*N.Sobetska*

*Ph.D., Department of foreign languages*

*and professional communication*

*Ternopil National Economic University*

**LEARNING STRATEGIES IN SECOND LANGUAGE ACQUISITION**

Constantly increasing need for good communicative skills in English has created an enormous demand for English teaching all over the world. Millions of people today want to improve their level of English or for their children to attain good English skills. The opportunities to study English are available in various ways such as formal training, travel, study abroad, and also through the mass media and the Internet.

Throughout the world demand for English has created a huge demand for quality of teaching foreign languages and language learning materials and resources. Students themselves set demanding targets. They want to be able to learn English at the high level of accuracy and fluency. Employers also claim that their employees have good knowledge and are fluent in English, what is a requirement for success and promotion in many spheres of employment in the modern world. Due to this the demand for corresponding technique of teaching is as strong as ever.

Having analyzed the methodology known as communicative language teaching, and explored the assumptions it is based on, its origins and evolution, we got known about the affection on modern approaches to language teaching.

Perhaps the majority of foreign language teachers today, when asked to define the methodology they use within their classrooms, mention “communicative” as the methodology of choice. Communicative language teaching can be understood as a set of principles about the intentions of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

The understanding of the processes of second language learning has changed considerably in the last years and communicative language teaching is partly a response to these changes in understanding. Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation, which is formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production (either written or spoken). By memorizing dialogs and performing drills, the chances of making mistakes were minimized. Learning was very much seen as under the control of the teacher.

In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as:

- Interaction between the learner and users of the language;

- Collaborative creation of meaning;

- Creating meaningful and purposeful interaction through language;

- Negotiation of meaning as the learner and his or her interlocutor arrive at understanding;

- Learning through attending to the feedback learners get when they use the language;

- Paying attention to the language one hears (the input) and trying to incorporate new forms into one’s developing communicative competence;

- Trying out and experimenting with different ways of saying things.

The type of classroom activities proposed in communicative language teaching also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning.

In planning a language course, decisions have to be made about the content of the course, including decisions about what vocabulary and grammar to teach at the beginning, intermediate, and advanced levels, and which skills and microskills to teach and in what sequence.

Language teaching has seen many changes in ideas about syllabus design and methodology, and communicative language teaching prompted a rethinking of approaches to syllabus design and methodology.

Rather than simply specifying the grammar and vocabulary learners needed to master, it was argued that a syllabus should identify the following aspects of language use in order to be able to develop the learner’s communicative competence:

1. As detailed a consideration as possible of the **purposes** for which the learner wishes to acquire the target language; for example, using English for business purposes, in the hotel industry, or for travel.

2. Some idea of the **setting** in which they will want to use the target language; for example, in an office, on an airplane, or in a store.

3. The socially defined **role** the learners will assume in the target language, as well as the role of their interlocutors; for example, as a traveler, as a salesperson talking to clients, or as a student in a school.

4. The **communicative events** in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting.

5. The **language functions** involved in those events, or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans.

6. The **notions** or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion.

7. The skills involved in the “knitting together” of discourse: **discourse and rhetorical skills**; for example, storytelling, giving an effective business presentation

8. The **variety** or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach.

9. The **grammatical content** that will be needed.

10. The **lexical content**, or vocabulary, that will be needed.

This led to important new directions – proposals for a communicative syllabus. A traditional language syllabus usually specified the vocabulary students needed to learn and the grammatical items they should master, normally graded across levels from beginner to advanced. English courses soon began to appear addressing the language needs of university students, nurses, engineers, restaurant staff, doctors, hotel staff, airline pilots, and so on. As well as rethinking the nature of a syllabus, the new communicative approach to teaching prompted a rethinking of classroom teaching methodology. It was argued that learners learn a language through the process of communicating in it, and that communication that is meaningful to the learner provides a better opportunity for learning than through a grammar-based approach.

In applying these principles within the classroom, new techniques and activities were needed, still nowadays we are to look for new roles for teachers and learners in the classroom to achieve some other goals. Instead of making use of activities that demanded accurate repetition and memorization of sentences and grammatical patterns, activities that require learners to negotiate meaning and to interact meaningfully must be improved and the new spheres of communicative language teaching should be discovered.

**Literature:**

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