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MIGRATION AND ENGLISH FOR SPECIFIC PURPOSES

Abstract. *On the background of the contemporary migration and fusion of the world population, translanguaging and code-switching should be considered as useful tools for teaching ESP in multiethnic groups of students. In contrast to the traditional monolingual methodology, code-switching hinders students' marginalization as well as passivity and promotes proficiency in a target language. The paper deals with the innovative strategies of teaching English for specific purposes in pluriethnic groups of students.*

Keywords: *English for Specific Purposes, migration, strategies, student, translanguaging.*

Introduction

«The number of international migrants in the world today is unprecedented, with an estimated 271.6 million people living in a country other than their country of birth. This is an increase of 51 million since 2010 and the figure is expected to grow» (Migration in Nepal, p.7). «Mobility of people and migration are often seen through the lens of labour markets» (P. Raghuram, G. Sondhi, M.W. Roberts, 2020). However, there are other significant reasons of a cross-national movement of the world population. These reasons are associated with a political situation, an increased connectivity, a rising inequality, governmental policies, socio-economic or environmental conditions, etc.

It is noteworthy that the movement of population is not a contemporary phenomenon. The history faced a lot of migrants, refugees, invaders and pilgrims

throughout the centuries. Deserted towns, over-populated states, depopulated areas were the remnants of wars, invasions, devastations, forced migrations, climate changes, etc. The movement of population has had direct as well as indirect impacts at macro and micro/local levels.

Governments of the countries of origin and of destination have had to implement special laws, policies and strategies at the micro levels for the promotion of the peaceful integration, merging and coexistence of different nations. Special policies have been considered even in the educational space.

The paper deals with the innovative strategies of teaching English for specific purposes in pluriethnic groups of students.

ESP and Code-switching

«The importance of English language learning cannot be overstated in an increasingly interconnected and globalized world. Nowadays English is the most widespread language, which is used in international affairs, global trade, commerce» (O. Lamroz, p. 14), technology, business, law, etc. Accordingly, teaching English for Specific Purposes (ESP) acquires a special urgency. Its emergence can be attributed to the following trends:

1. The Demands of the «Flat World» (Friedman, 8).
2. An Evolution in Linguistics.
3. Focus on the Learner (Senthil Kumar, pp. 167–168).

ESP is usually defined as teaching and learning English «as a second/foreign language with a view to enabling target learners to use it in a particular domain. According to Robinson (1991), it is an enterprise which involves education, training and practice and is responsive to developments in three realms of knowledge: language, language teaching and content studies» (E.D. Lesiak-Bielawska, p. 3).

It is noteworthy that ESP «has attracted the attention of many researchers and practitioners since its emergence in the 1960s» (G. Pleşca, p. 187). «In 1968, the British Council organized a Congress *Languages for special purposes (LSP)* to discuss the problems of specialized languages and thus the specialized languages were given the green light. In the 80s, the name was changed into *Languages for specific purposes* to underline the specificity of the students' linguistic needs» (G. Pleşca, p. 528–529). Nowadays, ESP encompasses English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The former focuses on the language, which is used in the academic world. Accordingly, «EAP education is concerned with the teaching of specialized knowledge and literacy skills and intends to prepare university students and young researchers for efficient communication in English in different institutional and research settings» (M. Aleksandrzak, p. 138).

In the contemporary multilingual setting, ESP is often associated with translanguaging. It is noteworthy that «for many decades, foreign language teaching has been dominated by the principle that teachers should use only the target language (TL) and avoid using the mother tongue (L1) except as a last resort» (W. Littlewood, B. Yu, p. 64). However, nowadays, teachers make an extensive use of L1, because heteroglossia and translanguaging have become the latest trends. It is noteworthy that the term translanguaging appeared in the 1980s. It was coined by Cen Williams «to refer to the planned and systematic use of two languages in the same lesson» (D. Lasagabaster,

O. García, p. 558). In a more recent and updated definition, translanguaging is defined «as multiple discursive practices that bilingual speakers use to understand the bilingual world in which they live.

It is thus the process used by bilingual students to create a space where they make use of all their linguistic and semiotic repertoire and which is accepted by teachers as a legitimate pedagogical practice» (D. Lasagabaster, O. García, p. 558).

In 2011 we came across the necessity of using translanguaging and code-switching at Rezekne Higher Education Institution, when the course of English for Academic Purposes was delivered to the students of the study program «Translator-Assistant». The latter provided 8 semesters of intensive studies and consisted of «Foreign language teaching courses» (Phonetics, Practical Grammar, etc.), «Translator-Assistant's professional specialization courses» (Translation of Special Texts, Consecutive Interpreting, Office Work, etc.) and «Courses introducing the spheres of business and law» (Business Communication, European Union Legislation, Business Correspondence, etc.). «Translator-Assistant's professional specialization courses» formed and developed interpretory skills. They:

- introduced translatology, general problems of translation theories/practices;
- developed comprehension about the content and essence of pre-translation stage, the process of interpretation and its evaluation;
- ensured the acquisition of the skills of using a foreign language for an effective organization of an office work, for drawing and processing documents, their translation and the rational system of circulation.

English for Academic Purposes became a part of the above-mentioned. It was delivered to the group of the first-year students comprising the Latvians and the Russians. On the initial stage, EAP considered monolingual studies i.e. all the lectures had to be read in the English language. However, during the teaching activities the particular obstacles appeared. Some students were not fluent in English. This fact made them inactive, marginalised and non-reluctant to participate in the classroom activities. The teacher started experimenting and translated English sentences into Russian. This fact activated the majority of students, because Russian was the first or the second language of many citizens of Rezekne and its surroundings. At the following stages of teaching, the teacher used the contrastive analysis of the Russian and English languages. Their simultaneous usage activated almost all learners, broadened their learning opportunities and developed more proficiency in the language of instruction.

Our experiment revealed that in case of translanguaging, L1 or L2 should be considered as a resource rather than a problem. Moreover, a contrastive analysis of home and target languages may serve as a complementary tool. Generally, a contrastive analysis can be defined as «a way of comparing languages, in order to determine potential errors, for the ultimate purpose of isolating what needs to be learned and what is not needed to be learned, in a second language learning situation» (D. Tvaltvadze, R. Kurdadze, p. 118). A simultaneous usage of translanguaging and a contrastive analysis endows L1 as well as L2 with a significant role. Each of them becomes the scaffolding for the development of proficiency in L3.

Furthermore, the usage of code-switching during classroom activities fosters a better understanding of a new language and its concepts, which are not presented in a home

language, because «learning a new language involves not only mastering new forms, but primarily interiorizing new concepts and being able to use them communicatively» (E. Negueruela, p. 54). Moreover, our experience revealed that some concepts, which were not presented in a target language could be found in an intermediary language (the Russian language). This fact eased the understanding of new notions and their naming with lexical units of the home language.

It is noteworthy that after getting fruitful results at Rezekne Higher Education Institution, we started using the method of code-switching/translanguaging in the pluriethnic groups of students at Tbilisi State University. The groups comprised the native Georgians as well as the descendants of those Armenians and Azerbaijanis, who migrated to Georgia in the previous centuries. They were specialized in the English language. Accordingly, code-switching comprised the English and Georgian languages. Sometimes Russian was involved. This method gave fruitful results. It enabled each student not to keep the languages of his/her repertoire in strictly separated mental compartments, but to build up a communicative competence in which languages interrelate and interact.

Conclusion

Finally, it is noteworthy that on the background of the contemporary migration and fusion of the world population, translanguaging and code-switching should be considered as useful tools for teaching ESP in multiethnic groups of students. In contrast to the traditional monolingual methodology, code-switching hinders students' marginalization, passivity and exclusion from the participation in classroom activities. The interrelation and simultaneous usage of L1, L2 and L3 promotes proficiency in these languages, especially, in a target language.

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ТИПОЛОГІЯ ПРАГМАТИЧНОЇ АДАПТАЦІЇ У ПЕРЕКЛАДІ

У певних випадках еквівалентне відтворення змісту оригіналу забезпечує також і передачу в перекладі прагматичного потенціалу. Однак приналежність реципієнта перекладу до іншого мовного колективу, до іншої культури нерідко призводить до того, що еквівалентний переклад виявляється прагматично неадекватним. У цьому випадку перекладачеві доводиться вдаватися до прагматичної адаптації, вносячи в свій текст необхідні модифікації. В. Комісаров виокремлює чотири найбільш вживані в перекладацькій практиці види прагматичної адаптації:

Перший вид має на меті забезпечити адекватне розуміння повідомлення реципієнтами перекладу. Цей тип дуже часто пов'язаний із відсутністю у реципієнта тексту необхідних фонових знань [2, с. 137–138].

Другий вид має на меті донести до реципієнта емоційний вплив вихідного тексту та домогтися правильного його сприйняття. Необхідність такої адаптації виникає тому, що в кожній мові існують назви певних об'єктів і ситуацій, з якими у представників певного мовного колективу пов'язані особливі асоціації. Слід також враховувати, що сприйняття аналогічних слів і виразів залежить від частоти і ступеня звичності їх вживання [2, с. 140].

Третій вид орієнтується не на потенційного, а на конкретного реципієнта та на конкретну ситуацію спілкування з метою забезпечити необхідний ефект [2, с. 142].

Здебільшого цей тип адаптації зустрічається при розробці перекладів літературних творів, кінофільмів, телевізійних передач з метою наблизити читача