V.V. Arkhelyuk (Chernivtsi)

TRANSFER OF LITERACY TRANSLATION SKILLS:
SOURCE LANGUAGE TO TARGET LANGUAGE

У даній статті розкрито важливість грамотного перекладу, а також необхідність володіння навичками читання, письма й розмовної мови студентами, які вивчають англійську мову як іноземну.
Ключові слова: *грамотність, мова оригіналу та перекладу, навички читання й письма.*

В данной статье говорится о важности грамотного перевода, а также о необходимости владения навыками чтения, письма и разговорной речи студентами, изучающими английский язык как иностранный.
Ключевые слова: *грамотность, язык оригинала и перевода, навыки чтения и письма.*

In present paper the importance of literacy translation, as well as the ability to read, write and communicate in English by adult learners is revealed.
Key words: *literacy, source and target language, reading and writing skills.*

In trying to understand the process of literacy acquisition in second language, we must deal with the fundamental psycholinguistic issue of transfer – more specifically, the transfer of those abilities that enable second language learners to utilize knowledge from one language in acquiring literacy translation in another (i.e., how much of what we know about literacy in our first language (L1) can we use in becoming literate in our second language (L2)?).

In present paper we are focusing on transfer, and not claiming that developmental processes are unimportant. Rather, we are focusing on the importance of the cognitive abilities that adult second language learners bring to the literacy acquisition task.

Literacy has been described as the ability *to read* for knowledge and *write* coherently and *think* critically about the written word. Literacy can also include the ability to understand all forms of communication, be it body language, pictures, video & sound (reading, speaking, listening and viewing) [11]. Literacy skills are those skills which enable a learner to read and write with independence, comprehension and fluency.

The strongest case for transfer of language skills has been made by Cummins's interdependence hypothesis, which states: "To the extent that instruction in Lx [i.e., Language x] is effective in promoting proficiency in Lx, transfer of this proficiency to Ly will occur provided there is adequate exposure to Ly (either in school or environment) and adequate motivation to learn Ly" [5, p. 29]. Cummins's claim is that there is an underlying cognitive/academic proficiency that is common across languages which allows the transfer of literacy-related skills across languages. Thus, learning to be literate in a second (target) language may be affected by literacy capabilities in the first (source) language. However, Cummins also suggests that this transfer capability emerges only after individuals attain a threshold level of proficiency sufficient to permit cognitively demanding language use.

Many studies have supported Cummins's claim, and even though most of the research has been with reading, the generalization, based on Cummins's claim, has been that the same pattern would be seen with writing skills. For example, Goldman, Reyes, and Varnhagen [6, p. 38–40] found that higher order skills involved in comprehending stories in the source language appeared to transfer to comprehension of stories in students' target languages. Canale, Frenette, and Belanger [3, p. 149–151] found that, based on holistic scoring methods, students' L1 and L2 writing was positively correlated, suggesting a common underlying proficiency in writing ability across languages.

Our study investigating reading–writing relationships for English and Ukrainian speakers in both the first and second language suggests that literacy translation skills can transfer across languages, but that the pattern of transfer seems to vary depending on the language group.

Translation is a reproduction of the original by means of another language while retaining the content and form [1, p. 38].

There exist various approaches and points of view to the translation and interpretation problems [2, p. 110–113]. The issue of language, apart from Cummins's notion of a threshold level of proficiency, must also be addressed, given that literacy and language skills are so closely intertwined. Wald [10, p. 165–168] attempts to sort out literacy and language skills even while he claims that both contribute to literacy in English. His findings were that some of the skills that transcend language, that is,

that transferred from the first language, include strategies in written and spoken channels for organizing information coherently, and experience using holistic word recognition strategies in reading (bypassing phonological decoding). Language-specific skills included specific syntactic forms for organizing information and experience in recognition of English words, among other factors.

Thus, although Cummins's notion of a common underlying proficiency has been supported by these and other studies, it is not as simple a picture as it first appears. Language translation proficiency is a limiting factor, and we must be sensitive to the distinction between language skills and literacy translation skills. If we are going to say that literacy-related skills transfer after a certain language proficiency has been reached, then we must be able to define literacy translation skills as opposed to language skills (a fine line) before we are able to say what exactly transfers.

Not all the evidence has supported Cummins's claim for transfer of skills, however. McLaughlin [8, p. 57–61], for example, expected that advanced readers would utilize different, more effective reading strategies than would beginning readers, indicating a continual progression in reading skill as readers developed facility with the language. However, he found that although advanced readers were more capable of making semantic and syntactic predictions, they did not perform significantly better than beginning readers.

McLaughlin's results could be interpreted as refusing Cummins's hypothesis, since the readers with advanced language proficiency (presumably having reached a proficiency threshold) were still unable to utilize effective reading skills. Carson et al. [4, p. 245–249] also found evidence that writing ability does not transfer easily from first to second language, and this finding calls the question Cummins's generalization that reading and writing are skills that transfer easily and behave similarly.

In thinking of writing this way, we may be tempted to understand the L2 writing process as influenced by a more or less "translated" L1 process. However, it is simplistic to assume that the complex process of writing in a second language occurs solely in that language. We report on a study in which students use their first language in planning their L2 writing, and find that the use of the first language (in planning) can facilitate rather than inhibit the production of better-quality prose in the second language.

McLaughlin borrows the notion of restructuring from Rumelhart and Norman to suggest that learners may need to modify organizational structures at points in the learning process. "Our data suggested that various aspects of second language performance have an emergent quality. Learning at such time involves the modification of organizational structures and the adoption of new strategies and procedures" [8, p. 63].

In restructuring, new structures are added to allow for new interpretation of facts. Restructuring is different both from accretion, adding new facts, and from turning, modifying categories. The important point that Rumelhart and Norman [9, p. 39–42] make is that learning is not a unitary process; some is discontinuous.

The implication of our study for Cummins's interdependence hypothesis is that the language proficiency threshold may be a necessary but not a sufficient condition for transferring literacy translation skills from the first to a second language. If learners do not "restructure", they may not be able to move beyond limited decoding strategies to more effective and efficient strategies and skills, in spite of their language proficiency.

We would disagree with Cummins's interdependence hypothesis, making a case against automatic transfer of skills by taking the opposite but equally valid perspective that the task of the language learner is to synthesize language skills that originate as separate entities. According to this statement, there is no automatic transfer of skills from one domain to another. Rather, language subsystems are represented separately, and this implies separate access to underlying cognitive skills.

In our research we hypothesize a cognitive barrier between language use across varieties and across language modes. Given our limited processing ability coupled with our limited ability to merge information, we consider that it is inevitable that language and the cognitive skills associated with it will show a certain degree of nongeneralizability across what appear to be similar situations and similar tasks. What we have, then, are cognitive barriers between registers that can limit our ability to discover and use structural similarities. Our position is that because of the fragmentary nature of language systems that arise as functionally discrete entities, language skills are necessarily cognitively separated. However, it is the synthesis of these systems that allows transfer of these skills across systems.

So, the movement is from the many to the one. Cummins, on the other hand, moves from the one to the many, claiming that separate language proficiencies arise out of a common underlying cognitive proficiency.

The position that we have outlined in this article allow for three possibilities for transfer of literacy translation skills across languages:

1. There exists a common underlying proficiency with a threshold level of language proficiency that allows skills to transfer.

2. There exists an underlying proficiency with a threshold level of language proficiency and a cognitive restructuring that allows skills to transfer.

3. There exist separate language systems with a cognitive separation of language skills. Transfer occurs at the point where two previously separated but structurally similar language routines come together.

It is not the case, however, that these three positions are necessarily mutually exclusive. Whatever theoretical model we adopt to explain transfer phenomena, the following must apply: (1) there must be a mechanism by which we can discover similarities between source and target languages, or synthesize; (2) there must be a mechanism by which we can restructure our experience to allow for new interpretations of second language input; and (3) for the sake of cognitive efficiency, there must be a mechanism that allows strategies and information to be shared across languages.

There is evidence, then, that literacy translation skills can transfer across languages and across modalities, but it appears that such transfer is not necessarily automatic. Variables that affect the probability of transfer include the interaction of language proficiency with cognitive processes. It appears that language proficiency is a necessary but not a sufficient condition for transfer, and it is possible that transfer results form a combination of a threshold level of proficiency combined with some restructuring in Rumelhart and Norman's [9, p. 47–50] sense.

Language proficiency is most likely a stronger force in transfer across languages than it is transfer across modalities. The fact that instruction facilitates transfer across modalities (and that general experience in either reading or writing did not result in automatic transfer) argues for the importance of synthesis of separate literacy skills in both the first and second languages.

It is no longer sufficient to consider whether a student can "read" (decoding text, really) and "write" (encoding text), and it is necessary to consider more meaningful aspects of literacy in education and in society as a whole, if we are to complete the transition we are in, from a society in which communication was never possible on the level of "many to many", to one in which it is [11].

So, it is clear that there must be common underlying proficiencies, both across languages and across modalities that allow adult learners to draw on already developed knowledge bases and strategies as they develop literacy translation skills in their second language.

Bibliography

1. Вахрів В. І. Переклад як основний аспект комунікації /В. І. Вахрів, В. В. Архелюк // Научные исследования – 2011 : материалы IX Международной научно-практической конференции по философским, филологическим, юридическим и педагогическим наукам. – Горловка, 2011. – С. 38–40.

2. Мірошніченко В. В. Філософія відображення авторської концепції художнього твору в перекладі / Мірошніченко В. В. //Проблеми перекладу на сучасному етапі : зб. наук. праць. – Суми : СДУ, 1999. – С. 110–113.

3. Canale M. Evaluation of minority student writing in first and second language / Canale M. ; Frenette N. ; Belanger M. // J. Fine (Ed.), Second language discourse : a textbook of current research. – Norwood ; N.J. : Albex, 1988. – P. 147–165.

4. Carson J.E. Reading-writing relationships in first and second language / Carson J. E. ; Carrell P. L. ; Silberstein S. ; Kroll B. ; Kuehn P. A. // TESOL Quarterly. – 1990. – 24. – P. 245–266.

5. Cummins J. The role of primary language development in promoting educational success for language minority students / Cummins J. // Schooling and language minority students: a theoretical framework. – Office of Bilingual Bicultural Education, California State Department of Education, Sacramento. – Los Angeles : Evaluation, Dissemination and Assessment Center, California State University, 1981. – P. 3–49.

6. Goldman S. R. Understanding fables in first and second languages / Goldman S. R. ; Reyes M. ; Varnhagen C. K. // Journal of the National Association for Bilingual Education (NABE). – 8. – 1984. – P. 35–66.

7. Lankshear C. New literacies: Everyday practices and classroom learning / Lankshear C. ; Knobel M. – Philadelphia : Open University Press, 2006.

8. McLaughlin B. Reading in a second language: Studies with adult and child learners / McLaughlin B. // S. R. Goldman and H. T. Trueba (Eds.). Becoming literate in English as a second language. – Norwood ; N.J. : Ablex, 1987. – P. 57–70.

9. Rumelhart D. E. Accretion, tuning, and restructuring: 3 modes of learning / Rumelhart D. E., Norman D. A. // J. Cotton and R. Klatzky (Eds.). Semantic factors in cognition. – Hillsdale ; N.J. : Erlbaum, 1978. – P. 37–53.
10. Wald B. The development of writing skills among high school students / Wald B. // S. R. Goldman and H. T. Trueba (Eds.). Becoming literate in English as a second language. – Norwood ; N.J. : Ablex, 1987. – P. 155–185.
11. [Електронний ресурс]. – Режим доступу: http://en.wikipedia.org/wiki/Literacy.

А.Л. Арцишевська (Львів), О.В. Країло (Івано-Франківськ)

НЕПРЯМІ МОВЛЕННЄВІ АКТИ ЯК СКЛАДОВА „ЖІНОЧОГО" МОВЛЕННЯ (НА МАТЕРІАЛІ ОПОВІДАННЯ ЮДОРИ УЕЛТІ *WHYILIVEATTHEP. O.*)

Досліджуються непрямі мовленнєві акти – способи здійснення певного типу іллокутивного акту, розуміння значень висловлювання, кількість та зміст здійснюваних іллокутивних актів у непрямому мовленнєвому акті.

Непрямі мовленнєві акти розглядаються в контексті художнього дискурсу сучасної американської письменниці Юдори Уелті. Непрямі мовленнєві акти – це мовленнєві дії, що не виражають наміри адресанта безпосередньо, мають форму іншого ілокутивного акту і є невід'ємною ознакою „живого" спілкування. Вони несуть у собі додаткову інформацію (суттєву і у великій кількості), створюючи підтекст для „видимого" тексту.

Ключові слова: *мовленнєвий акт, директив, комісів, репрезентатив, експресив, деклартив, непрямий мовленнєвий акт, комунікативна інтенція адресанта, гендер, „жіноче" мовлення.*

Исследуются косвенные речевые акты – способы производства каждого конкретного типа иллокутивного акта, понимание значения высказывания, количество и содержание иллокутивных актов в косвенном акте.

Косвенные речевые акты рассматриваются в контексте художественного дискурса современной американской писательницы Юдоры Уэлти. Косвенные речевые акты это речевые действия, которые не выражают намерения адресанта непосредственно, имеют форму другого иллокутивного акта, и являются неотъемлемой частью „живого" общения. Они несут в себе дополнительную информацию (существенную и в большом количестве), создавая подтекстдля „видимого" текста.

Ключевые слова: *косвенный акт, директив, комиссив, экспрессив, репрезентатив, декларатив, косвенный речевой акт, коммуникативная интенция адрессанта, гендер, „женская" речь.*

The paper deals with the problem of indirect speech acts–the ways certain types of illocutionary acts are produced and perceived, the number and content of illocutionary acts within the indirect speech act.

Indirect speech acts are considered in the context of literary discourse by Eudora Welty, a contemporary American author. Indirect speech acts are speech acts that don't express the speaker's intentions outright, have the form of another illocutionary act and is an integral part of "live" communication. They convey additional information (essential and substantial), creating implication for the "apparent" text.

Key words: *speech act, directive, commissive, representative, expressive, declarative, indirect speech act, speaker's communicative intentions, gender, "female" language.*

На сучасному етапі розвитку лінгвістичної науки вже з'явилися кілька праць, в яких системно описується мова у зв'язку з феноменом статі[1; 5; 6; 7;].

Якщо розглядати сучасний стан гендерних досліджень у мовознавстві на Заході, то там звичайно виокремлюють три магістральні підходи:

• *перший підхід* зводиться до аналізу виключно соціальної природи мови жінок і чоловіків і спрямований на виявлення тих мовних відмінностей, які можна пояснити особливостями перерозподілу соціальної влади у суспільстві;

• *другий* – соціопсихолінгвістичний підхід – науково редукує „жіночу" та „чоловічу" мови до особливостей мовленнєвої поведінки статей. Тут статистичні показники чи визначення середніх параметрів мають суттєве значення,на їх основі розробляються психолінгвістичні теорії чоловічого та жіночого типів мовленнєвої поведінки;