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**СТРАТЕГІЇ ВИВЧЕННЯ ДРУГОЇ (АНГЛІЙСЬКОЇ) МОВИ  
ДЕРЖАВНИМИ СЛУЖБОВЦЯМИ**

*Анотація.* У статті проаналізовано наявні стратегії навчання іноземної мови як другої. Особливу увагу надається вибору найефективнішої стратегії навчання іноземної мови державних службовців.

*Ключові слова:* стратегії навчання, вивчення другої мови, державні службовці.

**Бранецкая М. С. Стратегии изучения второго (английского) языка  
государственными служащими**

*Аннотация.* В статье проанализированы существующие стратегии обучения иностранному языку как второму. Особое внимание уделено выбору эффективной стратегии обучения иностранному языку государственных служащих.

*Ключевые слова:* стратегии обучения, изучение второго языка, государственные служащие.

**Branetska M. S. Learning strategies in second (English) language  
acquisition of civil servants**

*Annotation.* This paper aims at emphasizing the importance of language learning strategies in second language acquisition of civil servants. It summarizes the background of language learning strategies, defines the concept of a second language learning strategy, and gives the taxonomy of language learning strategies proposed by several researchers.

*Key words:* learning strategies, second language acquisition, civil servants.

**Formulation of the problem in general.** The economy and government have become intertwined and co-dependent although there are many cultural differences and barriers especially between Ukraine and Europe with their different languages and histories of individual nations and tradition. The role, which is played by civil servants in such situation, is growing up constantly. That is why special attention is paid to the training and education of civil servants, and especially to the learning strategies in second language acquisition of public administration employees. They accept, classify, and process documents in foreign languages, have to complete and control transport, export- and import documents, design and write letters and other documents in foreign languages, enter documents in evidences, manage lists and evidences, archive documents, study foreign laws

and rules, control international tenders, issue confirmations and certificates, prepare agreements, gather data about the possibility of education and training abroad, participate in EU and other projects, organize international meetings and conferences, prepare documents for meetings. All these tasks require in front of all a good command of at least one or preferably more foreign languages because they have to communicate both orally as well as in writing.

According to Civil Service Law (which was adopted by Verkhovna Rada on 05.12.2012) chapter IV, article 15, civil servants are required to be Ukrainians, to know writing and speaking state language, to be over the age of 18 and to have full competence to exercise their duties.

In the project of the Civil Service Law, ( which was adopted by the National Agency for state services on 24.09.2014), Civil services are classified as follow: a) by nature of competencies: civil services of execution and of leadership; b) by requirements concerning educational terms: A category civil service, B category civil service, and C category civil service. “ A” category civil servants bring the law into operation and carry it out, perform studies, verifications, counseling, coordination, guidance, elaborate regulations, take decisions and perform any other services that require specialized superior knowledge. It is also said, that “A” civil servants must know state language and can speak one of the languages of Council of Europe fluently.

That is why, when teaching public administration employees, it is very important to choose appropriate strategy for the most effective studying process.

**Analysis of recent researches and publications.** Many typologies have been proposed in order to classify learning strategies by J. Michael O'Malley and Anna Chamot, R. Oxford, J. Rubin, H. Stern and others. J. Rubin classified strategies in terms of processes contributing directly or indirectly to language learning. A. Wenden, A. Chamot and M. O'Malley, R.L. Burden, J. Platt, L. Kupper, G. Kasper and many others studied strategies used by language learners during the process of foreign language learning.

System analysis of some scientific papers by Ukrainian and Russian scholars, such as S. Dubenko, K. Inhrem, V. Kalnysh, V.Meadow, A.Obolensky, V.Tron and others, confirmed the presence of problems of managers' foreign business communication in the public service.

**The purpose of the article.** This paper provides the background of language learning strategies, gives various definitions and taxonomies of language learning strategies presented by several researchers. It also stresses the importance of language learning strategies for foreign language learning i.e. acquisition, especially for civil servants, and the teacher's role in strategy training.

**The main material.** Second language acquisition is a complex process that develops over an extended period of time. It varies with each individual student and is contingent on many factors that can affect the process. Since language depends largely on the context in which it takes place and is acquired in varying degrees of proficiency, it is useful to examine the various factors that affect it as they relate to the individual student's learning and academic growth [12]. Some typical examples of these factors include:

**Self-Concept.** Self-confident students take risks with learning, get more opportunities to build language skills, and are not as easily discouraged by errors.

**Personality.** Outgoing students usually take advantage of opportunities to practice their new language with others.

**Life and Experience.** The prior knowledge and experience of students help in their development of related language, vocabulary, and concepts. Students with diverse cultural traditions may be able to strengthen their language learning skills by contrasting their life experiences with their new environment.

**Culture.** Cultural differences may influence students' behavior in the classroom. Learning styles may reflect cultural experiences.

**Literacy.** Literacy in a student's first language facilitates the transfer of skills to a second language. A student who is not literate in his or her first language may require additional time to develop basic literacy skills. Additionally, a different

writing system (alphabet) may cause students difficulty with reading, writing, and spelling in a second language.

**Motivation.** Students who are successful in the learning environment or those who are encouraged to succeed are usually motivated to learn. All other factors listed here also influence motivation.

**Anxiety.** Students who fear failure and the lack of social acceptance may experience anxiety that interferes with their learning.

**Instruction.** Differentiated instructional programs that incorporate a variety of strategies designed to reach individual students' various learning styles and provide a rich language environment offer the best chance of success for second language learners.

**Other Students.** All students should be encouraged to model effective learning strategies and appropriate classroom behavior for their peers. Language minority students are often influenced by good learning techniques and appropriate behavior demonstrated by their peers [2].

The theories on learning strategies in second language acquisition appeared from a concern for highlighting the characteristics of effective learners. By the term "learning strategies" we mean the steps taken by learners to improve their own language learning. J. O'Malley and A. Chamot define learning strategies as the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information [9].

As we have already mentioned, many typologies have been proposed in order to classify learning strategies. According to J. O'Malley and A. Chamot, whose classification is adopted in the present study, they are divided into three major categories:

- 1) Cognitive strategies that operate directly on incoming information, manipulating it in ways that enhance learning.
- 2) Metacognitive strategies which are higher order executive skills that may entail planning for monitoring, or evaluating the success of learning activity.

3) Social/ affective strategies which represent a broad grouping that involves either interaction with another person or ideational control over affect [9].

Various researchers have studied parameters related to choice of language learning strategies such as language being learned, language proficiency, degree of metacognitive awareness, often related to knowledge of more than one foreign language, gender, career orientation, motivation, personality traits, language teaching methods etc.

More recent studies emphasized on the importance of metacognition in learning strategy use while some others focused on the relation between the strategy use and the gender, stating that the final strategy selection by males and females is closely related to their cultural background and to the prevailing social conditions of the local community they live in [14].

Moreover, some researchers found that learners with a higher proficiency in a foreign language tend to use a higher number of strategies (especially metacognitive) every time they face linguistic difficulties, compared to those with a lower proficiency in the foreign language, whose strategy use is relatively low [4].

Several studies, on the other hand, have shown that career orientation influences choice of language learning strategies. R. Politzer and R. McGroarty found that humanities, social science or education majors used significantly more strategies than engineers [11].

V. Kazamia discussed the language learning strategies of civil servants in relation to tolerance of ambiguity [5; 6].

R. Oxford claims that the term refers to specific actions, behaviors, steps or techniques that students use to improve their own progress in developing skills in a second or foreign language. These strategies can facilitate the internalization, storage, retrieval or use of the new language.

According to R. Oxford the use of appropriate learning strategies enables students to take responsibility for their own learning by enhancing learner

autonomy, independence and self direction. Consequently, strategies are especially important for language learning of civil servants, because they are tools for active, selfdirected involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self confidence of public administration employees [10].

R. Oxford sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. Oxford's taxonomy of language learning strategies is shown in the following :

- DIRECT STRATEGIES
  - I. Memory
    - A. Creating mental linkages
    - B. Applying images and sounds
    - C. Reviewing well
    - D. Employing action
  - II. Cognitive
    - A. Practising
    - B. Receiving and sending messages strategies
    - C. Analysing and reasoning
    - D. Creating structure for input and output
  - III. Compensation strategies
    - A. Guessing intelligently

- B. Overcoming limitations in speaking and writing
- INDIRECT STRATEGIES
  - I. Metacognitive Strategies
    - A. Centering your learning
    - B. Arranging and planning your learning
    - C. Evaluating your learning
  - II. Affective Strategies
    - A. Lowering your anxiety
    - B. Encouraging yourself
    - C. Taking your emotional temperature
  - III. Social Strategies
    - A. Asking questions
    - B. Cooperating with others
    - C. Emphathising with others

It can be seen that much of the recent work in this area has been underpinned by a broad concept of language learning strategies that goes beyond cognitive processes to include social and communicative strategies [10].

J. Rubin have identified strategies reported by students or observed in language learning situations that seem to contribute to learning. He, who pioneered much of the work in the field of strategies, makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are:

- Learning Strategies
- Communication Strategies
- Social Strategies

Learning Strategies are of two main types, being the strategies contributing directly to the development of the language system constructed by the learner:

- Cognitive Learning Strategies

- Metacognitive Learning Strategies

Cognitive Learning Strategies refer to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials. Rubin identified 6 main cognitive learning strategies contributing directly to language learning:

- Clarification / Verification
- Guessing / Inductive Inferencing
- Deductive Reasoning
- Practice
- Memorization
- Monitoring

Metacognitive Learning Strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritising, setting goals, and self-management [13].

S. Datsyuk understands conventional as communicative strategies, while non-communicative strategies are called manipulative due to the fact that they realize externally imposed targets. Convention as the type of productive communicative strategy aimed at interaction is interactive, because it requires realization of personal qualities of the partner. The essence of conventional communication is the deliberative process as a kind of dialogue, discussion and free reasoning. Deliberative communicative environment enables the exchange of views, during which each person expresses himself or herself, defending their own interests, but claims such as those tested in a public forum, i.e. get the support. The balancing of interests happens and the pairing of learning outcomes. Everything that allows us to develop communicative skills, activates the personality, develops communicative features of an ideal (possession of speech, the ability to listen, tolerance and empathy). Project communication strategy is aimed at the transformation of knowledge into a block with communicative abilities, which are processed in the rhetorical exercise in the process of creation



and the subsequent presentation of projects. So the problem of knowledge translation is not the first, because it comes to the fore the problem of developing ways of subjectivities (bring the individual to a certain quality, a different form of subjectivity, autonomy and creativity, which in itself is a form of new knowledge). At each stage of language learning strategies can vary [1].

**Conclusions and outcomes.** Since the amount of information to be processed by the civil servants as the language learners is high in language classroom, they use different language learning strategies in performing the tasks and processing the new tasks they face. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. According to K. Fedderholdt, the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way [3]. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socioaffective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem. Developing skills in three areas, such as metacognitive, cognitive, and socioaffective can help the language learner build up learner independence and autonomy whereby he can take control of his own learning. M. Lessard-Clouston states that language learning strategies contribute to the development of the communicative competence of the students. Being a broad concept, language learning strategies are used to refer to all strategies foreign language learners use in learning the target language and communication strategies are one type of language learning strategies. It follows from this that language teachers aiming at developing the communicative competence of the students and language learning should be familiar with language learning strategies [7]. Besides developing the communicative competence of the students, teachers who train students to use language learning strategies can help them become better language learners.

Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher. Research into the good language learning strategies in second (English) language acquisition of civil servants revealed a number of positive strategies so that such strategies could also be used by bad language learners trying to become more successful in language learning. However, there is always the possibility that bad language learners can also use the same good language learning strategies while becoming unsuccessful owing to some other reasons. At this point, it should be strongly stressed that using the same good language learning strategies does not guarantee that bad learners will also become successful in language learning since other factors may also play role in success [8].

**Prospects for further research.** Current methods involve a large number of strategies used in the process of teaching and learning a foreign language, and it is possible with some degree of certainty, that these processes can be seriously alleviated, if not only teachers, but students will be aware of these strategies will be able to choose the most suitable for you and use in the process of group work and independent work. Knowledge of foreign languages, especially English, opens the door to other cultures and can improve intercultural understanding in Europe and with the rest of the world. So all the institutions which prepare civil servants should review their curriculums and add more courses for the reason to improve civil servants' foreign competence and the best ways of training should be investigated. Many studies can be provided on language learning strategies and the strategy of training for public administration employees. Especially, researches on distant learning strategies in second language acquisition of civil servants should be done.

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