

## СЕКЦІЯ 17. СУЧАСНІ ПРОБЛЕМИ ГУМАНІТАРНИХ НАУК

### FOREIGN LANGUAGE ACQUISITION: CHALLENGES AND SOLUTIONS

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Contemporary approaches to foreign language (FL) teaching focus on the interface between language acquisition and language processing. Since FL competence is becoming an essential part of personal and professional development, modern methodology provides effective techniques and advantageous conditions to enhance participants' motivation for learning. The process of education aims at the full appreciation of how FL mastery can be beneficial for university students. The introduction to the theory of the second language (L2) acquisition investigates a wide range of issues but puts two prominent challenges at the forefront: *How to achieve a native-like level of proficiency in L2? Why is complete acquisition in L2 unachievable?* While students at higher levels of language proficiency integrate their acquired skills in lexicology, grammar, stylistics, and syntax into a holistic view of the target language use to produce the feedback of more native-like complexity, the process of making errors without awareness leads to the establishment of transitional version of the language (or interlanguage, IL), that should be L2, but actually is an approximate system. In this sequence, a donor is a native language (L1), a target is L2, but, in fact, a true recipient is IL.

The typology of fossilized errors is capacious. To investigate the true frequency and nature of errors, at the beginning of the first term we conducted research into the students' motivation in learning English adapted from Attitude Motivation Test Battery [1]. The questionnaire contained 10 top statements divided into integrative and instrumental motivations. Integrative motivation included the following reasons: *Learning English is important because it will make me more educated. Learning English is important because other people will respect me more if I know English. I want to explore other cultures and understand the world better.* On the other hand, participants were given instrumental motivation choice: *Learning English is important because I will need it for my career. Learning English is important because it will be useful for getting a well-paid job.* Obtained results emphasized that all the Ukrainian respondents possessed a high level of instrumental motivation. The most frequent errors represented grammatical faults (31,5%): articles, verb tense and aspect shifts, subject-verb agreement, prepositions, incorrect pronoun case, word order, and countable/uncountable nouns. The second most frequent error type contained lexical errors (27,1%): errors of collocation, errors of redundancy, errors of wrong word choice, and errors of word formation. Syntactic errors occurred in 18,6% cases since mother tongue interference leads to direct translation into English equivalents. Stylistic errors made by university students constituted 13%: slang, non-standard words, and tautology. Punctuation comprised 5,6%, while simple spelling slips occurred with the least frequency of 4,2%. On the assumption of the obtained results, we state that an error database will make it possible to analyze the most pervasive fossilized faults generated by the Ukrainian learners in oral and written speech. It needs to be considered under the umbrella of mechanisms for overcoming the stage of a language plateau and should serve as a guide for teachers in their pedagogical work to optimize the English language teaching process.

#### References:

1. Gardner, R.C. The Attitude Motivation Test Battery : Technical Report. Ontario : University of Western Ontario, 1985.