

acquisition of the second language” (Stern 1983: 455). Using the patterns of the native language the instructor in details informs the learners about the words sounding, formation, meaning, place and usage in the target language; how to use second language grammar rules while translating; and compares the native and target languages rules practicing vice versa translation.

The advantages of applying the Grammar Translation Method are quite evident. Firstly, learners` understanding of word formation and grammar structures is profitably useful for comprehending the other language. Secondly, understanding the rules through correlation of them with the native language patterns allows learners to feel more comfortable in the atmosphere of a foreign language.

Modern linguistic practitioners primarily support the methodology based on the idea that requires language teaching and learning to be performed within the communicative and academic approaches that encourages the natural ability of a learner to perceive a different language system. Nevertheless, the Grammar Translation Method is still quite applicable due to its helpfulness for the formal learning of the target language, and its traditional essence can be successfully combined with modern communicative skills development methods.

References:

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CANADIAN ENGLISH IN THE SCHEME OF ENGLISH VARIETIES

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Canadian English seems neither here nor there in the grand scheme of English varieties. On the one hand, Canadians prefer the “British” spelling of words like *colour* or *centre*. On the other hand, everyone who has heard an anglophone Canadian speak will notice that the pronunciation is very close to American English. In fact, most people will have a hard time differentiating Canadian English vs. American English speakers. But every once in awhile – most famously when Canadians say *out*, *about* or *eh* – there is no denying that Canadian English has some unique characteristics. So what are they? Let us have a look at Canadian English compared to American and British English.

The term *Canadian English* is inadequate to describe the country's linguistic variety — just as we can't say there's one true American, British or Australian English.

What is usually referred to as *Standard Canadian English* is the language variety spoken by Anglophone or multilingual speakers who were born in Canada and who live in urban areas. Some definitions include other factors, such as specifying the variety that is spoken across central and western Canada among middle-class speakers from English-speaking families. The regional dialects of Atlantic Canada are usually not included in the definition of Standard Canadian English.

Canadian English is a product of several waves of immigration and settlement over more than two centuries. That is why it is little surprise that it has obvious influences from the U.S., Britain and Ireland! At the same time, Canadian English has been developing distinctive features since around the early 19th century, so it is not just a mix of other accents.

What does Canadian English sound like? It is all about the vowels. Canadian and American English are very similar in pronunciation. So similar, in fact, that they are often classified together as North American English. However, there are slight differences in the vowel sounds.

One distinct feature of Standard Canadian English is the so-called *cot-caught merger*. In varieties where this merger has taken place, two historically separate vowel sounds have merged into a single sound. This means that words like *cot* and *caught*, *stock* and *stalk*, *nod* and *gnawed* are pronounced identically. This linguistic feature is standard across most of Canada, but is emerging in only some areas of America, such as in California and the Midwest.

The cot-caught merger triggered other vowel sounds to change as well. This process is called the *Canadian Shift*. We should note that the name makes the phenomenon sound more uniquely Canadian than it is because there are closely related shifts happening in the U.S. as well.

Spelling in British vs. Canadian vs. American English

Many people think that the biggest difference between Canadian English vs. American English is the spelling — after all, Canadians use British spelling. Not really. Canadian spelling combines British and American rules and adds some domestic idiosyncrasies.

For example, French-derived words such as *colour* or *centre* retain British spellings. Likewise, it is a Canadian and British spelling practice to double consonants when adding suffixes. Compare Canadian / British *travelled*, *counseling* and *marvelous* to American *traveled*, *counseling* and *marvelous*. In American English, such consonants are only doubled when stressed, like in *controllable* and *enthraling*.

On the other hand, words derived from Greek, like *realize* and *recognize*, are spelled with an *-ize* ending in Canadian and American English, whereas the British counterparts end in *-ise*. Canadian English also uses the American

spelling for nouns like *curb*, *tire* and *aluminum*, rather than the British spellings *kerb*, *tyre* and *aluminium*.

Moreover, Canada has some special rules for punctuation, capitalization, hyphenation and other topics. When in doubt, you can use the Canadian style guide from the Canadian Translation Bureau to help you out [2].

Canadian Vocabulary

As with spelling, Canadian English shares vocabulary with American and British English. While these vocabulary selections might seem random at first, they are usually connected to political ties, trade relations, and other social and historical factors. For example, Canada's automobile industry has been heavily influenced by the U.S. from its inception, which is why Canadians use American terminology for the parts of automobiles. For example, Canadians use *hood* over *bonnet*, *freeway/highway* instead of *motorway*, and *truck* in place of *lorry*.

In contrast, most of Canada's institutional terminology and professional designations follow British conventions. This is not surprising, considering Canada is part of the Commonwealth and was part of the United Kingdom.

Additionally, Canada has some unique vocabulary. Here are some uniquely Canadian terms:

Food and drink:

- *Timmies*: Tim Hortons, a popular Canadian coffee shop
- *double-double*: A coffee at Tim Hortons with two portions of sugar and cream each (if you want milk instead, order a *double-double with milk*)
- *regular*: A coffee at Tim Hortons with one portion of sugar and cream each (if you want milk instead, order a *regular with milk*)
- *homo milk*: Short for homogenized milk, milk containing 3.25% milk fat
- *peameal Bacon*: "Canadian bacon" (known in Canada as *back bacon*) which is coated in cornmeal or ground peas
- *KD/ Kraft Dinner*: Macaroni and cheese
- *Caesar*: A cocktail containing vodka, tomato juice, clam broth, hot sauce and Worcestershire sauce, quite similar to an American Bloody Mary

People:

- *Canuck*: A Canadian person. This term is used by Canadians themselves and not considered derogatory
- *Newf/Newfie*: Someone from Newfoundland and Labrador, sometimes considered derogatory
- *Mainlander*: In Newfoundland, Prince Edward Island and Cape Breton, the term *Mainlander* refers to any mainland Canadian, sometimes considered derogatory
- *Caper/Cape Bretoner*: Someone from Cape Breton Island
- *Bluenoser*: Someone from Nova Scotia
- *Islander*: Someone from Prince Edward Island or Vancouver Island

- *First Nations*: Native Canadians. This term does not include the Métis and Inuit, so the term *aboriginal peoples* is preferred when all three groups are included

Other:

- *washroom*: A public toilet
- *loonie*: The Canadian one-dollar coin. This coin is named after the common loon, the diver bird that is found on the reverse of the coin
- *Toonie* (less commonly spelled *tooney*, *twooney*, *twoonie*): A two-dollar coin. The name is a portmanteau of *two* and *loonie*.
- *eh*: A Canadian question tag

In 1998, Oxford University Press produced a Canadian English dictionary, after five years of lexicographical research, entitled *The Oxford Canadian Dictionary*. A second edition, retitled *The Canadian Oxford Dictionary*, was published in 2004. It listed uniquely Canadian words and words borrowed from other languages, and surveyed spellings, such as whether *colour* or *color* was the most popular choice in common use.

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ACTUAL PROBLEMS OF TEACHING EDUCATIONAL DISCIPLINE "INTRODUCTION TO LINGUISTICS"

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The analysis of pedagogical research of domestic and foreign scientists showed that at the present stage of development of education in Ukraine in the conditions of the formation of a general European higher education space, the problems of professional training of translators remain relevant. Among the requirements that are put forward by a modern translator, most researchers first of all call linguistic competence (to know and be able to apply the lexical, grammatical, idiomatic structures of the source language and the language shifting taking into account translation transformations), as well as translation, intercultural, informational, technical competence, erudition emotional stability, etc. (E. Besedina, A. Zelenskaya, A. Leonova, A. Martynyuk, L. Alekseenko, L. Polishchuk, J. Talanova). The problem of the effectiveness of general language training for philologists is also relevant today, since future translators