

опорой на базовое слово. Например, *a cook – to cook* («повар» → «поварить» → «варить»). Установка подкрепляется специально подобранными упражнениями.

3. Обучение пониманию неизученных конвертированных слов со сложной выводимостью (третий уровень трудностей понимания) тесно связано с анализом внутренней структуры слова и контекста: учащиеся должны определить, какой частью речи является неизученное конвертированное слово, соотнести его с базовым, вывести условное значение и согласовать с контекстом. Важную роль при этом играют специально подобранные упражнения в соответствующей последовательности. Сначала рекомендуются упражнения, в которых неизученное конвертированное слово предполагает выбор одного из нескольких значений, затем упражнения, в которых оно связано с базовым словом через переосмысление. Например: «*The dog was nosing everywhere*». В заключение семантизируются неизученные конвертированные слова с образно-логической мотивированностью. Например: «*She doesn't like fish*». →. «*The lake fishes well*».

Таким образом, приемы расширения ПС должны предусматривать особенности словообразовательных моделей, знание базовых слов, градацию уровней сложности самостоятельной семантизации не изучавшихся ранее лексических единиц и выполнение комплекса тренировочных упражнений с учетом их степени трудности (упражнения на дифференциацию, имитацию, подстановку, трансформацию, активизацию новых лексических единиц в речевой практике). Работа по расширению ПС является составной частью формирования умений зрелого беспереводного иноязычного чтения, развития коммуникативной компетенции обучаемых.

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#### HOW TO GET YOUR STUDENTS START THINKING IN ENGLISH AND MINIMIZE A NATIVE LANGUAGE USAGE

Since learning a foreign language is considered as a very complex process, there has been a growing body of research investigating errors committed by EFL (English as a Foreign Language) learners. It is obvious that the difference between the two languages (a foreign language and a native language) makes the learner face a great difficulty in learning and applying foreign language rules. Mother tongue interference (also known as language transfer) refers to speakers or writers applying knowledge from their native language to a second or foreign language.

How many times have your students asked you to translate something from or into their native language? How often do you have students who translate things in their heads before answering you? By contrast, how often do you have students who provide a natural sounding reply, spontaneously and automatically, without even blinking an eye? Chances are most of your students still translate in their heads - at least some of the time. Our goal as teachers is to guide students towards increasingly thinking in English and drop the crutch of translation. But we all

know this is precisely one of the hardest things to achieve. Another question arises whether translation at some reasonable amount really so bad and should be avoided at all costs?

It is necessary to discriminate between the teaching of translation as a vocational skill and the use of the mother tongue in the teaching situation as an aid to language learning. The need for some translation in language learning is usually supported by non-native teachers. Native teachers of English argue that foreign language learning needs as much exposure to the L2 as possible during precious classroom time, and any usage of the L1 or translation is a waste of time.

However even being good at comprehending authentic reading or listening materials, the majority keeps mentally translating from L2 into L1 and vice versa. This fact makes teachers of foreign languages aware of the importance of translation in language classrooms.

Evidence from research into the crucial issue of the L1 use in classrooms around the world was analyzed by G. Mattioli. Analyzed literature offers evidence that L1 is a valuable tool for socio-cognitive processes in language learning. Another reason for L1 use in the classroom relates to the fostering of a positive affective environment. C. W. Schweers encourages teachers to insert the native language into lessons to influence the classroom dynamic, provide a sense of security and validate the learners' experiences.

The real usefulness of translation in English classes lies in exploiting it in order to compare grammar, vocabulary, word order and other language points in English and the student's mother tongue. If students are aware of the differences, language interference (transfer) and intervention from their own language are likely to be reduced.

It is known that linguistic awareness can be either conscious or unconscious. Cross-linguistic similarities and differences can produce positive transfer or negative transfer such as underproduction, overproduction, production errors, and misinterpretation. It should be emphasized that transfer is not always caused by the influence of native language.

Transfer may occur at all levels: phonology, syntax, lexis, and pragmatics. Raising learners' consciousness can be valuable: teachers can explicitly point out differences between L1 and L2. For this purpose, translation may be useful, because it can be interactive, learner-centered, promotes learners' autonomy, and uses authentic materials. With the English learners, we have used a number of activities that are beneficial for their linguistic development. For instance: the most beneficial activity has been back-translation class activity. Selected texts for re-translation should not be too long or too linguistically complex, or too distant from the knowledge of the student. Students in pairs translated different short passages from L2 into L1. Then pairs exchanged their translations, and different pairs translated the peers' passages back into L2. Finally, the double translations L2 into L1 into L2 were examined and compared with the original texts. The ultimate analysis of re-translated texts by students and teacher's feedback allow to raise learners' awareness of vocabulary, grammar, style, and language transfer.

The translation is useful for L2 acquisition because, firstly, it uses authentic materials, secondly, it is interactive, thirdly, it is learner-centered, and finally it promotes learner autonomy.

Native language use in the classroom can cause students to think that words and structures in English have a L1 correspondence, which does not always exist. Therefore, raising students' consciousness of the non-parallel nature of language is likely to allow learners to think comparatively. The important question is how to reach a balance of the L1 use in learning. It is suggested that four factors should be considered, namely, the students' previous experience, the students' level, the stage of the course, and the stage of the individual lesson.

Based on all mentioned above the following conclusions have been drawn. First, all the learners customarily rely on their mother tongue in learning English. Second, the amount of the native language that students need depends on their proficiency and linguistic situations.

As far as my own experience is concerned, mother tongue is used in the classroom in the following situations rather judiciously:

1. Giving instructions: While doing the tasks like group work, pair work, project work and

the like, the students must know how to do the tasks. A teacher can explain the details in the above situations in the mother tongue so as to enable the students to do the tasks correctly without any confusion.

2. Explaining abstract nouns like integrity: It is very difficult to teach the meaning of abstract nouns as it is rather vague. For example, it is very difficult to define or explain what integrity is. So, I use mother tongue equivalent in the similar context. The use of mother tongue helps the students to get away from the hurdle of incomprehension or miss-comprehension.

3. Teaching grammar: while teaching grammar, sometimes, the explanations may judiciously be given in student's mother tongue.

4. Teaching the low proficiency learners. The use of mother tongue becomes inevitable when all other efforts fail to make the low proficient learners comprehend the teaching item.

Coming back to our ultimate goal, namely, to guide students towards increasingly thinking in English and drop the crutch of translation we can think how to do that? How can we effectively get our English as a second language students to think in English? Why it's so important for EFL students to stop translating and start thinking in English? Consider their main goal. They want to learn to speak English, not become translators. There's no point in them speaking their native language in their heads while they're trying to learn another. It's counterproductive. The constant comparison of one language to another hinders naturally flowing speech. Experienced interpreters are real pros at this, but your students are not. Some things are simply too hard to translate. This creates a situation where the student is desperately trying to remember how to say the one word they have in their minds in English, while they should be trying to recall a recent lesson instead.

Now, that we've established the importance of getting students to think in English for the duration of the class, let's see ways to help them achieve this ever-elusive state.

How to get your students to stop translating and start thinking in English:

1. Use an English-English dictionary. If you teach EFL by only speaking English in class, then you often supply definitions or explanations of words in English. Ask students to use English-English dictionaries, and it will contribute to your efforts.

2. Mime feelings and actions. When you teach feelings like "sad", "happy", "scared", etc., it's a lot simpler to translate them. But it's so much more fun to act them out - for you and your class! The same goes for actions like opening closing things, walking, running, etc.

3. Teach language in context. A student writes a word on the board, points to it and asks what it means. Most of the time we have no idea where they got it, which leads us to ask questions about the context. After all, there are plenty of words that have different meanings in different contexts. This is precisely why language must be taught in context. For example, would you teach the Past Simple by presenting a list of verbs and their past forms? What if there are verbs they don't understand? Your best course of action is to introduce the context first. Tell students what you do every day, and then tell them what you did yesterday. This eliminates any need for translation.

4. Introduce set phrases as set phrases. Has a student ever asked you to translate the meaning of "You're welcome"? In most languages a literal translation is ridiculous, but providing a similar phrase in the students' native language is not necessary, either. When students ask for translation simply say a set phrase is a set phrase. Make sure they understand it's a reply to "Thank you". They will probably figure out the equivalent in their language, but with some expressions an equivalent is hard to come by - think of proverbs or idiomatic expressions. The goal is for them to understand the meaning of the phrase and when it's used.

5. Use visual aids. Like miming, visual aids such as flashcards, illustrations, posters and even video are great ways to avoid translation.

6. Use opposites or synonyms. Use words they already know in lead in questions: Are you happy to see your friend? You're glad to see him. Check out these other great ways to teach vocabulary. No translation needed at all!

7. Teach language in groups. The need for translation will be eliminated if you teach

words in groups that make sense, for example, “eat” and “drink” with a list of food items.

8. Pretend you don't understand.

If students try to say things in their own language, simply say you don't understand. Try to lead them to say what they want to say in English. This is by far one of my favorite strategies. There is still much debate as to whether an EFL class should be English only or include some elements of the native language. I have personally had excellent results speaking only English in my classrooms. There have been very few occasions in which I had to explain something to a student in Russian, but those were very special cases or students with some type of learning difficulty. When I taught Turkmenian students, I couldn't use their native language at all in the beginning. I couldn't speak a single word in Turkman, but that didn't impact the lesson negatively, in fact, it was very helpful, as students were not tempted to use their native tongue.

Having been teaching for more than 25 years we can introduce 3 techniques to employ when you don't speak their language. So, what to do when you don't speak their language.

1. Slow down, speak simply, and repeat. When learners don't yet speak much English and you don't speak their language, you have to find ways to connect with them, and get them to start learning English fast. There are three key things to do in this circumstance – speak slowly, speak simply, and repeat yourself often. It sounds simple, but it isn't as easy as it might seem. You can master speaking slowly, clearly, and repeating yourself often, but it does take some practice. You want to announce for clarity without sounding condescending. Slowing down language means that you more clearly pronounce syllables, don't shorten words, and also focus on correct grammar. Speaking simply translates into using only tenses or vocabulary that the students have learned. That can be challenging when students have only learned the verb to be, because you are so limited in what you can say. If vocabulary comes up that they are unfamiliar with, you must define words in an uncomplicated manner and provide examples.

Repetition is important because students need explanations several times before they should be expected to master it. It might feel to you that you sound like a broken record, but in reality, the students need to hear the record 10 more times. The same also goes for practice. For example, you might think that you have practiced the verb to be so many times the students will cringe if you attempt to review it again. However, when you listen to your students they are still making errors, or still seem uncertain about usage. This is a common occurrence at lower levels, so it goes to show that students do indeed need a lot of repetition of grammar points. Think of each point as a building block to the next: in order to move forward, they must master foundational elements first. Students don't have to display perfect language skills to move on to the next point, but they should show good understanding and be able to occasionally discern their own mistakes.

2. Teach situationally. When language is a barrier and students don't have much English to communicate with, focus on the function of how they are going to use any given point. Practicing grammar without providing practical application is not only dry, but also frustrating for learners. The main point of studying a language is to be able to use it in everyday circumstances, so keep practical application a focal point when creating activities and exercises. Students will gain a lot through situational examples, role plays, Q and A, and games that inspire lots of practice.

Most every point in an EFL curriculum can somehow be practiced within a situation. Many of them are obvious, like using prepositions of motion to practice giving directions, or creating recipes when talking about food vocabulary and quantities. Part of the fun of being an EFL teacher is devising entertaining and creative ways to elicit grammar points in natural language. Think of ways you can get your students talking outside of just following the examples on the board. Give them opportunities to branch out. For example, instead of just having students ask each other like/dislike questions, give them a situation where this could naturally happen. Tell students that they are attending a party where they don't know anyone. Their goal is to find at least three people with similar interests and start up a conversation. You could make this more interesting or challenging by assigning them particular personality traits or preferences that are

not their own. That way they have to be creative with their question-asking and try to create a connection through communication. This is a perfect example of giving students situational practice so that the language they are acquiring has meaning and practical application when they step out of the classroom.

3. Animate. When language may be a barrier your best source of communication will be finding ways to animate your explanations and instructions. Using exaggerated body language and facial expressions should become second nature when you are communicating with little language. Smiling and laughing a lot also helps to lighten the mood and can help make students feel comfortable. Along with animated expressions, if you can show students time and time again that your instructions will be illustrated by clear examples, they will begin to learn your style and catch on very quickly. Utilizing hand gestures as you speak will also become a way that students can begin to infer language if they don't understand completely.

You can also involve students in getting in touch with their physical side by introducing the game of Charades. Students of all ages and levels love to challenge themselves with this interactive game in which they must represent language with actions. It's a wonderful way to practice vocabulary, sentence structure and comprehension checks for various points. Students will enjoy the challenge and find the game an interesting activity of self-expression.

Teaching English to a class of students who don't have any exposure to your language might seem a bit daunting at first, but there are many ways to connect with people around the globe without language as the common denominator.

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### **«СВОЙ СРЕДИ ЧУЖИХ»: ВЗАИМОДЕЙСТВИЕ РОДНОГО ЯЗЫКА С ИНОЯЗЫЧНОЙ СРЕДОЙ<sup>1</sup>**

Современный мир характеризуется поликультурностью и полилингвальностью вследствие высокой миграционной подвижности людей, которая обусловлена психологической готовностью отдельно взятой личности к переселению, сформированной экономическими и социальными факторами, а также активными действиями, направленными на смену постоянного места жительства. Перемещение населения между странами оказало особое значительное влияние на экономически развитые государства такие, например, как США. Идеализированный образ страны равных возможностей, сформировавшийся еще в XIX веке, по-прежнему привлекает в страну множество эмигрантов, которые привозят с собой собственные обычаи и родной язык.

Сразу после приезда эмигранты вынуждены осваивать официальный язык страны пребывания для обеспечения коммуникации не только с официальными органами, но и с представителями других диаспор и местными жителями. Более того, упрощенная версия American English становится языком общения в семьях эмигрантов первой волны и родным языком для их детей, появившихся на свет в США. Выбор нового языка в качестве языка домашнего общения обусловлен желанием ускорить процесс инкультурации, то есть «приобщения к культуре новой среды, усвоения существующих норм, традиций, ценностей, моделей поведения» [2, с. 198]. Представители нового поколения, которые за пределами дома говорят на государственном языке, оказываются в ситуации частичного двуязычия: американский английский является для них, языком социального и профессионального общения, а упрощенный American English – родным языком.

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