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Рассмотрен вопрос использования новых инновационных технологий в изучении английского языка студентами высших учебных заведений. Особое внимание уделено инновационным методам обучения, в том числе с применением разных сайтов, скайпа и блогов.

Инновационные технологии, английский язык, метод, интернет, сайт, скайп, блог.

The article deals with the problem of new innovative technologies in learning English by the students in higher educational establishments. Particular attention is given to innovative teaching methods, including those based on the use of different websites Skype and blogs.

It is showed the research in the application of information resources and educational purpose of media education, the use of new information and communication technologies in the learning process allows:

- show the training materials in a foreign language not only in print but also in graphic, sound, animated form that gives many students a real opportunity to learn the subject at a higher level;*
- automate control system, evaluation and correction of students' knowledge;*
- automate the process of learning, consolidation and application of educational material based on interactivity of many electronic aids;*
- significantly increase interest in learning a foreign language, which also determines the quality of education;*
- access and operate large amount of information;*
- organize an independent academic work;*
- provide distance learning opportunities to those who need it.*

Thus, computer technologies becoming an integral part of the learning process remain technologies forming a key role of teacher in teaching foreign language for students in higher educational establishments.

Innovation technologies, English language, method, Internet, website, Skype, blog.

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INCORPORATING BACK-TRANSLATING ACTIVITIES INTO READING CLASSES

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The importance of reading classes is emphasized. Back translating, that is, translating an English text into the student's first language and then back into English is focused. Creative ways to incorporate back-translating writing activities into reading classes are suggested.

Back-translation, activities, reading, knowledge, gap.

Reading is an important channel for students to receive second language (L2) input, but unmindful or distracted reading offers little to L2 acquisition, which helps to explain why learners often complain about their minimal progress after taking extensive reading classes. It is generally believed that L2 acquisition is impossible without focused attention on target language forms, since «people learn about the things that they pay attention to and do not learn much about the things they do not attend to» [1]. Thus, strategies to help learners consciously notice target language forms are of high importance in L2 reading instruction. Importantly, this noticing strategy also applies to the other skills; for instance, properly designed writing activities help learners notice what meanings they cannot accurately convey in English, and this negative feedback prompts material to find the related forms in context, thereby paving the way for L2 acquisition. Because of the notable shortcomings of teaching listening, speaking, reading, and writing skills

separately, English as a second or foreign language (ESL/EFL) researchers and practitioners regularly explore techniques to integrate the four skills into lesson plans. For example, Zhang discusses four activities that integrate the teaching of reading and speaking, focusing on how reading enhances learners' speaking ability [2].

Analysis of the latest research studies and publications.

Translation was the basis of language teaching for a very long time, and then was rejected as new communicative methodologies started to appear. It was a key element of the Grammar Translation Method, which was derived from the classical method of teaching Greek and Latin. [3]. This was not a positive learning experience for many: as well as learners memorizing huge lists of rules and vocabulary, this method involved them translating whole literary or historic texts word for word. Still a lot of scientists focus on the valuable importance of reading and translating in the classroom.

Among them we may notify M. Johnson, S. Krashen, S. Lapkin, M. Long, M. Saville-Troike, R. Schmidt, M. Swain, Y. Zhang and others.

The aim of the research. In this article, we discuss the integration of language skills in classroom teaching by focusing on *back translating* – translating an English text into the student's first language (L1) and then back into English and we will suggest some ways to incorporate back-translating exercises into reading classes as a beneficial method to focus learners' attention on the gaps in their English competence.

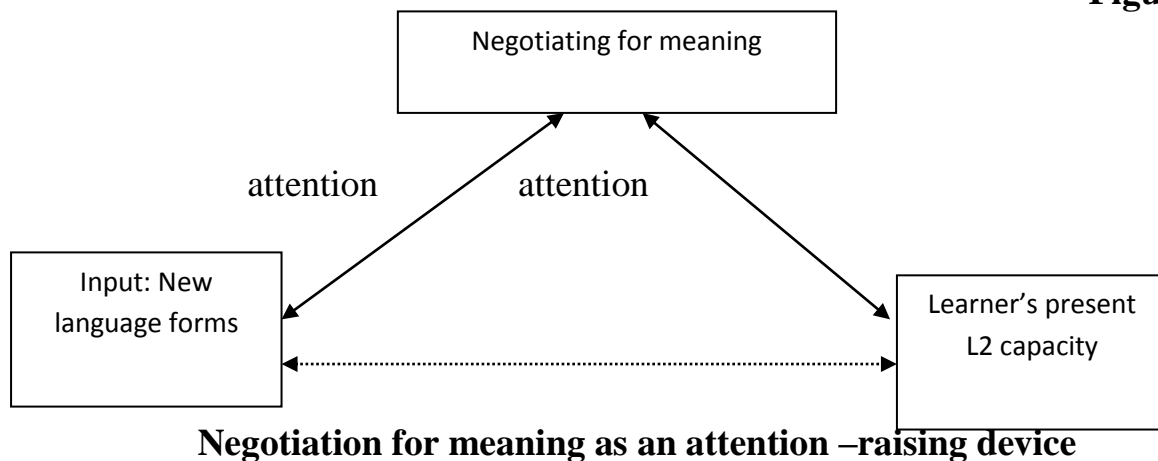
Presentation of basic material of the research. According to Krashen's Input Hypothesis, an essential factor for language acquisition is input that is comprehensible but that also contains language structures beyond the learner's current proficiency level; in addition he claims that «the input hypothesis has been successfully applied in the area of reading» [4]. However, there is some input into intake. In Johnson's model, debate about whether comprehensible input alone will necessarily trigger the process of L2 acquisition; as pointed out by, input «is not available for processing unless learners actually notice it i.e. pay attention to it.» [5] sees attention as a vital means to comprehend L2 acquisition, including «the ways in which interaction, negotiation for meaning, and all forms of instruction contribute to language learning» [5]. Indeed, it is possible to claim that there is no L2 acquisition without attention. In explaining the Interaction Hypothesis, Johnson states that «selective attention and the learner's developing L2 processing capacity» are «brought together most usefully, although not exclusively, during negotiation for meaning» [5]. In other words, when interlocutors or readers make efforts to overcome communication barriers by negotiating meaning, they receive both additional input and valuable feedback that they pay attention to. The result is *intake*—new language structures that become integrated into the learners developing language system.

According to Johnson, this «negotiation for meaning provides the opportunity for negative feedback», which «draws the learner's attention to the target language's linguistic structures» and «may lead the learner to noticing the gap in his or her linguistic competence and to converting the incoming input into intake» [5]. In Johnson's model, negotiation for meaning plays the role of an independent mediator between the learner's external and internal environments and makes it possible for learners to realize their internal needs and then look for solutions in their external environments.

The model illustrates the role of negotiation for meaning (Figure 1.).

As the dotted line indicates, new language forms from the input do not interact directly with the learner's present L2 capacity. That is to say, new language forms do not directly enter a learner's L2 inventory and then enhance his or her present L2 capacity. Learners notice these new forms only when negotiation-for-meaning activities make them a focus of conscious or subconscious attention.

Figure 1.



Learners perform these activities subconsciously when they try to figure out the meaning of a word, a phrase or a sentence. They negotiate for meaning consciously when they are involved in output activities such as speaking and writing that provide them with both positive feedback, which builds their confidence, and negative feedback, which directs their attention to specific forms, thus making their learning more clearly targeted.

Back translating simply refers to the process of translating a translated text back to its original language. A back translating is beneficial for fostering learner's consciousness of the lexical, idiomatic, and syntactic differences between their native language and the target language. If properly used, this activity facilitates English acquisition.

When used in reading classes, back translating can be broken down into the following three steps.

To begin, teachers should select the text with care, keeping in mind the length and the level of difficulty, as well as students' interest in the context. In the same students' group learners are often at different proficiency levels and their need to make progress differ greatly. For this reason it is important for instructors to know how to adapt reading tasks and exercises to make them accessible to various competence levels. Usable translated texts can be found in bilingual magazines that keep up with the times and contain interesting texts that match the learners' interest. Material can also be selected from classic literary works with available translated versions.

In class the teacher asks learners to translate the L1 text back into English, in which it was originally written. Teachers may ask learners to do the translating in three ways: (1) independently, (2) with a partner, or (3) in groups. The choice depends on the time allocated to the activity, the learners' present capacity and the demands of the task. In general, the more learners who are involved in the task, the less demanding it is perceived to be, and the quicker it will be finished. Collaborative work is encouraged here since peer or group discussion offers the necessary platforms to move students to the next level of their English language ability by providing them with opportunities to pool their English-

language resources and work out solutions to problems that they could not solve independently. During the back-translating process, teachers ask learners to notice, or pay attention to, the particular meanings they could not convey in English, and later ask them to locate the corresponding forms in the original English text.

In the third step, the teacher asks students to do a close comparison of their English back translation and the original English text. Before students do the comparison, teachers remind them that the goal of the back translation is to help them notice gaps in their English knowledge, not necessarily to come as close as possible to the original text. We agree that teachers should also offer the following three explanations about the differences between the back translation and the original text suggested by Zhang:

(1) The information learners get from the L1 translation is not 100 percent equivalent to that in the original English text; that is the nature of translation;

(2) Language is not like mathematics, in which there is most probably only one definite answer to a specific question; in language there are usually different ways to express the same meaning, and it is likely that more than one expression is appropriate for a given situation;

(3) In back translating, learners may be restricted by their own English language ability and display a unique non-native style in their use of English. [6].

The third explanation is important for learners to explore when doing the comparison of their back translation and the original. If the learners clearly understand the goal of the activity, that is to notice the gaps in their English knowledge and the reasons that might be responsible for the difference between the original and the back translation, they will not be discouraged even if the original is very different from their own back translation, and they will become motivated to explore the causes of those differences.

When learners compare their back translation with the original, teachers give specific instructions to focus attention on the differences in students' L2 renditions by providing the following instructions:

- Study the difference in the choice of words or phrases between your back translation and the original, and discuss with a partner why those in the original constructions are more appropriate – or try to determine whether your wording is also appropriate and maybe just different.

- Study the syntactic difference between your back translation and the original, and discuss with your partner what leads to the difference and whether you were influenced by your L1 or the way of thinking that is specific to your native culture.

- Check whether there are any English culture-specific elements – such as figures of speech or references to cultural icons – that you need to become familiar with.

On the sentence level, back translation helps teachers and students notice a number of gaps related to grammar vocabulary, collocations, and idioms. For example, the sentence «There was a middle-aged man walking up and down the street all last night» might be back-translated in a number of ways, but one gap might be revealed by a back translation that says, «Там літній чоловік прогулювався...», indicating a gap in the students' knowledge of the there-be structure. Other students might back translate «last night» as «yesterday night», which for most English speakers is not idiomatic. Other gaps include difficulty back-translating «up and down the street» or «middle-aged» in each case,

noticing the difference between the original and the back translation is a first step toward awareness of a gap and then filling in the gap. Gas also arise with idiomatic expressions, such as «strong as a horse» is back-translated as «strong as a cow», which draws attention to cultural differences and the ways similar concepts are expressed in different languages.

During the comparison process, teachers ask learners to pay attention to the difference between the way they and native speakers express meaning, and help them discover the source of difference. Once the reason for difference is noticed and understood, the English forms will leave a deeper impression on learners. Those learners, as active users of the target language, will have a more powerful meaning-conveying ability when they express similar meanings in the future.

This activity raises learners' consciousness about what to learn from the reading material (the original text). Since all the learners receive negative feedback unique to themselves, they will have different points of focus when listening to the teacher's explanation of the text or when doing their own analyses. Each of them will benefit from the classroom instruction in his or her own way.

Conclusions and recommendations for further research.

An instructional strategy that focuses attention on unknown language forms contributes to L2 acquisition. Without attention, new language forms are often passed over and do not become entrenched in the learner's L2 inventory. Reading is one of the most important ways to receive L2 input and is enhanced when integrated with output through writing, especially when both skills are employed is a back-translation activity requiring attention, noticing, and negotiating for meaning with the text to discover and acquire previously unknown language forms. Because back translating necessarily involves a detailed focus on students' English-knowledge gaps, it is well deserving of a place in a reading class.

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Наголошено на важливості занять із читання. Зосереджено увагу на зворотному перекладі, тобто на перекладі англійського тексту першою мовою студента, а потім знову на англійську мову. Запропоновано креативні способи включення вправ на зворотній переклад на заняттях із навчання читання.

Зворотній переклад, вправи, читання, знання, прогалина знань.

Отмечена важность занятий по чтению. Сконцентрировано внимание на обратном переводе, то есть на переводе английского текста первым языком студента, а потом снова на английский язык.

Предложены креативные способы включения упражнений на обратный перевод на занятиях по обучению чтению

Обратный перевод, упражнения, чтение, знания, пробел.