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The effectiveness of realia-based lessons in teaching english

Article is devoted to allocation of some actual problems in translation theory. Language - the means of communication between people, based on devices of language system, carrying out communication between people. The translation is interlingual and intercultural communication. Linguistic realias and ways of their translation not only one of the most controversial issues in the field of the translation, also a problem in which solutions were not found and there is no exact answer. The translation of realia is one of aspects of global problems which specifying historical and national peculiarities. The realia – is like life of one population (life, culture, social and historical development) and are holders of a national and historical background that point to other subjects of words or phrases. They haven't compatibility with other languages therefore they can't translate them in general, and demands a special method. In this article, realia is considered as the subject of the communicative action of translator, and investigated at the highest linguistic level. In article the following methods of the translation of a realia from English on Kazakh were revealed: transcription, transliteration, coordination, circumlocutory (description, descriptive, explicative) transfer.

Keywords: the realia, uncontested lexicon, studying, studying English, the term, lexicon, intercultural communication, an image of culture, language, the linguistic phenomenon.

In English language teaching, vocabulary is very important thing to learn. With a good vocabulary, students can understand well what teacher says during the learning process. As a result, student can catch the material better. Beside this, good vocabulary makes possible to the student to make conversation. Nevertheless, in fact, it is a difficult thing to teach English to the young learner. The young learners almost have no focus in the lesson. They are difficult to control. It is due to their ages that are too young. In learning process, they usually talk with each other, even they joke with their friends without giving attention to their teacher. This problem has to be solved as soon as possible to make the learning process run well.

Teaching and learning are the two crucial elements in learning process that cannot be separated from each other. Teaching activity can help the learning process run effectively. As Douglas Brown says in his book *Principles of Language Learning and Teaching*, «Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition to learning» [1]. It means that teaching is an activity to help and asses someone in learning something in order that they can understand what they are learning better. Cole and Chan, «teaching is a complex phenomenon that takes into account a wide range of personal characteristic, professional skills and specialized based of knowledge» [2], also state definition of teaching. In teaching activity, a teacher plays an important role in controlling the student during the learning process. Jeremy Harmer stated, «The behavior and the attitude of the teacher are the most important factors in the class room» [3]. Therefore, every teacher has to have a good personality and capability to lead the student, because teacher has to be able to control and manage the student in the class in order that they can learn well.

Every nation has its own language and its own history. During the nation's developing its language also changes according to the internal and external influence. The translation of realia is partly great and important problem of transference of national and historical peculiarity that ascends to the very conception of theory of translation as independent discipline. Not setting ourselves a target to give a historical survey we bring only some facts and names connected with the elaboration of this problem in translation. Also using realia in classroom is important.

The study of realia is one of great and important problems of transference of national and historical peculiarities, which ascend to the very conception of theory of translation as independent discipline. Not setting ourselves a target to give a historical survey we bring only some facts and names connected with the elaboration of this problem in translation. This qualification paper is devoted to the study of national coloring words, their usages, classification, and erasure of rendering.

The term «realia» in translation study literature got rather wide dissemination in the meaning realia word, in the capacity of mark realia-object and as the element of lexics of present language.

In education, realia are objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real life situations. A teacher of a foreign language often employs

realia to strengthen students' associations between words for everyday objects and the objects themselves. In many cases, these objects are part of an instructional kit that includes a manual and is thus considered as being part of a documentary whole by librarians.

Realia are often more interesting than material from textbooks and can be on subjects that will really engage the students. The use of realia brings a welcome change in the class, a break from typical class activities like reading and writing.

Kinesthetic learning is the type of learning that students will most effectively acquire, mostly because they will have hands-on experience. Students will clearly understand the reason they are learning a particular ESL component. Instead of wondering when and where they might have use for a particular language element, they will know the reason. Students have the chance to practice real life situations like using maps and asking for directions in a foreign language, but with the guidance of someone who speaks fluently and will help them get it right. Once they hit the street, they will feel more confident in speaking the language with the locals. The unexpectedness of having suddenly interact with real objects will keep students on their toes; it will create excitement, and they will have fun.

Realias are also used to connect learners with the key focal point of a lesson by allowing tactile and multidimensional connection between learned material and the object of the lesson. They are best utilized for simple objects lending themselves to classroom settings and ease of control with minimum risk of accident throughout the student object interaction.

Technology has begun to affect the use of realia by adding the virtual realia option, whereby three-dimensional models can be displayed through projection or on computer screens, allowing the learner to see detail otherwise difficult to acquire and to manipulate the object within the medium on which it is displayed. The option of zooming and looking within objects makes virtual

Realia is a term for real things—concrete objects – that are used in the classroom to build background knowledge and vocabulary. Realia is used to provide experience on which to build and to provide students with opportunities to use all the senses in learning. While using realia in the classroom is not always possible, it is usually the best choice if the student is to learn all they can about realia. Realia allows the student to see, feel, hear, and even smell the object being explored. If the real thing is not available, the teacher must move down the continuum from the concrete (real thing). However, each move down the continuum causes the loss of some sensory information that could be helpful in comprehension. The absence of legibility in terminology being used by translators and theoreticians of translation, linguists and lingua-country studies in reference to this conception, unsteady borders between realia and «not realia», between realia in translation study and realia in history and criticism of literature and linguistics, between realias and other classes of vocabulary demand at least approximate explanation of contents of realia as term. It's more comfortable to begin such approximate definitions of conception with comparison and contrasting.

While using realia we have to look at how much new vocabulary and grammar structures are in the materials. If students are to cope with real material, they may have to learn to deal with topics with a lot of alien vocabulary. Decide if the topic matter is appropriate for your students, if you are not sure you can ask them or find out what their interests are. One solution for culture-content based EFL teachers is to keep their eyes open for useful realia such as magazines, adult education pamphlets, menus, newspapers, advertisements, maps and voting brochures. Teachers must develop an awareness of what can be utilized in a classroom. This involves both becoming more creative as materials designers and also more sensitive to the target culture and to the culture of the students.

In foreign language instruction realia are real-life objects used in the classroom to illustrate and teach vocabulary or to help students learn and produce. Realia can consist of almost anything including both objects from a country where the target language is spoken as well as objects from the teacher's home country.

Realia allows students to use their senses (sight, hearing, smell, taste, touch) to connect words with their meaning, thus making them more memorable. For young learners in particular it's a very useful tool to make real in their mind what, at the beginning, might come across as abstract. For example, as a teacher you can stand at the front of the class and explain the word *beetle* to your class for ten minutes. The students will listen and then slowly begin to understand what you mean. Hopefully, many will then translate it into their mother tongue and write down the English and the translation in their exercise book. However, if you actually produce a beetle from your pocket the class will understand immediately what you mean and associate the word with the object, not necessarily translating it. Many will then write the English word in their exercise book alongside a drawing of the beetle. In this example above it is probably best to use a plastic beetle rather

than a real one and this is fine. If we can't use the real thing then toys or reproductions are a good substitute. Photos (or flashcards) are a third-best.

Like more traditional realia, virtual realia is motivating and meaningful in that it brings an authentic piece of the target culture into the language classroom. The added advantage with this new medium is that realia-based lessons need not be bound to cities and places that the teacher has physically been to but, rather, can be based on materials from a variety of places collected from a variety of people with various interests. Further, students interact directly with these materials rather than with someone else's interpretation and analysis of them and thus may find virtual realia even more appropriate for their interests than traditional authentic materials collected by the teacher. Another benefit of virtual realia is that the materials are truly interactive and more flexible than traditional ones in that they can be easily adapted and up dated. For example, a page from a brochure can easily be digitally altered for use in an information gap activity without damaging the "original." Further, teachers can choose which pages of the document to use in class rather than being forced to use the entire item. Also, the computer-savvy instructor can juxtapose the digital items when developing virtual realia-based communicative activities, or create documents which contain only certain types of virtual realia. These images and activities can be stored on a disk and easily accessed or printed out. Moreover, these materials can serve as the basis for various computer-based collaborative projects, as supplemental materials, or as on-line assignments and tests.

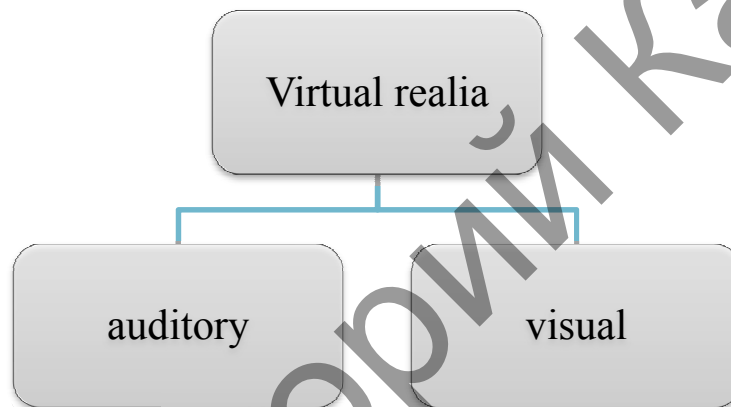


Figure. Types of virtual realia

The contents of the Virtual Realia site are arranged by topic rather than by difficulty level. The reasoning is that teachers are often discouraged from using an attractive piece of realia because it appears to be too difficult. By not assigning a «level» to the items, teachers are more likely to select pieces which will compel their students to «reach» a bit. Also, rather than judging the apparent difficulty of the realia item itself, one should ensure that the accompanying tasks reflect the appropriate ability level for the students concerned. Traditionally, authentic materials have been reserved for intermediate to advanced levels. However, as Adams notes, «students at lower levels stand to gain at least as much by exposure to well-selected authentic texts appropriate to their needs and abilities». With this in mind, special attention has been given to items rich in context and graphics and modest to moderate in text [Fig.].

The Virtual Realia items are intended to serve as «raw materials» for teachers designing lessons focusing on American cultural studies, content-based lessons, and skill area units. The sample activities included with many of the items suggest ideas that teachers can use when designing their own exercises. The high-beginner/low-intermediate-level Ellis Island brochure contains two pages of pictures and text and gives an immigrant's account of his ordeal on Ellis Island at the beginning of this century. Sample activities and exercises I designed to accompany this page include guided, short answer and vocabulary exercises as well as more open-ended, expressive activities like a role-play and «letter home» writing assignment. I also included student-generated drawings, which give a pictorial account of the immigrant's experience in a sequential ordering activity.

If to analyse the difference and combinability of realia and term at first one can see the resemblance of realia with term. Unlike the most lexical units, terms mean the exactly definite conceptions, objects, phenomena; as ideal they are synonymous, derived synonyms of words (and word-combinations), not infrequently foreign language origin; there are also such historically limited meanings among them. All these can be told

about realias either. Moreover, there are series of units on resemblance of these two categories, which are difficult to define as term or as realia, and there are such units that «on a legal basis» can be considered at the same time as both terms and realias, has introduced even a name «term-realias».

However, the difference between them is not less. Realias undoubtedly belong to the vocabulary, which has no equivalent, when terms in the main belong to the few language units, which have full language discharge in translation language that is units, translated as equivalents almost in many contexts. Term, is an element of sublanguage of science, deprived national and or historical color in overwhelming majority cases carries out naming function; getting into the text of another genre, besides it acquires the role of means for fulfilling those or other stylistic tasks. Realia mostly connected with fiction, where it represents one of means of transference of local and temporary coloring; in scientific text, realias not infrequently play the role of mediocre terms.

The term usually spreads by spreading of a subject, which becomes its denomination. It enters the language of any nation as its own house, which in that or another way meets its referent. It is prohibited to demand «national accessories» from the term, apart from its origin it is a property of all humankind that it was born. Unlike the terms, it penetrates into other languages in general independently from acquaintance of corresponding nation with object meant by it, often from literature and or on channel of means of mass information. It is accepted temporarily and it stays in the nation, which accepted it sometimes for a day, sometimes for a year and may happen so that it stays so long that enriching or obstructing the language it turns into borrowed word.

Moreover, there are realias which not being terms have an international spreading and are used almost as widely as terms. However, there is difference between them in the sphere of using even it is hardly noticed by national or historical shade.

In addition, terms differ from realias by origin. Many terms are made artificially to call the subject or by remaining the present words while realias are national words, closely connected with mode of life and world outlook of people creating them.

Unlike the terms as important feature of realias is their general use, popularity «familiarity» to all or most bearers of initial language and on the contrary, unfamiliarity, «alienance» with barriers of language accepting them. Considering the possibility of some detailization in dissociating realias from terms (and other categories of vocabulary) we'll try to state at least our reflection on examples with denomination of tribes and plants –two semantic groups which are very close to terms.

Some realias have the signs of proper nouns, others are between two categories and it would be correct to say that many nouns may even claim to the title realia. As a matter of fact, the close features of many realias and proper nouns make their delimitation almost impossible, not infrequently one has to make the border leaning only on orthography but this pure formal sign must not be considered reliable, at first because of partial irregularity of orthography of those or other nouns. For example: Snowman, at second, because of difference of orthographical rules of various languages and at last because of that the context may require the sudden decision.

The realia is closely connected with the reality outside the language on which indicates at least the etymology of the term itself. Being the name of separate objects, conceptions, appearance of mode of life, culture, history of present nation or country, the realia as an individual word cannot reflect the present part of reality on the whole. Most of these which must be «read between lines» and which are expressed or prompted in either case by means of language are not contained in the narrow frame of individual word-realias.

In every language, there are words that, without in any way distinguishing themselves in the original from the verbal co-text, however they are not easily transmissible into another language through the usual means and demand from the translator a peculiar attitude: some of these pass to the text of the translation in unaltered form (they are transcribed), others may only partially preserve in translation their morphological or phonetic structure, still others must sometimes be substituted for lexical units of a completely different value or even «composed». Among these words, we meet denominations of element of everyday life, of history, of culture etc. of a given people, country, place that do not exist in other peoples, countries and places. Exactly these words have received in translation studies the name of «realias».

Vlakhov and Florin's research is precious [4], we will return to it many times again. For the time being, what I wish to stress is the definition the two Bulgarian scholars give to «realias» within the framework of interest of this course: words (and composed expressions) of the popular language representing denominations of objects, concepts, typical phenomena of a given geographic place, of material life or of social-

historical peculiarities of some people, nation, country, tribe, that for this reason carry a national, local or historical color; these words do not have exact matches in other languages.

The notion of coloring appeared in the literary criticism terminology and meant a special quality of literary work, speech characteristic of personage, a special emotional or linguistic look of separate literary work or a writer's works that is all peculiarities and originalities. Coloring of a word shows its belonging to a certain people, country, and concrete historical epoch.

Any literary work appears on the national ground, reflects national problems, features and at the same time the problems common to all mankind. Passing from one nation to another literature enriches and extends the notion of peoples about each other.

It is one of the most difficult cases to convey national coloring. Owing to the translation, very important literary works were able to appear in many other countries and became available for people speaking other languages. The translation helps mutual knowing and peoples' enrichment.

The use of realia in the classroom supports English learners in a wide variety of ways. Introducing real objects that can be seen, felt, and manipulated is a powerful way to connect vocabulary to real life. The use of realia is motivating to students because they can actually use the real objects in the way in which they are intended to be used. Realia introduces an authentic hands-on nature to many lessons. There is no confusion over size, weight, texture or smell of an object, fruit, vegetable, tool when the real thing is present. In some case it becomes important to provide several objects in order to see the range of possibilities, such as several different kinds of apples or tiny sunflowers to be compared with the huge examples seen in certain parts of the world. The teacher can be extremely innovative in the use of realia. If we are going to teach English, realia is a must. Young children are at the perfect age to learn a language and as visual learners, we should try to tap into their natural creativity. Students love to role-play and enjoy playing games, if we use realia in classes students will enjoy their English lessons, and be motivated to learn.

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Б.Ж. Сатбергенова, С.З. Ашимханова, Г.Нуржигитова

Реалияларға негізделген сабақтардың ағылшын тілін оқытуда тиімділігі

Мақала аударма теориясындағы өзекті мәселелердің біріне арналған. Тіл — адамдар арасындағы қарым-қатынас құралы, ал тілдік жүйенің құрылғылары негізінде адамдар арасындағы коммуникация (байланыс) жүзеге асады. Аударма тіларалық және мәдениетаралық коммуникация қызметін атқарады. Тілдік реалийлер мен оларды аудару жолдары аударматану саласында даулы мәселелердің бірі ғана емес, сонымен қатар шешімі табылып, нүктесі қойылмаған, нақты жауабы жоқ сұрақтардың бірегейі болып отырғаны белгілі. Реалиялар аудармасы ұлттық және тарихи ерекшеліктерін көрсетудің жаһандық мәселелердің бір қыры болып табылады. Реалия — бұл бір халықтың өміріне (тұрмысына, мәдениетіне, қоғамдық және тарихи дамуына) тән және басқасына жат объектілерді атайтын сөздер немесе сөз тіркестері, ұлттық және тарихи реңкті ұстаушылар бола тұрып, басқа тілдерде олардың дәл үйлесімділігі болмайды, демек, олар жалпы негіздегі аудармаға берілмей, ерекше әдіс-амалды талап етеді. Авторлар аудармашының коммуникативті іс-әрекет субъектісі ретіндегі реалиялар зерттеп, жоғары лингвистикалық деңгейде қарастырды, сондай-ақ нақты сөздерді ағылшын тілінен қазақ тіліне аударуда қолданылатын келесі әдіс-тәсілдерді анықтаған: транскрипция, транслитерация, гипо-гиперонимикалық аударма, үйлестіру, перифрастикалық (сипаттама, дескриптивті, экспликативті) аударма, калькалау.

Кілт сөздер: реалия, баламасыз лексика, оқу, ағылшын тілін оқыту, термин, лексика, мәдениетаралық коммуникация, мәдениет бейнесі, тіл, лингвистикалық құбылыс.

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Эффективность использования реалий при обучении английскому языку

Статья посвящена выделению некоторых актуальных проблем в теории перевода. На основе устройств языковой системы осуществляется связь между людьми, в то время как перевод является межязыковой и межкультурной коммуникацией. Показаны лингвистические реалии и способы их перевода, которые являются не только одними из самых спорных вопросов в области перевода, но также и проблемой, в которой не были найдены решения и нет точного ответа. Отражены вопросы перевода реалий как одного из аспектов глобальных проблем, указывающие на исторические и национальные особенности. Выявлено, что реалия подобна жизни одного населения (быта, культуры, социального и исторического развития) и является показателем национального и исторического фона, которые указывают на иные объекты слов или фраз. У них нет совместимости с другими языками, поэтому они не могут быть подвергнуты общему переводу, а требуют использования особенного метода. Рассмотрены реалии как субъект коммуникативных действий переводчика. Исследование проведено на высшем лингвистическом уровне. Выявлены следующие методы перевода реалий с английского языка на казахский: транскрипция, транслитерация, гипо-гиперонимический перевод, координации, перифрастический (описание, дескриптивный, экспликативный) перевод, калькирование.

Ключевые слова: реалия, безальтернативная лексика, изучение, изучение английского языка, термин, лексика, межкультурная коммуникация, образ культуры, язык, лингвистическое явление.

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