

THE UNDERLYING PRINCIPLES OF SECOND LANGUAGE ACQUISITION THEORY

The paper presents the critical review of the most influential theories of second language acquisition. It states the theoretical basis of the Natural Approach and gives the general outlook of the five hypotheses of S. Krashen's theory of Second Language Acquisition. The differences and similarities between language acquisition and language learning are examined with regard to their effectiveness. Special attention is given to communication as the main function of language teaching. An analytical overview follows the description of Stephen Krashen's theory and its contribution to foreign language teaching research.

Keywords: *second language acquisition, natural approach, communicative approach, monitor hypothesis, foreign language teaching.*

The question of acquiring a second language is of obvious importance to teachers and language learners, and teaching a foreign language has also become a matter of concern to the linguists' interest in the nature of primary linguistic knowledge. Starting with the main stages of second language acquisition and Stephen Krashen's theory, this research paper puts forward teaching strategies for developing learners' competence in English, high motivation, and self-confidence.

The aim of the article is to consider the Stephen Krashen's theory of Second Language Acquisition (SLA) as one of the modern approaches to foreign language teaching and to explore how the learner can acquire a second language through oral communication in predictable natural order. The scientific relevance lies in providing of deeper understanding of appropriate instructional teaching strategies and assessments that guide students along a continuum of language development, and understanding that second language acquisition can improve the ability of teachers to work with the culturally and linguistically diverse students.

Recent research and publication analysis has shown that the peculiarities of the modern approaches to foreign language acquisition usage in teaching process were studied by M. Byram, J. C. Richards, T. Rodgers, T. Terrel, S. Haponova, A. Kotovska, and other linguists with focus on approaching native speaker competence.

Stephen Krashen is an expert in the field of linguistics, specializing in theories of language acquisition and development. He is widely known for the well accepted theory of second language acquisition, which has had a large impact in all areas of second language research and teaching. The Natural Approach (NA) is a product of S. Krashen and T. Terrell's teaching experiences. The authors note that «the Natural Approach is in many ways the natural, direct method «rediscovered»[and] it is similar to other communicative approaches being developed today» [4, p. 92]. They regard communication as the main function of language. The focus is on teaching communicative abilities and the superiority of meaning is emphasized. S. Krashen believes that language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill [5, p. 34]. He stresses the importance of vocabulary and views language as a vehicle for communicating meanings and messages. The lexicon for both perception and production is considered critical in the organization and interpretation of messages. In Steven Krashen's view, acquisition is the natural assimilation of language rules by using language for communication [5, p. 46].

Strategy of the acquisition-learning hypothesis. According to Stephen Krashen there are two independent systems of second language performance – the acquired system and the learned system. The acquired system or acquisition is the product of a subconscious process very similar to the process that children undergo when they acquire their first language. The taught system or teaching is the product of formal instruction and it comprises a conscious process that results in conscious knowledge about the language, for example knowledge of grammar rules. Krashen's study shows that learning is less important than acquisition.

Strategy of the monitor hypothesis. The acquisition system is the utterance initiator, while the teaching system performs the role of the monitor or the editor. The monitor acts in a planning, editing and correcting function when three specific conditions are met: the second language learner has sufficient time at his/her disposal, focuses on form or thinks about correctness, and knows the rule.

Strategy of the natural order hypothesis. The hypothesis states that some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a natural order of language acquisition.

Strategy of the input hypothesis. The input hypothesis is only concerned with acquisition, not learning. According to this hypothesis, the learner improves and progresses along the natural order when he/she receives second language input that is one step beyond his or her current stage of linguistic competence

Strategy of the affective filter hypothesis. Stephen Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition [5, p. 30].

The core of the Natural Approach classroom is a series of acquisition activities. For acquisition to take place, the topics used in each activity must be intrinsically interesting or meaningful so that the students' attention is focused on the content of the utterances instead of the form. It is also through acquisition activities that the instructor will (1) introduce new vocabulary, (2) provide the comprehensible input the students will utilize for acquisition, (3) create opportunities for student oral production, and (4) instill a sense of group belonging and cohesion which will contribute to lower affective filters.

One of the major points of Steven Krashen's theory is that comprehensible input stimulates natural language acquisition. In order for input to serve as a basis for the acquisition process, we must insure that there is a focus on transmission of relevant information and a means of facilitating comprehension. It is quite possible, for example, to provide utterances which have some semantic content, but which do not communicate anything of importance. To draw students' attention away from the linguistic form of an utterance, we need to go beyond a simple meaning and focus on transmission of relevant information. This requirement implies that what is talked about needs to be truly interesting. Discussing topics that are of interest to the students is not just a drill: it is essential if language acquisition is to take place [5, p. 34].

Scientists point out at the drawback of the method. The NA gives the language teacher the opportunity to adapt, develop, and implement materials according to students' needs. Nevertheless, flexibility is not the same as individualization. Assuming that all learners in a group will progress at the same rate and reach the three stages of preproduction, early production, and extended production at the same time, the NA does not allow for individual learners' differences [6].

A further limitation is that, although S. Krashen provides much explicit guidance for using the Natural Approach with beginning-level learners, he says very little about how or what to teach at the intermediate and advanced levels.

Another question that remains to be answered relates to the level of teacher produced input. In NA theory, comprehensible input is critical for acquisition, yet how does one know which structures the learners are to be provided with? Communication interactions seem to be guided by the topic of conversation rather than by the structures of the language. The decision of which structures to use appears to be left to some sort of intuitive knowledge, which many teachers may not possess.

The claims that the Natural Approach produces better results than other methods need to be taken critically. For instance, only one study showing that the NA produces superior student performance reports empirical research evidence. It would be useful to examine each of the components of the NA in an experimental fashion to determine which of them contribute most to student success. In the meantime, although S. Krashen's teaching strategies are practical, classroom-oriented, and interesting, we are still left with the question whether the Natural Approach works better than other methods.

In conclusion, though the hypotheses that Krashen proposes are criticized as lacking sound scientific evidence, for many teachers Krashen's SLA theory changed the concept of language teaching and has suggested new ideas for communicative language teaching. Nevertheless, the implications of this theory should be adapted according to the individual situation. The years to come will give more shape to this theory, so that, together with other teaching theories and approaches, it will improve the methodology in order to obtain the best results.

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ТАКСОНОМІЯ ПІДХОДІВ ДО ВИЗНАЧЕННЯ АНГЛОМОВНИХ НЕОЛОГІЗМІВ І ХАРАКТЕРИСТИКА ЇХ ПАРАМЕТРІВ

У статті розглядаються проблеми неології та неологізмів. Основним об'єктом цієї статті є неологізм та критерії його виокремлення як одиниці. Також нами подано класифікації вчених щодо поділу неологізмів на категорії.

Ключові слова: *неологія, неологізм, новація.*