

Петрова О.Б., Корнейко І.В. Проблеми в оволодінні іноземною мовою (Petrova O.B., Korneyko I.V. Challenges in the L2 acquisition) // “Методологія та практика лінгвістичної підготовки іноземних студентів”: матеріали Науково-практичної конференції (м. Харків, 29 квітня 2015 р.). – Харків: Харківський національний медичний університет, 2015. – С. 72-74.

Описані проблеми, що виникають при оволодінні іноземною мовою, зокрема російською як іноземною. Ефективність оволодіння другою мовою залежить від сформованості другої мовної особистості.

Ключові слова: оволодіння другою мовою, друга мовна особистість, російська мова як іноземна

Петрова О.Б., Корнейко И.В. Проблемы в овладении иностранным языком (Petrova O.B., Korneyko I.V. Challenges in the L2 acquisition) // “Методология и практика лингвистической подготовки иностранных студентов”: материалы Научно-практической конференции (г. Харьков, 29 апреля 2015 г.). – Харьков: Харьковский национальный медицинский университет, 2015. – С. 72-74.

В статье описаны проблемы, возникающие при овладении иностранным языком, в частности русским как иностранным. Эффективность овладения вторым языком зависит от сформированности второй языковой личности.

Ключевые слова: овладение вторым языком, вторая языковая личность, русский язык как иностранный

Petrova O.B., Korneyko I.V. Challenges in the L2 acquisition // “Methodology and practice of linguistic training of the foreign students”: proceedings of scientific-practical conference (Kharkiv, 29 April, 2015). – Kharkiv: Kharkiv National Medical University, 2015. – P.72-74.

The challenges are described which appear in the acquisition of the L2, in particular Russian as a foreign language. The efficiency of the acquisition of the L2 depends on the level of the second language personality.

Key words: L2 acquisition, second language personality, Russian as a foreign language

Challenges in the L2 acquisition

Petrova O.B., Korneyko I.V.

Kharkiv National Medical University

Those grown-ups learning foreign language in their adulthood have to be really at their best when they are challenged in this second language acquisition. There is a whole number of favourable and infavourable factors adding both complexity and, vice versa, relief while the process of the second language (eg, Russian as a foreign language) acquisition under these conditions.

The L2 course could really challenge the foreign students to demonstrate their aptitude for languages as well as their flexible mind in forming the so called 'second language personality'.

As it was observed even by the XIX century scholar Wilhelm von Humboldt, the language is an expression of the spirit of a nation. In early XX century American anthropologists (Edward Sapir, Franz Boas) and later, Benjamin Lee Whorf also paid attention to the linguistic determinism, cognitive and behavioural consequences due to the various mother tongue differences.

Both, native language and the foreign one reflect in a certain way the world which is conceptualized in the language expressing its stratification and organization, on the one hand, and the mode of thinking of the speakers, on the other hand.

Every language reproduces the culture, history, traits of nation and the society. L2 learning is a versatile reality which considers lots of aspects such as language

personality, idiolect, vocabulary, mental outlook, speaking experience, etc. The native speaker obtains from the language he speaks the gnostic instrument which he uses in thinking. Thinking in the L2 requires adjusting thinking to speak another language. It allows encoding L2 categories, events, relations, hierarchy for the purpose of communication.

L2 teaching efficiency needs considering the formation of the 'second language personality'. It represents the current approach to the language for specific purposes training. Inseparable component of the teaching method is taking into consideration essential features of the world, its model created by language and existing in it.

Showing similarities in L1 and L2, and emphasizing the contrast, presenting specificity in stratification and designation of the world in national linguistic picture favours effective understanding and production. Country-specific elements included into the L2 course play an important role in formation of the 'second language personality'. It is connected with acquisition of automatism in L2 speaking via gradual attainments in voluntary, conscious production in L2 up to the level of thinking in L2.

Reference

1. Hulstijn, Jan H. Linking L2 proficiency to L2 acquisition: Opportunities and challenges of profiling research. University of Amsterdam <http://dare.uva.nl/cgi/arno/show.cgi?fid=193731> (25.03.2015).
2. Myles, F. Second language acquisition (SLA) research: its significance for learning and teaching issues - <https://www.llas.ac.uk/resources/gpg/421> (25.03.2015).
3. Cook, V. Some issues for SLA research, Newcastle University http://www.academia.edu/610372/Key_Issues_in_Second_Language_Acquisition_SLA (25.03.2015).
4. Friedline, Benjamin E. (2011) Challenges in the second language acquisition of derivational morphology: from theory to practice. Doctoral Dissertation, University of Pittsburgh. <http://d-scholarship.pitt.edu/8351/> (25.03.2015).

5. Pavlenko, A. (2014). *The bilingual mind and what it tells us about language and thought*. Cambridge: Cambridge University Press.