PECULIARITIES OF TRAINING TRANSLATION SKILLS ONLINE USING DIFFERENTIATED APPROACH IN THE FRAMEWORK OF THE PROGRAM "TRANSLATOR IN THE SPHERE OF PROFESSIONAL COMMUNICATION"

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Abstract

Today, using online learning technologies in combination with a differentiated approach can improve significantly the quality of teaching a foreign language when a student (or specialist) is eager to obtain additional major connected with translation. For the purpose of training the skills of professional technical translation the educational program "Translation in the sphere of professional communication" was worked out, which has been successfully operated for 15 years in online and blended forms in Kazan Federal University. The program is aimed at preparation of highly qualified translators who possess deep knowledge in their main major (technology, economics, law, etc.), linguistics and philology as well. The program is operated on the basis of MOODLE platform. Online learning courses of the program include a system of Internet-technologies which consists of a complex of electronic textbooks, webinars, methodological guides, tasks and tests. Differentiated approach to studying certain subjects is likely to achieve the following results: increasing motivation to study professional technical translation, perfect knowledge of practical English, mastering skills of professional translation and taking part in discussions on professional issues. Initially the program "Translator in the sphere of professional communication" was aimed at students with an advanced level of English, but using the system of differentiated paths, the students with initial intermediate and upper intermediate levels of English can study here as well. The purpose of this article is to examine a system of online exercises which are used to operate differentiated approach to teaching "Professional English" and "Professional translation" in the framework of a program "Translator in the sphere of professional communication". 70 students have been trained using this technology. In other words, a system of three basic trajectories, consisting of exercises which include training listening, reading and writing skills online, is presented. The exercises are done additionally and simultaneously to online classes which are held with the teacher. The texts to read are selected according to Flesh-Kinkeid formular of complexity. Students who need additional training are divided into three groups according to their initial knowledge and are guided through learning paths. The teacher can adjust the student's work by adding a certain element of the module or closing access to it. When developing a personal learning path of students, the following stages are distinguished: placement test (students are placed into a certain group according to their initial knowledge); implementation (within each module, three types of tasks for all levels are presented); control (two types of assessment: regular and final). The distribution of students in three learning paths, which are operated online, allows you to level the knowledge of students and to compensate for the absence of the student on the webinar. However, since the requirements for the exam are the same for all students, the students with not enough level of English must study harder to get an excellent grade. The results showed a significant increase in test scores and students' willingness to learn, especially among those students who had not had appropriate level of English before

Keywords: online study, individual trajectory, differentiated approach, Professional English.

1 INTRODUCTION

Today, using online learning technologies in combination with a differentiated approach can improve significantly the quality of teaching a foreign language in a technological university (Giliazova, Valeeva 2021). The necessity of online learning in combination with structuring the individual learning path of the student in certain subjects is due to the following facts:

- Not all students can be present on webinars (there are students from different parts not only the country but world, that's why time zones can be different),

- The level of initial knowledge of language of students turns out to be different,

- Students can have problems with certain aspects of English knowledge.

For the purpose of training the skills of professional technical translation the educational program "Translation in the sphere of professional communication" was worked out, which has been successfully operated for 15 years in online and blended forms in Kazan Federal University. The program is aimed at preparation of highly qualified translators who possess deep knowledge in their main major (technology, economics, law, etc.), linguistics and philology as well. The program is operated on the basis of e-learning site MOODLE. Online learning courses of the program include a system of Internet-technologies which consists of a complex of electronic textbooks, online tutorials and methodological guides. The system of exercises is based on B. S. Bloom's taxonomy (levels of recognition, understanding and production) (Bloom, 1956, Marzano, Kendal 2007). The program is carried out only online and consists of independent study of the student and a certain number of webinars on each subject.

The program consists of three steps:

- A distant, independent stage (where differentiated approach is operated),

- Webinars,

- A final assessment in the form of a project or traditional exam.

The effective ration of webinars and independent hours is 40% to 60%. The modules to study are worked out according to the principles of interdisciplinary and interchangeability. The topics of practical subjects go hand in hand with the theoretical courses with a presentation of scientific research in English as culmination, which includes the aspects of Professional English, Theory of Translation, Intercultural communication and etc.

Differentiated approach to studying certain subjects is likely to achieve the following results:

- Increasing motivation to study professional technical translation,

- Perfect knowledge of practical English,

- Mastering skills of professional translation and taking part in discussions on technical topics

- Levelling the knowledge in the group. The latest advantage is especially important for students whose level of knowledge is significantly lower than that of the rest of the group.

Initially the program "Translator in the sphere of professional communication" was aimed at students with an advanced level of English, but using the system of differentiated online tasks, the students with initial intermediate and upper intermediate levels can study here as well. To define whether the student is able to enter the program or not the test is offered. It consists of grammatical questions and a text to read and analyze to define whether a student is ready for the first stage of training, so a face-to-face communication with the committee is not necessary at this stage.

It is important to mention that this correction of knowledge takes place during the first stage of the course (independent).

Studying a foreign language in the framework of the program "Translator in the sphere of professional communication", the emphasis is put on the study of professional vocabulary, which is chosen according to the principles of consistency, frequency, compatibility, accessibility and communicative expediency (Semushina, Volkova, 2021). Besides, it is desirable to take into account the positive interference between languages, since most engineering terms in Russian are borrowings or transliteration from English. When creating the online tasks, the teacher removes the time limits and the number of attempts to complete the task, thus updating the learning effect of the tasks as the student can do the task several times.

2 PURPOSE AND METHODS

The purpose of this article is to examine a differentiated approach to teaching "Professional English" and "Professional translation" in the framework of a program "Translator in the sphere of professional communication" which is operated online. 70 students have been trained using this technology. In other words, a system of three basic trajectories, consisting of exercises which include training listening, reading and writing skills online, is presented. The exercises are done additionally and simultaneously to online classes which are held with the teacher (webinars). The texts to read are selected according to Flesh-Kinkeid formular of complexity. Students which need additional training are divided into three groups according to basic learning paths. The teacher can adjust the student's work by adding a certain element of the module or closing access to it.

The following theoretical and practical research methods were used in the study: comparison of two forms of education, modelling, methods of data collection and accumulation, methods of control and measurement, methods of data processing and methods of implementing research results in pedagogical practice.

Working out the content of the online support, the following methodological principles were used:

- Communicative approach,

- Reliance on the native language,

- Visibility and availability of the material,

- Gradual increase in the complexity of the material studied.

When working out the tasks, selecting the material and form of assessment the authors studied the principles of organization of international language exams, such as TOEFL, IELTS, TestDaF, DELE, and the main principles of testology and assessment as well (Lado, 1961).

RESULTS

When developing a personal learning path of students, the following stages are distinguished:

- Placement (students are placed into a certain group according to their initial knowledge of the language)

A test consisting of three blocks of tasks was worked out: first level (multiple choice tasks to check knowledge of grammar and matching tasks to check reading skills), second level (transformation tasks to check knowledge of grammar and tasks aimed at finding logical and semantic connections to check reading kills and vocabulary) and the third level (transformation tasks to check grammar skills and multiple-choice test to understand detailed information and to check reading skills and vocabulary). Depending on the results, students are divided into three groups.

- Implementation

Within each module, three types of tasks to train lexical skills of all levels are presented. The course was structured according to the modular principle, and each module has a specific topic and semantic completeness, each module contains three levels of vocabulary. The fact that a student started working on one of the trajectories does not exclude the possibility of completing tasks from another trajectory.

- Control (assessment)

To assess the level of knowledge, two types of tests are used: intermediate (at the end of each module) and final (multiple choice and cloze tasks). In addition to the synchronous type of knowledge assessment (online tests), asynchronous assessment is actively used, when the translation task is sent to the teacher for verification.

Learning paths of studying a foreign language by students of the major "Oils and Paints in Chemistry" are presented in table 1. As the example, module 1 "**Paint and varnish materials**" was chosen.

Table 1. Typical learning paths of studying a foreign language by students of the major " **Paint and varnish materials** "

№	Stage	Basic Level	Intermediate Level	Advanced Level
1	Instructions	Description Of Planned Learning Path	Description Of Planned Learning Path	Description Of Planned Learning Path
2	Introduction Of Professional Vocabulary	Translation Of Vocabulary	Translation Of Vocabulary	Explanation Of Professional Vocabulary In English
3	Training Of Audio Skills	Video «How To Make An Oil-Based Varnish" (3 Minutes Length) Cloze Task: Summary Of The Video (Words Are Given To Insert Into The Text)	Video "How To Make A Coating" (3 Minutes Length) Cloze Task: Summary Of The Video (Words Must Be Printed By A Student)	Audio "Additives For Paints And Coatings" (4 Minutes Length) Multiple Choice
4	Training Of Reading Skills	Skimming Of The Text "Functional Additives" (Readability 66) Task: Match Two Parts Of The Sentence	Scanning Of The Text "Pigments" (Readability 53) Task: Fill In The Summary Of The Text	Reading For Detailed Information "Polymerization Of Coatings" (Readability 31) Task: Multiple Choice, Match The Type Of Polymer And The Product
7	Training Translation Skills	Translation Of Sentences From English Into Russian. The File Is Sent To The Teacher	Translation Of Sentences From Russian Into English. The File Is Sent To The Teacher	Translation Of A Coherent Text From Russian Into English. The File Is Sent To The Teacher
9	Assessment	Cloze Task: Translate Vocabulary From Russian To English	Cloze Task: Translate Vocabulary From Russian To English	Cloze Task: Translate Vocabulary From Russian To English

When developing the material for training online reading and listening skills, the following steps were taken:

1) Selection and processing if necessary

When choosing the texts and tracks for online learning paths, the most important aspects are the following:

- The subject of linguistic material should correspond to the major of the students,
- Texts, tracks and tasks should correspond to the level of knowledge of the students,
- A gradual increase in the complexity of the material studied should be preserved.

When developing the reading content, the Flash-Kinkaid Readability Index was used to determine the level of text complexity. When testing the course, it was revealed that texts with a readability index of 60-70 points are suitable for the first level, for the second level - 50-60 points, for the third level - 30-50 points. If it is

impossible to select a text that initially meets the required level of complexity, the texts were processed, simplified or complicated from a linguistic point of view.

2) Developing tasks

The type of task chosen depends on two factors:

- What type of skill you need to train at this stage:

- At what stage of working with the material the task is done.

Approbation of the reading tasks has shown that skimming and scanning are effective at the basic level, scanning and reading for detail - at the intermediate level, and reading for detail - at the advanced level. As for listening part, training listening skills at the first and second stages is more effective using video, as it is easier, but audio is necessary for the third stage. Videos are taken from open sources.

The pre-reading stage of working with the text should not only identify the target of the task and reduce the level of language difficulties, but make students remember what they know about their major. At this stage, the tasks "Learn the words" (search for translation of terms) and "Match the equivalents" (find equivalents among expressions of Russian and English) are used. The words are presented in three blocks, with the first block being obligatory for all three groups, the second block - for intermediate and advanced, and so on.

The reading itself is based on the need to control the understanding of the text. Unfortunately, the choice and formulation of tasks are limited to the MOODLE format, i.e., tasks are made out through the TEST option, so only the following types of tasks are possible:

- To search for a match of all types,

- To do multiple choice,

- To fill in the text with a word or part of a sentence,

- To enter the correct answer in the form of a word or several words.

For the basic level, tasks are offered to determine the main topic and to search for specific information, that is, tasks for choosing the title of the text, determining true and false information, tasks for connecting parts of a sentence. For example, "*Study the information about polymerization and match the halves of the sentences:*

Part 1

1) There are the following types of polymerization

2) Monomers are

3) There are the following ways of addition polymerization

4) Polymerization monomers of the same type or different type

Part 2

A) Free radical, cationic, and anionic type.

B) Chain grown and step grown.

C) Add on together on large scale to form a polymer.

E) Unsaturated compounds.

Tasks aimed at determining logical and semantic relationships and search for specific information are offered for the second (intermediate) level. They check understanding of the structure of the text and general meaning, and restore the missing details of the text which can be read, heard or watched. For example, *Fill in the text:*

The speaker shows how to prepare an oil-based varnish for all kinds of wood and 1) _____. Two compounds are prepared. The first or basic one will have a 2) _____. The second one used for finishing will contain a little 3) _____ to make it thicker.

The speaker uses a blend of oils and 4) _____. The first ingredient is tung oil. When it is applied on woods, it protects the wood and create a 5) _____. These products are mixed and heated to obtain a homogeneous mixture. The next ingredient is linseed oil. It protects the woods against 6) _____,

insects, fungi and UV light. The mixture of the oils will be the base of the varnish and make up 50% of both compounds.

The next ingredients are orange essence which makes it easier for the blend to penetrate wood. Then camelia oil is added, which is an 7) _____, and turpentine essence, which will be used as a thinner. We add it to both compounds as well.

For the third (advanced) level, multiple choice tasks are offered, which simultaneously test the general reading comprehension, the establishment of logical connections of the text, and the detailed understanding of the text. As shown by the approbation, the correct formulation of questions and answers is particularly important, namely, it is necessary to ask about the fundamental aspects, and not minor details, the answers should be unambiguous, special attention should be paid to the formulation of questions with NOT, as they cause maximum difficulty for students. The following types of multiple-choice questions are used:

- Definition of the goal (*Putty is used for_____.*);

- Explanation of a term (*The coatings that cover cars and ships are called _____.*);

- Comparison (*The most important characteristic of primer is ____.*);

- Casual-effect relations (*The grinding should be fine because in this case _____.*);

- Structure and content (*Enamels includes 20% of ___.*);

- Negative question (*Lacquers do not consist of ___.*).

The post-reading and post-listening stage of working with the text is carried out online in the form of webinars. The purpose here is not only to make develop productive skills, but also to update inter-subject connections. Productive skills are thought to be the most important result of language study (Semushina, Galeeva, Galiullina, 2014). If the student has the done all tasks according to his learning path, he is able to come with productive tasks successfully no matter what level of knowledge he or she initially had. For example,

1) to complete the following task, students have to remember the information from their major:

Study the list of properties and decide what property is characteristic for colloidal systems or polymer solutions: thermodynamically stable, one-phase, two-phase, stable, irreversible, not reversive, swelling.

2) Study the advertisement and write a CV as the answer to it. *Position: Chemical engineer. Company: Tatar oil. Are you the person who knows a lot about chemistry, chemical processes and oil industry? Do you enjoy solving what others think of as insurmountable tasks? Do you read the latest chemical magazines and keep up with the best new products? If you answered "yes" to most of these questions, a position of chemical engineer is for you, salary of $47,360.*

The students who have fulfilled all tasks successfully can present a final project instead of the final exam. The final presentation is designed in such a way that students can demonstrate knowledge of their major, engineering terminology, communicative and presenting skills using the English language. Prokect -based work has a definite practical slant and arouse great interest among students (Penuel, etc., 2022). In other words, to pass this type of assessment successfully, students must not only use speaking skills but also have a profound knowledge of the major. They have an opportunity to present their research in English in front of their professors and potential employers, that enlarge their job perspectives. Approximately 90% of students after their presentation have been offered positions in international corporations.

CONCLUSIONS

The use of online study in higher education institutions makes it possible to actualize a differentiated approach to studying English. The distribution of students in three trajectories, which are operated online, allows you to level the knowledge of students and gives to compensate for the absence of the student on the webinar. However, since the requirements for the exam are the same for all students, the students with not enough level of English must study harder to get an excellent grade. The results showed a significant increase in test scores and students' willingness to learn, especially among those students who did not have appropriate level of English before. The system of online training the students is likely to achieve the following results: strong motivation, knowledge of the major, perfect knowledge of practical English, skills of professional translation and ability to discuss. The main difficulties a student comes across when training speaking prove to be the same as when operating a full-time program: psychological inconvenience when speaking a foreign language, misunderstanding of the speech task, lack of speech remedies. They are

overcome with the help of using online differentiated approach, which in their turn allow using complex studying: training of vocabulary, pronunciation, grammar to achieve best results.

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