Національний технічний університет України «Київський Політехнічний Інститут»
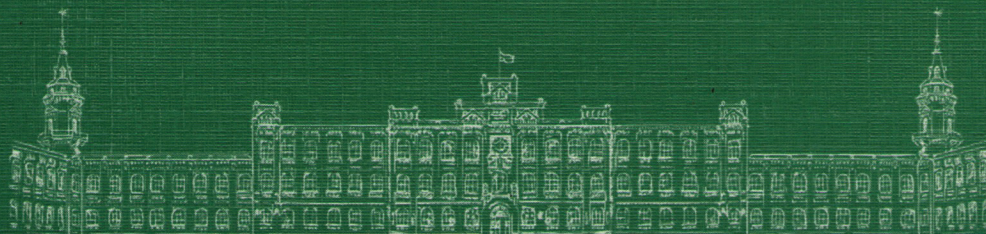
Факультет лінгвістики

Кафедра теорії, практики та перекладу німецької мови

Формула компетентності перекладача

Матеріали IV Міжнародної науково-методичної конференції

27 березня 2013 р.

Міністерство освіти і науки, молоді та спорту України

НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ УКРАЇНИ
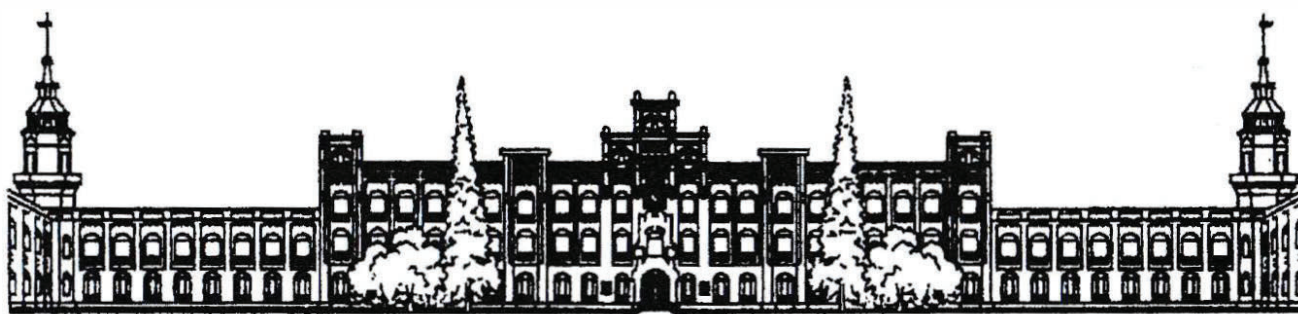
«КИЇВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

ФАКУЛЬТЕТ ЛІНГВІСТИКИ

Кафедра теорії, практики та перекладу німецької мови

ФОРМУЛА
КОМПЕТЕНТНОСТІ
ПЕРЕКЛАДАЧА

**МАТЕРІАЛИ IV МІЖНАРОДНОЇ
НАУКОВО-МЕТОДИЧНОЇ КОНФЕРЕНЦІЇ**
27 березня 2013 р.

КИЇВ 2013

Формула компетентності перекладача: Матеріали IV Міжнародної науково-методичної конференції. 27 березня 2013 р. – К.: НТУУ «КПІ». – 273 с.

Збірник містить матеріали IV Міжнародної науково-методичної конференції з проблем сучасної лінгвістики, лінгвокультурології та питань відображення євроінтеграційних перетворень у перекладі. Конференція зібрала понад 100 науковців з різних міст України та з-за кордону. Матеріали конференції можуть бути цікавими та корисними для науковців, викладачів та студентів вищих навчальних закладів.

Відповідальність за достовірність фактів, цитат, власних імен та інших відомостей несуть автори публікації

CERTAIN QUESTIONS AWAITING ANSWERS IN THE FOREIGN LANGUAGE CLASSROOM
Лізак К.М.

The present article is based partly upon the study of relevant academic literature but is mainly the result of teaching practice of English as a foreign language at different levels with a variety of age groups, and aims at sharing certain ideas to consider and discuss while working in a forerign languge classroom. In addition, an attempt will be made to reflect on some aspects of the English language education from a different perspective, namely shifting the emphasis from the method of teaching to the material of instructing, i.e. from *how* to tech to *what* to teach. Hence, the present paper will highlight the following issues:

1. Teaching collocations
2. Paul Nation's high frequency words - the idea of "step-by-step" training
3. The use of the so-called "umbrella words"

In the past it was often considered that foreign language learning was mainly linked to the learner's knowledge of grammar. Though recent studies have highlighted the significance of vocabulary knowledge and different methods of teaching have been used and exchanged each other over the years, no breakthrough has been achieved in foreign language instruction , especially in acquiring fluency in reading, writing and speaking. Concerning the latter, anyone studying a foreign language in particular English, still encounters serious difficulties.

The importance of vocabulary in the process of learning a foreign languge has been recognised by linguists, therefore vocabulary acquisition is indispansible for a language learner. The arising question is what vocabulary to teach and possibly not how. Long before the Lexical Approach by M.Lewis (1993) in the studies of David Wilkins (1972) and Sinclair J. (1991) research was carried out into collocations of the English language. However, linguists are not unanimous in defining collocations and categorizing them. In the present article the definition of collocations and also their categorization as defined by Benson et al. (1986) is used since Benson's definition and categorization of collocations is by far the simplest and most accurate.

Knowledge of collocations is essential for achieving native-like competence as well as fluency and accuracy in English. Since these collocations occur randomly and have quite unpredictable nature language learners face seemingly insurmountable difficulties in acquiring English. For instance, it is correct in English to speak about *burning desire* and *blazing row but* incorrect to speak about *blazing desire* or *burning row:* we say *heavy smoker/traffic/suitcase/rain/timetable/meal* but we do not say stro*ng smoker/traffic/suitcase/rain/timetable/meal,* though at the same time *strong colloc*ates with *influence/views/support/accent* and so on. However, in order to become fluent and accurate speakers of English it is necessary to learn collocations and be able to use them in speech. A collocation dictionary such as Oxford Collocations Dictionary for Students of English is of great help to students. Nevertheless, owing to the fact that words are easier learned if they are grouped according to topics, a topic-based dictionary of collocations will contribute enormously to the learning process. Having recognized it, the process of compiling of such a dictionary started a few years ago and still has been in process alongside with the collection of material from different sources on the particular theme.

In the course of collecting data for the dictionary the main problem was ho to arrange words in a dictionary of such type. The usual alphabetical order of arranging words in this case seems to fail, so guided by the idea of frequency, key words are being chosen on a certain subject and presented with their most frequently used collocations in only three categories, namely N+N, Adj.+N and V+N since these are the most difficult to acquire for the students.

In such a dictionary collocations might be arranged in the following way.

Climate and weather

N+N	Adj.+N	N+V
1. Climate		
change	mild/extreme/wann/dry/	vary/change
of suspicion/hostility/	tropical/equatorial/ social/	
distrust/opinion	political/economic/	
2. Weather		
forecast/outlook/	stormy/changeable/	break/change
conditions/	unpredictable/unsettled/	in the-
2. Snow		
fall/cloud/storm/bank/	melting/heavy/scattered/	covered with -/
blizzard/drift		blocked by -

Unarguably, the dictionary at the present stage has a number of drawbacks, all of which are arising in the process of compilation but hopefully ways to overcome them will be found.

The main principles of compiling such a dictionary are its accuracy, transparency as well as its usefulness in providing anyone studying English with a set of collocations on a given theme in order to make communication possible and to **be** easily taught to students alongside with developing their vocabulary depth.

2. Next issue worth discussing is the teaching of high frequency words of the language as defined by P. Nation. In the language teaching classroom many **share** Nation's point of view who claims that high frequency words of the language are an immediate high priority and there is little sense in focusing on other vocabulary **until** these are well learned. Nation (1990) argues that only after these high frequency words are learned, the next focus for the teacher is on helping the learners develop strategies to comprehend and leam the low frequency words of the language. Practice shows that this step-by-step vocabulary learning technique as suggested by Nation also contributes to the fact of fossilizing these words to such an extent, that students tend to use only these words despite having quite a wide vocabulary. Accordingly, learning synonyms, antonyms, and word collocations is suggested from the very first stages of acquiring a foreign language.

3. Another problem arising in the process of learning English is the frequent use of words like *good, bad and thing* which can collocate with an extremely wide variety of words in English, and if not corrected in their speech and not asked to substitute them with the accurate word fitting the context, students would rather use them than think of a proper word, for example: *bad* weather, *bad* person instead of *nasty/bitter/fierce* weather or *evil/wicked* person and so on.

In conclusion, despite numerous research carried out in the field of linguistics and results achieved in foreign language instruction, there are still problems awaiting for solution.

BIBLIOGRAPHY
1. Benson, M., Benson, E., & Hson, R. (1986). *The BBI combinatory dictionary of English: A guide to word combinations,* (pp.i-v). Amsterdam: John Benjamins.
2. Lewis, M. (1993). The Lexical Approach. The State of ELT and a Way forward. LTP.
3. Nation, I.S.P. (1990). Teaching and Learning Vocabulary. New York: Newbury House.
4. Sinclair, J. (1991). *Corpus, Concordance, Collocation.* Oxford: Oxford University Press 5.
5. Wilkins, David A. (1972). *Linguistics and Language Teaching.* London: Edward Arnold.

ВІДОМОСТІ ПРО АВТОРА
Лізак Катерина Михайлівна: *ст. викладач кафедри філології Закарпатського*

угорського інституту імені Ференца Ракоці II