessary to finish school (learning the second language is part of the general education program), graduate from a higher educational institution, and is indicated in most vacancies on the labor market. This is a voluminous and complex process that takes many people years, and, in some cases, even decades. Since English is considered to be an international language nowadays and is the most demanded language in the world, the concept of language learning will be considered on its example (Ervin, 1964, p. 194).

The term language learning is more accurate and comprehensive than language acquisition in this case, because when a person begins to learn the second language, this, in the vast majority of cases, is already a more conscious process, which is based on a certain and controlled system, has a clearer motivation and occurs when a person or child already has one or more native languages in the arsenal, which in other words means that the individual has data for comparison. In simpler terms, the individual has all the tools to satisfy the need for communication and exchange of information, which makes the learning of the second language a minor role, and not a vital and critical necessity for full development (Djigunovic, 2012, p. 61).

Based on these, language learning can be defined as a cognitive process of acquiring the second, non-native language or, as a science, a branch of psycholinguistics and a part of language teaching methodology which deals with the processes of purposeful language learning

and discover various methodologies and approaches to better acquisition of a foreign language (Artyomov, 1969, p. 92).

Based on the information stated above, the characteristics of the language learning process that differ it from the first-language acquisition are:

- It is a rather conscious and aimed intellectual process. As far as at this stage the acquisition of a mother tongue is completed or almost completed, the basic need for communication is fulfilled with a mother tongue that is why learning a foreign language becomes a conscious process. Moreover, it is usually controlled and highly structured, a regular process that is guided by a teacher, who already succeeded in acquiring the target language or is a native speaker of this language, so the process of learning is not rapid;

- The speed of learning a foreign language is usually slower than that of acquiring the first-language for the same reasons: the need for an instrument for communication is fulfilled and a child sees no reasons to make the process as intense as it happens with mother tongue (Reed, 1970, p. 91);

- In the majority of cases demands an instructor that is going to explain all the rules and gives reasons for applying a particular rule for a particular case. Became more of an educational process than learning a way of communication;

- Is not limited by one language. But differs for the case of bi- and multi-linguals as the process of language learning becomes even slower and there are cases when the process of learning a particular foreign language can ruin the current result of learning another or they can easily be mixed. For example, students that learn English and German in the same time usually complain that it is extremely hard to distinguish between grammar rules, and sometimes the vocabulary and pronunciation are also being confused (ibid, p. 92).

Before going into details there is a sense to distinguish several terms that are connected with language learning and its process. The first one is language aptitude. To make it simple, language aptitude is the ability of an individual to learn a language. However, as it was said previously, every individual has the ability to acquire any language; from this point of view language aptitude simply evaluates how fast and smooth would be the whole process of developing the proper skills for an. John B. Carroll and Stanley Sapon, who were the authors of the idea of language aptitude, developed the MLAT (Modern Language Aptitude Test) that is based on factors that are of crucial importance when learning a second language and individual's sensibility to these factors that influence the speed of language acquisition (Gardner & Lambert, 2006). So, according to Carroll and Sapon, the components of language aptitude are:

- *Phonetic coding ability* – ability to perceive and remember distinct sounds and their associated symbols;
- *Grammatical sensitivity* – ability to recognize the function of a lexical element in a sentence;
- *Rote learning ability* – the ability to learn and retain associations between words in a new language and their meaning in English;
- *Inductive learning ability* – ability to infer or induce rules governing the structure of a language (Language Aptitude Test, paragraph 5).

Dr. Paul Pimsleur of Ohio State University also researched the subject of language aptitude, which led to the development of the Pimsleur Language Aptitude Battery. He was particularly interested in students who failed foreign language courses while doing well in other subjects. He noted that the majority of such students were weak in auditory ability. Pimsleur's research led him to identify two main factors of language aptitude in addition to motivation and study habits (Gardner & Lambert, 2006, p. 351).

Pimsleur's Components of Language Aptitude:
- Verbal Ability – ability to handle the mechanics of learning a foreign language;
- Auditory Ability – ability to hear, recognize and reproduce sounds in a foreign language.

Even though those tests are accounted as valid by many scientists and language associations, the correlation between successful second-language performance and language aptitude is still unclear, thus the results of the tests are taken into consideration, but cannot be accounted as variable data for both a student and a teacher (Ervin, 1964, p. 191).

In the example, with language aptitude, it can be clearly seen that actually language performance can be divided into smaller areas of skills. Scientists and researchers that work in the field of language studies developed the system of four basic skills needed for successful language performance that appears to be the core of any methodological system applied from ancient times. These basic skills are grouped into receptive skills – **reading and listening** – as they stimulate only language input and can characterize how a person can understand the information given in a foreign language that is learned; the other group is productive skills – **writing and speaking** – that require language output and can show how a person can use language to give some piece of information and express him/herself using foreign language that is studied (Bruner, 1986, p. 81).

Any language learning is based on these four skills, even the first language acquisition, but these two processes indisputably differ. When an individual acquires the native tongue, the skills organically combine as a child during a day can both perceive information from caretakers

and peers and produce the speech transmitting the information to the other people or expressing own emotions and feeling. In the case of the second language learning the whole process happens differently as the surrounding is roughly saying "laboratory-based" and the overall flow of information is highly controlled. In other words an individual product of the language performance in limits set by a teacher/instructor. As far as the lesson is limited in time, the skills obviously cannot be combined all the time and depending on a teacher and on the type of personality of an individual itself some skills can be far more developed than the others (Chomsky, 1988, p. 74).

The thing that influences the process of second language acquisition the most is surrounding. It is the first stumbling stone in the process that can slow the student most of all because again the need in communication can be easily satisfied as the person can shift to the mother tongue at any time and would be understood or answered. The whole surrounding during a lesson is almost and usually the same as during the studying of other subjects that is why in a majority of cases the process of learning language is perceived the same as studying any other subject. That is why the teacher needs to explain how the whole process and particularly a language studied differs from other subjects and languages an individual has acquired previously. In accord with these situations students rarely perceive any exercise or a text as a linguistic situation but rather a task to be done; they are motivated to find the proper form of the verb or the according to grammar rule than to understand the mechanisms of the language in overall. In other words, they don't see the whole picture, but try to guess having only details. That is why it is highly recommended to learn a new language being among the native speakers: in this surrounding a person tries to re-fulfill the need in communication and the whole attitude to language learning changes to a more productive one (Schmidt, 1983).

The next thing that is of crucial importance when studying another language is a personality of an individual who wants to learn a new language. There is no use going deep into details, but there are some observations done by psychologists that are very interesting. According to the latest researching, extroverts start to use the foreign language as a means of speech and communication earlier than introverts; however they learn new words with incredible speed and involve these words into their vocabulary very quickly, they usually struggle with grammar and their speech is full of mistakes. On the other hand, introverts appear to be very good and accurate at writing as at this type of language production skill they have time to think and form their thoughts, yet they are hard to speak and sometimes this problem turns to be a huge barrier for them (Hymes, 1970, p. 48).

Nowadays, there are very hot debates about which of the 4 skills is more important: writing, listening, speaking, or reading, but both linguists and psycholinguists support the

opinion about the importance of developing all 4 skills for the complete acquisition of a foreign language. On the one hand, the ability to write and speak a foreign language is valued much higher and therefore it is on these skills that the greatest emphasis is placed on learning a language at school. In the classroom, students build thousands of dialogues, sometimes these very dialogues are pure improvisation on the spot, and from the elementary grades, it is often possible to write various essays on topics determined by the school or the Ministry of Education as general and important for study. These topics include the ability to tell about oneself, one's hobbies and interests, introduce own country, talk about scientific achievements, environmental problems, and such. The students themselves also place more emphasis on these two skills, because they are almost a decisive indicator of progress in mastering the language. After all, these skills show the student how much one has mastered the vocabulary and grammar rules and can use a foreign language as a means for communication (Engin, 2009, p. 1039).

The ability to use all 4 skills harmoniously and without difficulty speaks about the successful mastering of a foreign language at any level. Ignoring receptive skills is a common mistake both teachers and students make when learning a foreign language because they are no less important. Yes, productive skills are more obvious indicators of second language acquisition, because they require a certain language output and performance. On the other hand, listening often prepares students for the perception of a foreign speech by ear and easier communication with native speakers, because it teaches in a more relaxed and slow atmosphere to indicate phonetic units and link them into certain semantic units. Besides, often during the practice of listening, the student has the opportunity to listen to the recording as many times as necessary to grasp the essence and important details. In real communication with a native speaker, such an opportunity does not always happen, which is why one should not underestimate the importance of listening – yes, this skill does not imply the transfer of information by the student, but the ability to accept certain information, understand and sort it. The same thing happens with reading. In addition to the fact that reading is an inexhaustible treasure of vocabulary and examples of the use of different lexical units, examples of a variety of constructions and sentences, reading is a way of receiving information, not transmitting it. Also, reading authentic texts can help the student understand how native speakers construct a sentence and how they use language to express thoughts because every language has its way of forming an idea into a sentence (Krashen, Long & Scarcella, 1982, p. 578).

That is why, when learning a language, it is very important to pay attention to the development of which skill a particular exercise or type of activity is directed and try to develop all 4 skills gradually, but in parallel with each other, because a gap in the development of skills

can lead to certain problems and barriers, which sometimes happen incredibly difficult to overcome (Brown, 2002, p. 53).

The major role in second language acquisition plays motivation. According to Cambridge Dictionary motivation is *"enthusiasm for doing something; willingness to do something, or something that causes such willingness"*(Cambridge Dictionary).

Merriam-Webster's Dictionary defines motivation as "a: the act or process of motivating: Some students need the motivation to help them through school. b: the condition of being motivated: employees who lack motivation." (Merriam-Webster Dictionary).

In other words, motivation is a thing that pushed someone to do something. This phenomenon is of so huge importance; because, roughly saying, motivation in second language acquisition is a half work done. Strong motivation can sometimes lead the most incapable student to success while even the most talented student is going to fail if unmotivated (Dörnyei & Ushioda, 2001, p. 127).

Managing the motivation for learning a foreign language is one of the central problems of teaching methods in higher education. A foreign language as a subject has several specific features, one of which is mastering a foreign language through the formation and improvement of communication skills. Unfortunately, at the moment, teaching a foreign language is mainly artificial and educational in nature because the main need in communication is already fulfilled with a mother tongue (Gardner, 1985, p. 24).

What is the motivational sphere of a person and how it is characterized in educational activities? Scientists interpret the concept of "motive" in different ways: K. Vilyunas understands by motive the conditions of existence, G.A. Kovalev – moral and political attitudes, and J. Godefroy – the consideration by which the subject should act. One way or another, most agree that a motive is either an intention or a goal. Therefore, this concept must be approached comprehensively, taking into account all possible aspects (Nikolayeva, 1999, p. 62).

A.A. Leontiev has classified motivation as internal and external. External motives are not related to the content of educational material, but due to external circumstances: duties (broad social motives), assessment motive, personal well-being (narrowly social motives), lack of desire to learn (negative motives). Sources of external motivation can be the following aspects: the desire of students to please parents, acquisition of a foreign language for general development, for the successful passing of the exam, the desire to know a foreign language on the same level as peers, etc. Internal motives, on the contrary, are connected not with external circumstances, but directly with the object itself. It is also often called procedural motivation. A person likes a foreign language directly, a person likes to show own intellectual activity. The action of external motives (prestige, self-affirmation, etc.) can enhance internal motivation, but they are not

directly related to the content and process of the activity. In other words, the student is interested in a foreign language as such, is interested in foreign language communication, and connects his intellectual development with knowledge of a foreign language (ibid, p. 75).

Based on the examples given above, the desire to learn a language at the same level as peers or to master a language for general or professional development seems to be a stronger attitude and a lever for certain control over the student's activity by the teacher. But practice shows that such external motivation in practice is very weak and will quickly be used up or disappear. The problem with external motivators is that the student's goals can change according to the circumstances and the original goal either weakens or disappears altogether. Hence, internal motivation is considered to be stronger. Learning a foreign language should be treated not only as an instrument but as a phenomenon: the knowledge of another culture, a different way of life, interest in the language as such (Gardner & Lambert, 2006, p. 352).

Teachers are encouraged to develop students' interest in the subject precisely based on identifying and strengthening internal motivations. At the same time, the key and decisive parameters are those that are inherent in a given individual: personal experience, the context of activity, interests, and inclinations, emotions and feelings, worldview, status in the team. This allows students to be truly motivated (Crookes & Schmidt, 1991).

All of the above types and subspecies of motivation are the main forces of the motivation of a person in learning a foreign language. However, it should be remembered that if the motivation is too strong, the level of activity and tension increases, as a result of which work efficiency decreases. In this case, a high level of motivation causes unwanted emotional reactions. It is necessary to find the optimum in which high efficiency coexists with the joy of learning a foreign language (Gardner, 1985, p. 116).

All the phenomena listed above were only a part of the concept of learning a foreign language. There are numerous, but no less important factors that can either speed up or slow down the process of language acquisition itself, depending on how strong or weak they are. The above factors are only a small part of what can affect the acquisition of a language because there are such factors as the personality of the student himself, the number of students in a study group, the level, and pace of development of peers if the classes are held in a group, the environment in which the student is present during the study and outside this period. It is beyond the scope of this study to listing all factors and indicate the influence of each, so it makes sense to leave this case as it is now (Mclaughin,1987, p. 73).

In addition to factors influencing the process of language acquisition, there are also stages that a student goes through while learning a new language. At a first glance, it may seem that this process is almost identical to that which occurs with an infant at birth, when starts the process of

mastering the first language, but this is just an illusion. As already described above, the acquisition of the first and second languages are completely different and, to some extent, even opposed, because the study of the first language is rather an innate necessity and a natural process, the second is a social necessity and the process itself is already built artificially. Nevertheless, it is worthwhile to study these processes better and compare them with each other to understand the colossal difference in the processes of acquiring the first and second languages (Ervin-Tripp, 1974, p. 123).

There are many theories and classifications of the stages of the process of mastering a second foreign language. This paper will consider the classification proposed by linguist Stephen Krashen in the 1970-1980s:

1) **Silent or Receptive Stage**

This is the very first and most significant stage in second language acquisition. Although many linguists have come out with a refutation of the semantic significance of this stage since it cannot be called completely "silent" in the direct sense of the word, as well as fully "receptive". The main opponent of the theory is the linguist and scientist Ana Lomba. Krashen himself described this stage as a period in the study of a foreign language when the student is just beginning to master the language and study its vocabulary component, that is, one cannot use the language as a communication tool, because the phrases and constructions that the student operates with are either too short for would be considered worthless, or they have a huge share of errors due to ignorance at this stage of the rules of grammatical and semantic formation of a full-fledged and meaningful phrase. Anna Lomba refutes this theory with the argument that, in essence, the student is not "silent" even during the beginning of language acquisition, because the student tries to apply the studied words, as it is said "on the spot", which is the application of the lexical unit. According to Krashen, this stage lasts from several hours to several months, in some cases up to a year, depending on some individual characteristics of the student. In general, the quiet stage is somewhat similar to the period of babbling of a young child, when the vocabulary is only acquired and the vocal apparatus gets used to a different phonetic system, while the student gets used to a different pronunciation of words and sounds (Krashen & Terrell, 1996, p. 54).

2) **Early pronunciation**

This phase lasts about half a year and is aimed at learning and using the most primitive phrases and speech structures, the vocabulary is about 1000 words and the speech is still full of grammatical errors. This period is aimed at understanding how words are used in speech and what meaning they can carry (Lowe & Graham, 1998, p. 102).

3) Speech emergence

This stage, where the student already starts to speak a little and overcome the language barrier. The vocabulary is up to about 3000 words. The student can formulate a primitive statement, ask a question and, in principle, manipulate constructions in speech. Also at this stage, writing and listening skills are included (ibid, p. 102).

4) Intermediate fluency

This stage has no time frame, as it begins when the student begins to get acquainted with grammar and develop already correct, formulated and logical speech in all senses. Further improvement depends on the personal qualities of the student himself. The vocabulary is approximately 6,000 words. At this stage, great emphasis is placed on the development of oral and written speech, familiarity with speech directly by the native speaker, understanding the differences in the formation of constructions of the native and second languages, familiarity with authentic texts (Lowe & Graham, 1998, p. 103).

5) Continued language development/advanced fluency

This stage can last from 2 to 10 years, depending on the personality, motivation, and goals of the student. May sometimes not be achieved at all. At this stage, the student begins to master all the skills of a foreign language, to formulate constructions that are not only logical in meaning but also beautifully sound. This is the last stage at which the student already begins to think in a foreign language, to feel the shades and connotations of words, to use artistic techniques in speech (ibid, p. 104).

These stages are, to one degree or another, the main ones and are repeated in almost all existing theories about the development of the process of mastering a second language. They can be regrouped or named completely differently, but the principle remains the same. Like a child who goes his way from silence and simple perception of the language to complete mastery of all the tools of expression: from primitive to literary techniques or the so-called exquisite speech. The process itself is fundamentally different from the process of mastering the native language in the following: here an individual needs not only to understand how to name objects, describe actions or convey his feelings to others, but how all these processes occur in a foreign language. In other words, the student is trying not to master all these concepts from the beginning, but to understand what are the differences in these processes between his native language and the language that is being studied (Brown, 2002, p. 53).

When it comes to the acquisition of a second language, it is impossible not to talk about the levels of its acquisition. It goes without saying that if there is a certain system for assessing the acquisition of material in school, there must be a certain system that helps to understand how

well and at what level the second language is learned. And in fact, such a system exists. This system is the basis for school teaching of the English language, higher educational institutions, examinations of various kinds are guided by it, and in accordance with this level, the student is assessed. This system is called CEFR (Common European framework of reference, 2001, paragraph 3).

Around 25 years ago, a scientific symposium was held in a country with four state languages, namely in Switzerland, at which it was decided to develop a universal scale suitable for assessing the level of any language. By 2003, was launched a pilot project and only by 2007 officially recognized the final version of the CEFR scale, which is used now for determination and assessing the degree of proficiency in a foreign language (ibid, paragraph 5).

Table 1. Common European Framework of Reference (2001).

The scale is divided into 3 large levels of language proficiency: A, B, and C. Each of them is also divided into two subgroups, as a result, we have well-known A1, A2, B1, B2, C1, and C2. For each level, something like a rule or prescription is applied: "What can a learner do who claims to possess this level?"

Level A1 is called survival level, level A2 is called pre-threshold level. B1 is the threshold level, B2 is the advanced threshold. Further, the student is considered to be fluent in English. C1 is considered the level of professional proficiency, and C2, respectively, the level of proficiency in the language (Krashen & Terrell, 1996, p. 84).

This level system has taken root and is universally applicable since each level includes mastering each of the 4 skills at a certain level. That is, a student cannot move on to learning a more complex vocabulary, for example, if he has not mastered the skill of writing or listening that "his" level requires. Beginner's level is the most basic and starting one. It assumes a great emphasis on creating a vocabulary sufficient for basic primitive speech and basic elementary grammar rules. In other words, it is also the "tourist level". The next level, Intermediate, is the most extensive and the longest studied. This is exactly the level where the student begins to master all the nuances of grammar, improve the ways of expression in speech, get acquainted with authentic texts and the speech of a native speaker. At this level, the student tries to understand how the language works and can create a conversation on general topics, although the one does not yet understand the native speaker, for example, sufficiently. The last level, Advanced, is achieved by few and is not mandatory for the general education system, as was the case with the previous levels. The Advanced level means almost complete or even complete (highest level) mastery of a foreign language. This is the last step in language learning and it lasts almost all life (Lightbown, Spada & Patsy, 2013)

As for how these levels are organized and integrated into the training system, there is also a whole system here. Teaching a foreign language in accordance with the CEFR system is cyclical. That is, from year to year, students go through the same topics, the same grammatical phenomena and constructions, but each time a new layer of vocabulary is added, knowledge and understanding of grammatical rules are expanded, new types and ways of expression in speech are added. It can be said that knowledge at each level is layered on top of each other. This system is also convenient because all the rules, exceptions, possible forms of the verb and emotional shades of words do not fall on the student at once, and knowledge is delivered in a dosed and controlled manner since all textbooks (as well as for self-instruction manuals) are also arranged according to this principle and therefore the student is unlikely to face obstacles in language learning that will be too difficult for his level. And in the same way, the student can be able to express himself in any direction and on any topic within the framework of his level of language proficiency. There are no restrictions on grammatical constructions (for example, there is no such case that a student cannot talk about his future plans simply because the future tense does not "included into his area of knowledge that is demanded currently", etc.) to attract and interest the student, and not alienate him (Lightbown, Spada & Patsy, 2013, p. 162).

To sum up, even though, in general terms, the process of language acquisition is quite similar to the process of acquiring a native language and even has similar stages, in reality it is diametrically opposite to the first and much more complex. If the assimilation of the first language is a natural necessity of the individual, then the study of the second language is dictated

by social necessity. This is a conscious process from the very first step, unlike the process of mastering the native language, and is a more controlled process. Since the need for communication and the exchange of information has already been satisfied by mastering the native language, learning a second language requires motivation, willpower and is highly dependent on different personality traits of the student. Also, language acquisition is more related to the natural stage of personality development and occurs naturally, the acquisition of a second language is an artificial and educating process. It is with these differences that the problems associated with its study, which will be discussed in the subsequent parts of the work.

1.3 Language Teaching Methodology: A Historical Overview

The history of teaching foreign languages goes back centuries. In ancient times the knowledge of foreign languages gave people a semblance of a certain freedom, the ability to travel. Translator or teacher of foreign languages has been a respected and prestigious profession. During the existence of Ancient Rome, knowledge of foreign languages was already necessary to maintain trade and cultural relations between states. The main foreign languages were Greek (in the Roman era) and Latin (in the Middle Ages). Moreover, Latin was studied as a foreign language for almost 15 centuries. The teaching methodology of the Latin language had a significant impact on the teaching of living Western European languages, as it had its own strict system and materials for teaching (at that time Latin studied on the basis of the Bible and treatises of Roman philosophers and scientists) (Solovova, 2006, paragraph 18).

The first teaching method that was recorded and preserved until our times was the **grammar-translation method.** On its basis, Latin and Greek were studied until the 18th-19th centuries). Learning languages based on this method in the Middle Ages was considered to be a sort of mental gymnastics. The essence of the method consisted in dry memorization of vocabulary and grammatical rules, which, as it was then believed, naturally led to the fact that a person formed certain competencies for oral speech and could begin to speak in a natural way. In a sense, this classical method has survived to this day, albeit in a highly modified form (Schweers, 1999, p. 7).

With this method of teaching, words are delivered and memorized separately from the context. Authentic, not adapted texts are given for reading at once. The lesson itself is conducted almost entirely in the native language, practically no attention is paid to pronunciation. This method was called grammatical translation because much attention was paid to the study of grammatical rules and, logically, the translations themselves. Moreover, the translation here is seeing not as a

complex translation of a text, for example, but a translation of isolated phrases and lexical units. This method is still respected by many school teachers because it does not require special training and can be applied with minimal knowledge of a second language, and the learning outcomes are easy to monitor (Gez, 2008, p. 154).

The method is quite strongly criticized precisely for its dryness and stiffness of teaching because it presents learning the language more in theory than in practice and is quite torn apart from the context of use and what is called the "liveliness" of the language. Nevertheless, it also has a number of rather impressive advantages. First, it really allows the student to learn grammar at a very high level. Secondly, this method is good enough for people with highly developed logical thinking, for whom it is natural to perceive language precisely as a set of grammatical formulas. The main disadvantage is that the method creates ideal preconditions for the emergence of the so-called language barrier, since a person in the learning process stops expressing oneself and begins not to speak, but simply to combine words using some rules. This method of learning foreign languages was highly popular until the end of the 50s and was practically the only one on which basis everyone was taught. Incidentally, all brilliant and phenomenally educated translators have studied in this way until nowadays (Artyomov, 1969).

The next method that emerged after the grammatical-translation was **the direct method**, which, unfortunately, did not develop until the Second World War, and therefore was not widespread, although it has almost a century of history. It is also the first method of teaching a foreign language that was theoretically grounded.

The essence of the method consists in teaching only in the target language, when it is taught by a native speaker, and using mainly question-and-answer techniques. This approach has many varieties, including the famous method of F. Gouin and (somewhat later) S. Berlin, formulated even earlier. The first classes working in this direction were opened in 1878. The method was based on observation of the acquisition of the first language by young children: lack of translation, a transformation of perception into concepts, use of language as a means of thinking and representing the world. The language was to be taught as a chain of connected sentences, easy to comprehend, including a variety of grammar, vocabulary, with different complexity, varying word order. A lot of active speech interaction is used, the language is used spontaneously, without translation, almost without grammatical analysis (Palmer, 1959, p. 138). The study itself begins classically with vocabulary, things that can be demonstrated visually are demonstrated. The study of abstract objects and concepts is carried out associatively or by analogy.

Reading material is first presented orally; grammar is given inductively; teaching of both speaking and listening. Emphasized the need for correct pronunciation and knowledge of

grammar. Most of the work is done in the classroom; the groups are small, the classes are intensive. Training requires more time and money than other approaches; besides, a lot depends directly on the personality of the teacher (Palmer, 1959, p. 140).

A fundamental feature of the direct method is the rejection of the deductive approach to the presentation of grammatical material. Regularity, i.e. the rule of using a grammatical phenomenon, is derived only after its assimilation through the repetition of language patterns as during the lesson itself, and with the help of a textbook through a system of exercises. Priority is given to the practical application of a language sample without mandatory mastering of theoretical material (Kitaygorodskaya, 1986).

The indisputable advantages of this method include the fact that grammar is studied not separately, but in conjunction with a specific communication situation; using visual aids, facial expressions, and gestures to explain new words; exactly the vocabulary is studied only in limits that is necessary for everyday life. On the downside, though students use the language correctly, they learn language patterns more than they understand exactly how the language works and what its system is (Nikolayeva, 1999, p. 234).

After World War I, there were attempts to modify the direct method. An outstanding representative of this trend was the English teacher and methodologist Harold Palmer (1877-1950), who formulated his methodological direction, which went down in the history of the methodology under the name "Palmer's method".

Harold Palmer is the author of over 50 theoretical papers, textbooks, and teaching aids. The most valuable methodological provisions of Palmer are the rationalization of the pedagogical process and the systematization of educational material. Palmer believed that the main goal of teaching a foreign language was the mastery of oral speech. His method is called the oral method. To master oral speech, Palmer proposed the following ways:

1) Dismemberment of linguistic difficulties into aspects (phonetic, spelling, etymological, semantic, syntactic);
2) Teaching oral speech in two directions: speaking and understanding;
3) Accumulation of passive material, and then active reproduction of it;
4) The use of the following techniques for the sanitization of words: clarity, translation, interpretation, context;
5) Accumulation of speech samples by memorization;
6) Rational selection of vocabulary based on frequency, structural compatibility, expediency;
7) Selection of texts by topic, the definition of the minimum vocabulary, and types of reading (Palmer, 1959, p. 141).

The goal of training, which was put forward by H. Palmer, was reduced to the practice of fluency in all types of speech activity (oral speech, reading, writing). The first attempt to rationalize the learning process consisted of a clear division of the entire course of study into three main stages: elementary (1/2 year), intermediate (1/3 year), advanced (1/3 year) (Palmer, 1959, p. 142).

Thus, Palmer significantly rationalized the process of teaching foreign languages. He recognized, as the representative of the direct method, that the study of a foreign language should look like the process of learning a native language. H. Palmer contributed a lot to the method, which remains in it to this day. First of all the selection of vocabulary is based not only on linguistic but also methodological criteria. The idea of lookup tables is widely used in teaching practice.

H. Palmer's ideas had a significant impact on subsequent methodologists. An oral introduction to Palmer was used in our schools in the 1930s. He was also "revived" by A.P. Starkov, G.E. Zedelem in the early 60s of the XX century. Thus, H. Palmer's ideas largely influenced the development of methods of teaching foreign languages (Palmer, 1959, p. 124-124).

Before the Second World War, foreign languages were taught only passively in the United States: there were almost no native speakers of these languages, no practical application, all training was oriented towards reading. The war has shown that this is not enough either to understand the allies or to fight enemies. For the first time since the Second World War, the scientific approach to language teaching was applied in the American army, and then in school. N. Brooks proposed in 1960 to use the name audiolingual for the group of applied methods. This name of the method reflected an orientation towards listening and speaking. In fact, this approach was formed earlier, at the beginning of the 20th century. Its essence lies in the fact that one needs to approach language proficiency pragmatically: a student needs to be able to understand what others say to him and express his thought so that he will be understood. But this involves a lot of oral exercises (pronunciation, communication). If to assume that the language is arranged according to simple and clear, fairly formal laws, then once a student master these laws, the whole language is revealed. Behavioral theories (the 1950s-1980s) explained the psychology of mastering a second language under general laws of influence on human behavior (imitation, reinforcement, association, stimulus-response, experience, trial, and error correction). The linguistic rationale for the approach was found in structural and descriptive linguistics (Nikshikova, 2007, p. 105).

Programmed learning, coupled with minimal inductive formal explanations of grammar, memorizing patterns, seemed to be the real key to success. The teacher was assigned the role of a "trainer", who formed the speech behavior of students by reinforcing their successful remarks.

Thus, the study of a foreign language is reduced to the formation of certain skills and abilities, oral speech should precede written speech, the transfer of skills is based on analogy, imitation of models, and not analysis. The structures under study are introduced one at a time based on the principles of contrast; vocabulary is rather limited and mastered in context; pronunciation must be flawless (Kalinina, 2006, p. 75).

An important role is assigned to memorizing dialogues (they are first listened to; new material is introduced in dialogues), based on real situations of everyday life, and their role-playing. Dialogue replicas are subject to variation and expansion in special exercises carried out in language laboratories, equipped with a large variety of auxiliary material; independent work is encouraged. At the stage of writing, one should start by rewriting the exercises, and mistakes are immediately corrected, and the role of reading gradually increases. The use of the native language is kept to a minimum; the correctness of the linguistic form is more important than the content expressed in it. At the same time, the meanings behind the words of a certain language are considered to be deducible only from the cultural context of the speakers of that language. This method requires well-prepared, proven material, but the learning outcomes are short-lived. In addition, some mistakes cannot be avoided, and the structural description does not provide for the use of all forms of the language that are actually used by its native speakers (Gez, 2008, p. 158).

The audiovisual component of different approaches consists of the combination of acoustic and visual signals. It is assumed that such a connection makes perception and memorization more motivated. The editions of drawings with captions have been known since the Middle Ages, and Y. A. Komensky was the first to build his didactic system on this principle. The system of visual stimuli was especially actively used in French methods of teaching foreign languages in the 50-the 60s of the XX century. There were such options when everything was first demonstrated in a situation, including in an educational film, and only then it was named (Vitlin, 2001, p. 25).

In the 70s of the XIX century, serious economic changes took place in Western Europe. The development of capitalist relations, accompanied by a struggle for sales markets and raw materials, demanded that fairly wide layers of society be fluent in an oral speech in foreign languages. In this regard, the social order of the society to the school in relation to teaching foreign languages is changing. The existing methods did not meet these requirements. Pedagogical science was not prepared either. In this regard, a new direction in the methodology of teaching foreign languages was first developed by practitioners and some methodologists without sufficient scientific substantiation. This new method is called "natural".

The essence of **the natural method** was to create the same conditions when teaching a foreign language and apply the same method as in the natural assimilation of the native language by a child. Hence the name of the method – natural. The most prominent representatives of this method were M. Berlitz, F. Guen, and others (Kalinina, 2006, p. 78).

The main goal of natural learning is to teach students how to speak a foreign language. Supporters of this method proceeded from the premise that having learned to speak, students will be able to read and write in the target language, even without being taught the technique of reading and writing. They developed mainly the methodology of the initial stage and taught students mainly everyday language, pursuing purely practical goals (Vitlin, 2001, p. 27).

As methodological provisions, Berlitz put forward the following: *"the perception of linguistic material should be direct, not translated: the student associates a foreign word with an object or action, and not with a word of his native language; grammatical concepts are perceived intuitively, from the context, and not by comparison with the known forms of the native language; consolidation of the material occurs by imitation of the teacher with the maximum use of analogy."* (Gillingham & Stillman, 1960, p. 48).

The native language was completely excluded from use. M. Berlitz motivates the exclusion of the native language by the fact that translation does not provide an opportunity to develop a sense of language, always bears the imprint of artificiality. Oral introduction of new material requires learners to hear the good pronunciation and have the correct role model in front of them (Hagboldt, 1935, p. 89).

Nativists believed that there is some innate universal grammar, thanks to which a person understands how a language functions, which makes it possible to highlight important parameters in the flow of an incoming language and use them in design language. On the contrary, the entire language can be presented as a system of rewriting linguistic expressions from nuclear expressions to more and more developed ones. Any approach containing a fairly well thought out and explicitly formulated a system of rules began to be called generative. In particular, the student is taught that each next statement that he can construct is deduced using a chain of rules from a given basic material. The 70s of the XX century – the peak of the popularity of these ideas. It coincided with the discovery by psychologists of affective and interpersonal factors that have a fundamental influence on any learning. Teaching a second language began to stand out as a separate branch of applied linguistics. A large number of so-called design or humanistic methods have appeared on the market for teaching a second language, often associated with the names of specific people who are able to achieve with their help a "ceiling" in the assimilation of a second language by students (Gez, 2008, p. 154).

Group communication models are associated with different options for communication between a closed group of students with a teacher. These are options: an apprentice master, a representative of the indigenous ethnicity of the older generation – young students, a native speaker, an advisor – clients, etc. First, relations are established between participants in communication in their native language. Then, sitting in a circle, they begin to exchange remarks, which the teacher translates into the target language, after which the speaker repeats his remark in the target language. Everything is recorded on a tape recorder and listened to many times. At the end of the lesson, students actively discuss their observations and inductive inferences about the target language. The teacher can, if he sees fit, communicate in a direct form any information regarding the studied language. Gradually, the native language is supplanted by the studied one (Borodina, 2000, p. 38).

The **method of total physical response**, theoretically substantiated in the works of J. Escher, presupposes in the early stages of mastering a second language a complete imitation in movements and actions of what is being said. It is based on the assumption that a physical reaction precedes a verbal one (in this sense, mastering a second language should repeat mastery of the first one), and this is especially important in those initial stages of learning when a translation is not used. At least 120 hours of physical activity in response to listening to increasingly complex utterances should precede independent communication. Escher shared the position of humanistic psychology on the importance of effective (or emotional) factors in language learning. His method, which does not require the student to have complex, voluminous statements and includes play movements, can reduce student stress and create a positive attitude in him, which makes it easier to learn the language. This method was used quite widely in developing countries in the 60s and the 70s of the XX century, and now it is used quite actively in the case of teaching the language of the host country to adult immigrants, primarily women who do not have the appropriate educational skills (who have never learned a second language, cannot write, use a textbook, etc.): they must learn to live according to the new rules, imitating the behavior of their teacher in a different socio-cultural environment (Kalinina, 2006).

Suggestopedia focused on the hidden and unused capabilities of the human brain. E Lozanov, relying on yoga and extrasensory perception, emphasized the ability of the relaxed brain to concentrate, remember and learn with the help of music and a comfortable posture. The learners should behave directly like children. A dictionary, reading texts, dialogues, role-playing games, dramatization were introduced. Students especially gather together for a sufficiently long time in order to study the language in an accelerated and concentrated form. In doing so, they accept other names and are constantly in their new role throughout the course. Achievements of

the students who studied under this system were still not extraordinary, and such training can be organized far from everywhere (Kalinina, 2006, p. 71).

"The Silent Way" by C. Gategno is based on cognitive methods of mastering a second language: one should discover and create, not memorize and repeat; learning is facilitated through accompanying physical objects. Material for solving problems and learning is provided (colored cards and tables). Students should be independent, self-reliant, responsible. The teacher is mostly silent, he only once or twice pronounces some words and phrases, and the students then sort them out with joint efforts (Kalinina, 2006, p. 73).

To conclude, the current system of teaching foreign languages has undergone considerable changes, but such a long development path has only improved various methods. At present, teachers are trying to combine various methods of teaching a foreign language, choosing those that will work for the benefit of the student. The main position that unites different directions in methodology and different traditions in teaching is the idea of teaching a foreign language as a means of communication, as well as the idea of communication as a means of teaching a language. Increasingly, in modern concepts of language teaching, the communicative approach is organically combined with the conscious systematization of linguistic phenomena in the learning process. Modern teaching methods strive to form in students a proper attitude to language, to reveal it as a reflection of socio-cultural reality, as a phenomenon of national and universal culture. This is one of the main ways to create (through language learning) an effective basis for international understanding.

1.4 Language Learning Difficulties

Certain difficulties during the process of language acquisition arise for everyone, regardless of the presence of such a ringing talent or ability to learn the language. This is an absolutely normal situation and can happen even when a person is learning a third or fifth foreign language. The question is whether the student or his teacher can detect this problem and find a way to solve it. Often, students cite their inability to learn languages or lack of talent for it, although, as already described above, no talent is required. Yes, learning languages is indeed easy for ones and more difficult for others, but this does not mean that the task in question is not feasible. This part of the work is aimed at listing the most common problems that appear when learning English and the possible causes of these problems along with a suggested solution. But what worth remembering is that language is not a thing that someone from outside can teach. This is always the student's independent work. In ancient times the teacher was called a guide not for nothing.

When it comes to learning a language, the teacher can help a student to understand the material, suggest which problem is still worth working on, but only a student is the person that can learn the language (Kormos, 2020, p. 134).

1) Thinking in the native language

This is one of the most common mistakes even among those who are studying languages as their future profession because it is not easy to refuse to hear thoughts in your head in another, foreign language. People think in their native language since childhood, this one is like an old, ingrained habit, and then they translate the prevailing thought into a foreign language. And the problem is that sometimes the mentality of the country, the language of which is being studied, is fundamentally different from the native one, which complicates the process of forming constructions in a foreign language. Such thinking can lead to the fact that a person pronounces a complex, multi-layered construction, but it will not carry any meaning. Like a beautiful but soulless doll. Artificial. And people who continue to think in their native language simply by translating thoughts into a foreign one sound just as artificial. Learning to overcome the language barrier in thoughts is extremely important, otherwise, a student will not be able to become fluent in English. Unfortunately, the teacher will not help with this problem, here the student must work on his own. A good way to overcome this barrier is to keep a diary in English. This will help to look at how the student expresses his thoughts from the outside and understand what the problem is. It can also help the introverts to overcome the fear of speaking a foreign language, because in this way students can understand that in fact, using a foreign language in oral speech is not as difficult as it seems at first (Bley-Vroman, 1986, p. 48).

2) Incompetence of the teacher

Quite a serious problem. The teacher may have many reasons to be a source of the problem, but the decision is one – to change the teacher. This does not always mean that the teacher is bad. Sometimes students have barriers in learning a language for a number of personal reasons in relation to the teacher. Sometimes the pace of the lessons does not suit the student at all, sometimes there is just a conflict of characters. This can include an ineffective presentation of material, mispronunciation, and accent. In some cases, it makes sense to talk to the teacher about the problem that has appeared, but if even after that, serious difficulties in learning the language continue to be observed, then the student should change the teacher (Epstein, Flynn & Martohargjono, 1996, p. 679).

3) High self-criticism

This problem has become especially acute in the past few years, when perfect timing, setting goals and objectives have become a daily routine. After reading and hearing a lot of different stories about how someone learned a language in three months, a student may simply lose heart and start thinking that maybe he really cannot do it. Setting the bar high and striving to get things done as quickly as possible is a surefire path to failure. Subsequently, the student can simply exhaust himself, the motivation for learning the language disappears, and each subsequent error in speech only hurt more than the previous one. It is worth remembering that setting a goal to learn to speak fluently and competently is the right goal, but the student needs to understand that the results will not be instantaneous. Everything happens just when it has to happen. This saying also applies to language learning. With proper efforts put, sooner or later the parrot will also speak. The main thing to remember is that the student should not evaluate his own achievements on an equal basis with the achievements of others. It is better to compare it with the result achieved earlier and observe progress, as well as have a good rest, because learning a language is a mental activity, and it requires a lot of energy (Ervin, 1964, p. 193).

4) Extreme emphasis on grammar

This approach can be both a teacher's and a student's mistake. Grammar rules are incredibly important indeed, but the language is not only about grammar. The problem that was described above occurs when a student concentrates all his strength and attention on the development of only one of the 4 skills and at the end can perform only one of them, but at least 2 skills are always involved in order to fully use the language in conversation or exchange of information. In this case, the student most likely will not be able to speak due to poor vocabulary or will not be able to understand the speech of others, since he will not be able to distinguish phonetic units in the interlocutor's speech, which will lead to the fact that the efforts spent on studying will seem like a waste of time because the student will not be able to talk. The process of learning grammar should not be isolated from other processes of language learning, since only "technical" knowledge of the subject does not contribute to the conversation in a foreign language (Gordyeyeva, 2018, p. 17).

5) Weak motivation

This problem has already been mentioned in passing above. Learning a language is quite difficult and costly, both in terms of time and effort, so the student should not tackle it thoughtlessly. It also requires strong motivation, which can stimulate student's desire to learn for a long time. If the student took up language learning under the threat of dismissal or the

possibility of failing the entrance exam or because of a possible job promotion or for many other external reasons, this is weak motivation. As soon as the goal is at least half achieved, the student will begin to slow down the process, and in the end he will give up altogether, deciding that he has done enough or that this activity is simply not for him. In this case, there is no involvement in the learning process, it is not interesting and the brain subconsciously resists receiving new information. It's a different matter if a language is studied in order to be able to use it, for one's own development, for travel, to get acquainted with a new culture. The best motivation is to get the student interested in the very process of learning the language and stimulate motivation by gradually increasing the complexity of the tasks. Thus, the student will see that in fact there is still a lot that would be worth studying (but here it is very important not to frighten the student with a full overview of the entire amount of information that will need to be studied, otherwise he will simply run away, besides, it can cause psychological trauma and the student may no longer dare to learn languages at all) and show that the system of language structure itself is always interesting and never ceases to amaze with some little things (Oxford, 1994, p. 18).

6) Disregard for self-study

Many people believe that it is enough to go to a professional, and he will teach them how to speak. For their part, they consider it sufficient to attend classes and be diligent students. But in practice, this is not enough. As already mentioned, in the case of the process of learning a foreign language, as with any other science, the teacher can only be a guide, a specialist who will explain, prompt and correct mistakes, but learning the language is the student's task. Self-directed learning means not only dry memorization of rules and unfamiliar words, but also watching movies with and without subtitles, reading books, watching videos, and even video games themselves can be a sudden but effective source for a new vocabulary or practical application of the material learned. Again, without interest and full dedication to the subject, the result will be minimal. Learning languages is not a simple dry process of studying the same periodic table. This process can also be interesting and exciting if the student is sufficiently motivated and interested in obtaining a certain result (Schmidt, 1983, p. 157).

7) Boring lessons

This problem refers rather to the incompetence of the teacher than to the difficulties of the student himself in the process of learning a foreign language. Although, sometimes there are cases when the teacher himself is active, enthusiastic, and interested in the result no less than the student himself. The teacher tries to make the lessons interesting, interactive, and as informative

and effective as possible, but the student is bored anyway, what then? In this case, the problem lies in the student himself, for whom the process of learning a language is boring a priori and tight-fitting. It happens like that because the process of learning a language is an interaction between a teacher and a student, therefore, the involvement of both in the process must be unconditional. If the learning process seems boring to the student himself, then it is worth looking at the problem from a different angle, finding things in the learning process that will stimulate and warm up the interest (Stipek, 1988, p. 71).

8) Lack of practice

Two or three lessons a week, and the rest of the time excluding English from life is not the most productive way. It is best to practice English daily. The effect will be even if the student practice for at least 15 minutes a day. During this time, he can, at a minimum, repeat what he has learned or learn new words and phrases. In addition, such a lesson will eliminate the need to repeat the material covered in the lesson and can help save valuable time with the teacher, which can later be spent on more productive activities. Regularity helps the student to develop a language learning habit, which is the key to success. Ideally, the student needs to practice daily for 1.5-2 hours. Breaking homework into small portions is very helpful method. It is better to learn new vocabulary for five minutes three times a day than half an hour once a day (Hossaim, 2015, p. 75).

9) Lack of revision

Everyone who learns a foreign language faces the problem of forgetting. When a word gets into short-term memory, a person stops working with it and soon forgets. For new information to become entrenched in long-term memory, systematic repetitions of the past are needed. German psychologist Hermann Ebbinghaus was engaged in research on "pure" memory – memorization, which is not influenced by the processes of thinking. For this, the scientist proposed a method of memorizing meaningless syllables consisting of two consonants and a vowel between them. During the experiments, it was found that after the first unmistakable repetition of a series of such syllables, forgetting occurs very quickly. Already within the first hour, up to 60% of all the information received is forgotten, 10 hours after memorization, 35% of what was learned remains in memory. Further, the process of forgetting is much slower and after six days about 20% of the total number of originally learned syllables remains in memory, the same amount remains in memory after a month (Ervin, 1964, p. 201).

Summing up, it can be said that problems of the acquisition of a foreign language are rather complex and extensive problems that concern both a teacher and a student. However, most of the responsibility lies on the student. Since the study of a language depends precisely on the personal characteristics of the student himself, the pace of learning that is comfortable for the student and the motivation that drives him, the solution to the problem is also the student's responsibility. Sometimes all of the above problems can be enclosed in the most elementary – the seriousness of the student's approach to learning. Sometimes a reason, as well as a solution, can be more complex however, as practice proves, any problem can be solved and any barrier overcame if one has good motivation and enough determination not to give up halfway.

Language, like any other science, can be learned by any student with the right approach and appropriate leadership. But, on the other hand, language learning is an absolutely unique and incomparable process, because, in fact, it is not about the study of formulas or historical processes, but about the study of speech, a tool for communication and exchange of information. This is a living and very unstable matter that is constantly changing, improving, developing.

Learning a native language is already a rather a difficult task, which affects more than 50 zones in the brain and lasts for years, what can be said about learning a foreign language when a student has to start all over again? But still, this task is feasible. Each of the people is unique in their way, each has its advantages and disadvantages, but each of these people can learn English or any other foreign language for sure.

PART 2
FOREIGN LANGUAGE LEARNING DIFFICULTIES – PRACTICAL PART

Since ancient times, the human brain has been designed in such a way that it would react only to various kinds of dangers and actively work only if the person's attention is active. Over the course of evolution, this situation has not changed: the brain actively works only with information that is of extreme interest to a person, in other words, no matter how talented and diligent a student is, if the information is not of any interest to him, it simply will not linger in the student's perception. Unfortunately, only half of the responsibility for the interest in the information lies with the teacher, since the student's interest in the study of the subject is also of great importance. This study was mainly aimed at understanding how experienced teachers cope with students who have certain problems with the assimilation of information and how the students themselves interact with language learning, what techniques are used, and how fun learning the language is for them (Oakley, 2014, p. 8).

2.1 Research Background

One of the aims of writing this work was to investigate the reasons for the low success of some students in foreign language classes, what problems may appear among students, and distinguish the most common among them. In addition, to study the role of a teacher in the process of learning a foreign language, how a teacher can identify at-risk students and the difficulties these students have; and to review the research on methods and strategies that a teacher can use to help these students learn the basic concept of the course of foreign language learning. The research hypothesis is that the low performance of some students has nothing to do with the level of intelligence or talent to acquiring languages, but may be connected with wrong techniques that these students or a teacher apply to master the foreign language. The research was conducted in the format of an online questionnaire.

2.2 Research Participants

The study was conducted among the pupils of secondary schools in a total of 43 people and the teachers of the same schools in a total of 3 people. The survey was completely anonymous, i.e., neither the age nor the genders of the participant of the research were indicated. It is important to

admit that the survey involved representatives of both the female and male sex. The author did not consider the possibility of the dependence of the results on the gender of the participants. The research participants were representatives of Ukrainian and Hungarian nationalities.

2.3 Research Instruments

The research for the pupils was held in the form of a questionnaire designed in the Ukrainian language (see Appendices, p. 53). In total, the questionnaire contains 9 questions: 3 multiple-choice questions and 6 open-ended questions. The main task of the survey was to learn about the problems that students face when learning English and the difficulties they go through; also, to find out the attitude of students towards learning English in general. In other words, to determine if they enjoy the process or it seems to be a burden for them and they take more negative emotions from the lessons. In addition, several questions were asked to ascertain whether students seek help in learning English outside the classes at school, i.e., whether they ask for help from classmates, friends, parents, or attend any language schools or take lessons with a tutor.

The research for the teachers was held in the form of a questionnaire designed in the English language (see Appendices; p. 57). In total, the questionnaire contains 11 questions: 1 multiple-choice question and 10 open-ended questions. The main task of the survey among the teachers was to learn about the methodology and techniques used by them when noticing that a student has certain problems with learning English and to find out how the teacher notices that the student has these difficulties. The questionnaire also included questions aimed at learning how the teacher evaluates the efforts of such students and their success in overcoming new topics and mastering material that is difficult for them.

2.4 Research Process

Due to the impossibility of conducting the research directly in the educational establishment and the impossibility of the author to be present during the research, the questionnaire was conducted online on the basis of the platform "Google Forms". Participants were sent a link to a questionnaire with an offer to help with the research and to take part in the survey. Study participants had no time limit. That is, everyone could take the survey at a convenient time and

in a comfortable atmosphere, which in part could have a positive impact on the results, as participants could not feel any discomfort and their participation was completely voluntary.
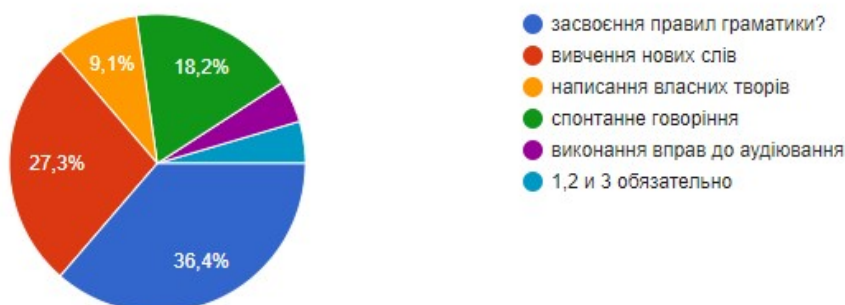
2.5 Research Findings

In the questionnaire for pupils, the first question was aimed at revealing the attitude of the pupils towards learning the English language. The question had a scale of evaluating the attitude of the pupils from 1 to 5, where 1 meant "don't like" and 5 – "like very much"; the results showed that the majority (40,9%) enjoy learning English a lot, while 45,5% estimated their attitude as positive, but more to neutral and only 4,5% estimated their attitude as negative what shows that in overall the pupils like learning English and are very interested to develop their skills in this area.

The second and ninth questions were aimed at defining whether the pupils seek additional help while learning English, i.e., if do they ask help from other people, take lessons with a tutor or attend any language schools. The results showed that 68,1% take additional lessons in English apart from that they have in school. The vast majority (31,8%) of the pupils answered that they ask parents to help them with English, and 27,3% ask for help from their tutors while the rest ask their friends, sisters/brothers, or their teacher to help them with tasks.

The questions from 3 to 8 were aimed at revealing whether students face various difficulties when learning English and what these difficulties are. The third question was aimed at finding out what is the most difficult part for the pupils during acquiring the foreign language is showed that the hardest part is to understand the grammatical system of the English language (that was the variant chosen by 36,4% of the pupils) then goes the learning of new words and spontaneous speaking. The whole analysis can be seen in the diagram below:

Що для тебе є найважчим під час вивчення англійської мови?

засвоєння правил граматики?
вивчення нових слів
написання власних творів
спонтанне говоріння
виконання вправ до аудіювання
1,2 и 3 обязательно

9,1%   18,2%   27,3%   36,4%

The fourth question was aimed at finding out why the pupils chose a particular part as the most difficult to study in English. Most of the answers were aimed at the fact that grammar is difficult to learn simply because it is boring, and vocabulary – because it is still difficult for students to apply the learned words later in oral speech and essays. Such results indicate that there is a sense to include more game forms in the part of lessons that are aimed at grammar and to actualize new vocabulary at the very stage of its representation.

The fifth question was aimed at defining the pupils' own criteria for estimating the knowledge of the English language. The results are the following:
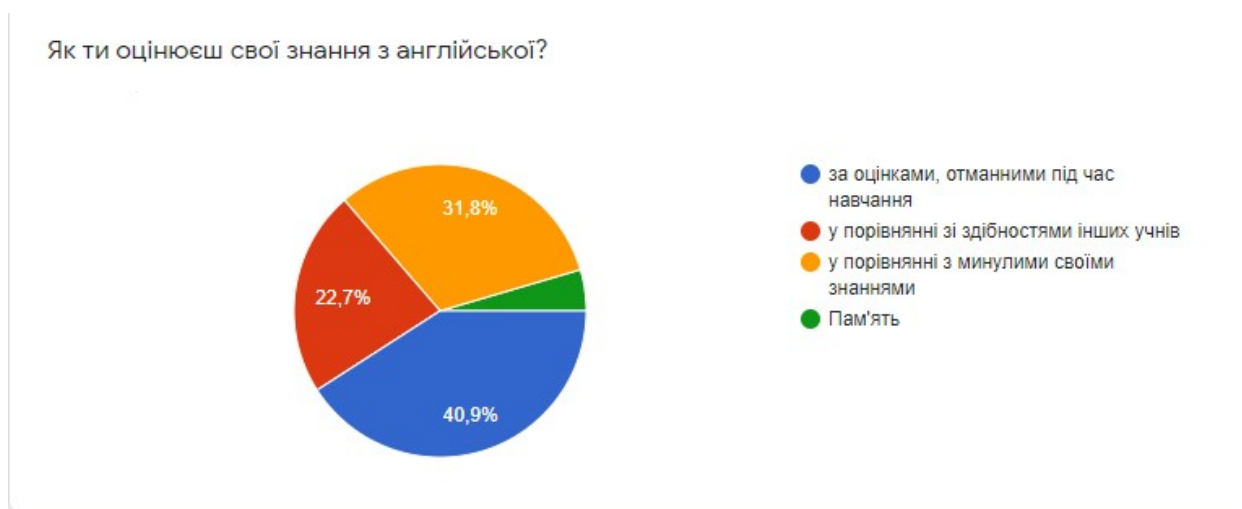
As it can be seen from the diagram almost half of students evaluate their knowledge orienting on the marks received during their study at school, then goes the pupils who assess their performance orienting on their previous results which can be more effective than orienting on marks as they can see the progress.

The next question was aimed at revealing which type of activities are the most preferred by the pupils and the results show that in the majority the pupils like different games, playing dialogs or doing various riddles as well as reading different texts which points only to the fact that game-based teaching is the best methodology to teach children a foreign language. In addition that is a good idea to include various literature pieces as reading material or to enrich the program with texts that tell about different sides of British culture and mentality.

The remaining two questions were aimed at understanding how the pupils cope with the difficulties they face while learning English on their own. The results were quite surprising, as many students indicated that they use additional tools for learning English, such as apps on smartphones, reading books and viewing thematic blogs on the "YouTube" platform. But when asked what they do when they cannot understand a certain part of the material, most of the students replied that they simply reread the material many times or do additional exercises in

order to figure out how this or that rule works. This can only mean that the pupils still do not understand how to properly and effectively use the access to information that they have.

As for the questionnaire for the teachers, it was designed mainly in the form of open-ended questions and was aimed at finding out how teachers cope with the at-risk students and how they try to help them understand the basics of the English language. The total amount of participants is three and according to the answers that were given to the first question two of them have been working as teachers for more than 6 years and one between 3 and 6 years.

The second and the third question was aimed at revealing what language teaching approaches are the most preferred by the teachers that were surveyed and how they find out that a pupil has some problems with understanding or learning the material. It appeared that two out of the three teachers prefer the game-based approach to represent the material and one – audio-lingual. Moreover, all three teachers stated that they define the at-risk students by their performance when doing exercises, so they try to include as many various tasks as it is possible to make sure that all pupils understand the topic and can use the related vocabulary freely. The next question was also related to the problem of a "weak" pupil and how teachers define the exact point which the student has a problem; all of the teachers answered that they give a wide range of tasks to define the problem or give short tests – it depends on the topic and the pupil.

The fifth question was the most important out of all and was aimed at finding out which techniques the teachers use to deal with the problem and make the pupil perform the topic successfully. All of the teachers stated that they try to explain the topic differently several times and give additional tasks to check if the pupil has understood the material.

What is your strategy for working with the pupils who have problems with learning English?

Give additional tasks, try to explain the matherial several times

Paying extra attention to their weak points

The next three questions were aimed at acknowledging how the teachers work with the results of the pupils that have problems with the material, i.e. how they access their work and how they praise these pupils. The results state that all the teachers estimate the result orienting on the improvement and the amount of work done by the pupil in order to understand and master the topic instead of orienting on the result of the other pupils in the class and praise the student out

loud in order to give them motivation and show that their work and efforts are admitted and valuable.

The ninth question was aimed to find out if the system of additional tasks works for the weaker pupils and the teachers stated that it is an effective method in the tactic of improving the knowledge, however, can be in some cases offensive to the rest of the pupils and they ask for additional exercises too.

The last two questions touched on the problem of the differences between the system of the native language and the system of the English language and what are the most problematic parts for the students to deal with are. For the Hungarian pupils, the most problematic parts were the distinguishing of the third part singular. The rest of problems are similar for both Ukrainian and Hungarian pupils: the use of articles, prepositions, putting all the knowledge together when speaking, and the use of tenses on the latest stages of the learning.

The results of the study showed that the majority of the problems with learning English appear in pupils, for whom it is difficult to understand the difference between the systems of the native and the foreign languages. Most teachers try to explain the material from different angles in order to find ways of explanation that will be easy and accessible for all pupils, based on playful and fun ways of presenting the material in order to make it more attractive to students. In addition, the research among the pupils showed that most of them are looking for help and funds to master the material outside the curriculum in school, which is important. And although the questionnaire showed that so far not all students understand how to use all the available access to the information in the 21st century effectively, the very fact that the pupils use various applications on smartphones and blogs is already a rather positive result.

CONCLUSION

Surprisingly, most people use ineffective strategies during learning, wasting their potential and efforts on cognitive illusions. Most of the world's population still divides people into those who have a mathematical type of thinking, and those who have a philological one. There is a myth that only the latter can study languages and understand all the beauty and poetry of the word, while there are many studies that dispel this myth. Everyone can learn a foreign language, and even more than one, the main thing is to choose the right methodology and make a sufficient amount of effort, as with any other science.

The paper examined the differences that exist between the processes of acquiring the first and the second language, described various methodologies and approaches of teaching the English language and studied the problems that the students may face when studying a foreign language. A survey was also conducted that showed the view of the research participants on the process of acquiring the second language; their problems and systems of assessing the performance.

In the first part of the thesis the concepts of "language acquisition" and "language learning" were revealed. The stages of development of each process and a comparative analysis of the features of each process were given. In addition, this part of the work included a brief historical description of the methodologies of teaching a foreign language: from their origin and the root causes of the appearance to the present day. Various difficulties faced by students in learning a foreign language were investigated, the reasons for these difficulties were suggested along with possible ways of solving the problem.

The second part of the thesis shows the importance of the attitude of students towards studying a foreign language and the motivation provided by teachers. Also in this part, the result of the research is described. The scientific hypothesis of the research was the following: the low performance of some students has nothing to do with the level of intelligence or talent to acquiring languages but may be connected with wrong techniques that these students or a teacher apply to master the foreign language.

The results of the study showed that the attitude towards the language being studied has a certain weight, and, also, that the most difficult parts of the language acquisition process for students are the ones that seem boring to them. Most of the students answered that they prefer a game-based method of teaching along with the teacher, which was expected, because it is easier to attract the attention of students with a playful form or different types of tasks, and it is easier for students to maintain concentration than if the material was presented in a monotonous manner.

As for the difficulties that students have in the process of learning a language, most of them turned out to be associated with differences in the structure of the system of the native and the foreign language, which students cannot yet accept and fully comprehend. The study also showed that most of the students are looking for help in the closest circle of friends, attend additional classes and use applications; in other words, they use additional opportunities in the study as a support to those provided during the school lesson, which only confirms the increased interest of students in the subject. And although the questionnaire showed that so far not all students understand how to use all the available access to information in the 21st century effectively, the very fact that the pupils use various applications on smartphones and blogs is already a rather positive result. Therefore, the hypothesis put at the beginning of the research was confirmed.

The practical value of this work is that it reveals the scientific and psychological background of students' problems in learning a foreign language, reveals the importance of motivation, the mutual correlation of the role of a teacher and a student in the educational process. This work can be useful both for teachers who are trying to understand how to help their students or diversify the curriculum and for students who have difficulties in learning a foreign language or are disappointed in themselves and have decided that they will never be able to master the English language.

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РЕЗЮМЕ

Як не дивно, але більшість людей використовують неефективні стратегії під час навчання, витрачаючи свій потенціал та зусилля на когнітивні ілюзії. Більшість світового населення досі поділяє людей на тих, хто має математичний тип мислення, і тих, хто має філологічний. Існує міф, що лише останні можуть вивчати мови та розуміти всю красу та поезію слова, тоді як існує безліч досліджень, що розвіюють цей міф. Кожен може вивчити іноземну мову, і навіть не одну, головне – правильно підібрати методику та докласти достатньої кількості зусиль, як і з будь-якою іншою наукою.

У цій роботі розглянуто відмінності, що існують між процесами засвоєння першої та другої мови, описані різні методики та підходи до викладання англійської мови та вивчені проблеми, з якими студенти можуть зіткнутися під час вивчення іноземної мови. Також було проведено опитування, яке показало погляд учасників дослідження на процес засвоєння іноземної мови; їх проблеми та системи оцінки результативності.

У першій частині дипломної роботи було розкрито поняття «засвоєння мови» та «вивчення мови». Подано етапи розвитку кожного процесу та порівняльний аналіз особливостей кожного процесу. Крім того, ця частина роботи включала короткий історичний опис методик викладання іноземної мови: від їх походження та першопричин появи до сьогодні. Були досліджені різні труднощі, з якими стикаються студенти при вивченні іноземної мови, та були запропоновані ймовірні причини цих труднощів, а також можливі шляхи вирішення проблеми.

Друга частина дипломної роботи показує важливість ставлення студентів до вивчення іноземної мови та мотивацію, яку забезпечують викладачі. Також у цій частині описаний результат дослідження. Наукова гіпотеза дослідження полягала в наступному: низька успішність деяких студентів не має нічого спільного з рівнем інтелекту чи талантом до оволодіння мовами, але може бути пов'язана з неправильними техніками, які ці студенти чи вчитель застосовують для оволодіння іноземною мовою.

Результати дослідження показали, що ставлення до мови, що вивчається, має певну вагу, а також, що найскладнішими частинами процесу засвоєння мови для студентів є ті, які здаються їм нудними. Більшість студентів відповіли, що вони віддають перевагу ігровому методу навчання разом із учителями, що було досить очікуваним результатом, оскільки легше привернути увагу учнів ігровою формою чи різними типами завдань, а студентам легше підтримувати концентрацію, ніж якби матеріал був презентований одноманітно.

Що стосується труднощів, які виникають у студентів у процесі вивчення мови, то більшість із них виявилися пов'язаними з розбіжностями в структурі системи рідної та іноземної мови, яку студенти поки не можуть прийняти та повністю осягнути. Дослідження також показало, що більшість студентів шукають допомоги у найближчому колі друзів, відвідують додаткові заняття та використовують додатки; іншими словами, вони використовують додаткові можливості у навчанні як підтримку до тих, що надаються під час шкільного уроку, що лише підтверджує підвищений інтерес учнів до предмету. І хоча опитувальник показав, що досі не всі студенти розуміють, як ефективно використовувати весь доступ до інформації, який вони мають у 21 столітті, сам факт використання учнями різних додатків на смартфонах та у блогах – це вже досить позитивний результат. Тому гіпотеза, викладена на початку дослідження, підтвердилася.

Практична цінність цієї роботи полягає в тому, що вона розкриває наукове та психологічне підґрунтя проблем студентів при вивченні іноземної мови, виявляє важливість мотивації, взаємозв'язку ролі вчителя та учня у навчально-виховному процесі. Ця робота може бути корисною як для вчителів, які намагаються зрозуміти, як допомогти своїм учням або урізноманітнити навчальну програму, так і для студентів, які зазнають труднощів у вивченні другої мови або розчаровані в собі і вирішили, що вони ніколи не зможуть оволодіти англійською мовою.

APPENDICES

Questionnaire 1 (for pupils)
Ukrainian version

Ця анкета є повністю анонімною. Особисті дані не потрібні. Дані, отримані з анкет, будуть використані в моїй дослідницькій роботі і не будуть оцінені будь-яким іншим способом. Дякую, що погодились допомогти мені у дослідницькій роботі.

1   Чи подобається тобі вивчати англійську мову? (оціни від 1 до 5, де 1 = не подобається, 5 = дуже подобається)

    _____

2   Чи займаєшся англійською додатково? (так / ні)

    _____

3   Що для тебе є найважчим під час вивчення англійської мови?
    a   засвоєння правил граматики
    b   вивчення нових слів
    c   написання власних творів
    d   спонтанне говоріння
    e   виконання вправ до аудіювання
    f   інше

    _____

4   Чому ти обрав саме цей варіант?

    _____

    _____

    _____

5   Як ти оцінюєш свої знання з англійської?
    a   за оцінками, отриманими під час навчання
    b   у порівнянні зі здібностями інших учнів
    c   у порівнянні зі здібностями інших учнів
    d   інше

    _____

6 Який тип завдань на уроці для тебе улюблений? Чому?

_____

_____

_____

7 Чи використовуєш ти додаткові джерела для здобуття знань окрім шкільних? Які?

_____

_____

_____

8 Як ти справляєшся зі складнощами під час вивчення англійської мови?

_____

_____

_____

9 Чи просиш ти допомогти тобі у засвоєнні матеріалу?

a   свого шкільного викладача

b   друзів

c   батьків

d   репетитора

e   інше

_____

Questionnaire 1 (for pupils)
Translated version

This questionnaire is completely anonymous. No personal data is required. The data obtained from the questionnaires will be used in my research work and will not be evaluated in any other way. Thank you for agreeing to help me in my research work.

1   Do you like learning English? (score from 1 to 5, where 1 = do not like, 5 = like very much)

   _____

2   Do you study English additionally? (Yes / No)

   _____

3   What is the most difficult thing for you while learning English?
   a   learning rules of grammar
   b   learning new words
   c   writing composition
   d   spontaneous speaking
   e   doing exercises to listening tasks
   f   other:

   _____

4   Why did you choose this option? Explain (previous question)

   _____

   _____

   _____

5   How do you assess your knowledge of English?
   a   according to the grades obtained during the training
   b   compared to the abilities of other pupils
   c   compared to your past knowledge
   d   other:

   _____

6   What type of lesson tasks is your favourite? Why?

   _____

   _____

   _____

7   Do you use additional sources to acquire knowledge other than school? Which ones?

_____

_____

_____

8   How do you cope with the difficulties of learning English?

_____

_____

_____

9   Who do you ask for help when trying to understand and learn the material?
     a   your school teacher
     b   your friends
     c   your parents
     d   your tutor
     e   other:

          _____

Questionnaire 2 (for teachers)

This questionnaire is completely anonymous. No personal data is required. The data obtained from the questionnaires will be used in my research work and will not be evaluated in any other way. Thank you for agreeing to help me in my research work.

1   How long have you been working as a teacher?

    a   Less than a year

    b   1-3 years

    c   3-6 years

    d   More than 6 years

2   What is your most preferred methodology approach for teaching English?

    _____

    _____

    _____

3   How do you define that a pupil has some problems with learning English?

    _____

    _____

    _____

4   What is your strategy to define a problem of a pupil?

    _____

    _____

    _____

5   What is your strategy for working with the pupils who have problems with learning English?

    _____

    _____

    _____

6   Do you try to make these "problematic" pupils as successful as other pupils or simply to improve their knowledge?

    _____

    _____

    _____

7   How do you motivate the weaker pupils to work harder?

_____

_____

_____

8   How do you estimate the work that has been done by weaker pupils? (for example, you put them higher marks as encouragement or compliment their work)

_____

_____

_____

9   Do you give additional tasks for the weaker pupils? Do you find this method effective?

_____

_____

_____

10   What causes the greatest difficulty for your pupils, when learning English?

_____

_____

_____

11   What is the most difficult part, when teaching a foreign language? (for example, tenses, use of articles, etc.)

_____

_____

_____

NYILATKOZAT

Alulírott, Doma Viktória angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök, stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el