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КАНАДСЬКА ПЕНЕЛОПА МАРГОТ ОЗБОРН ТА ЇЇ ВІРШОВІ КИЛИМИ (ДО 110-РІЧЧЯ ВІД ДНЯ НАРОДЖЕННЯ)

У статті йдеться про творчу спадщину сучасної канадської поетеси Маргот Осборн та її відтворення українською мовою. Встановлено, що домінуючими концептами поезії М. Осборн є любов, краса та свобода. Авторка статті подає власні переклади поезії М. Осборн, а також висвітлює особливості її авторського стилю та іконічності.

Водночас авторка порівнює поезію М. Осборн із віршами видатних українських поетес Лесі Українки та Ліни Костенко, відзначаючи схожість та спорідненість їх творчості.

Ключові слова: *Маргот Осборн, поезія, іконічність, домінуючі концепти, переклади українською мовою.*

В статье речь идет о творческом наследии современной канадской поэтессы Маргот Осборн и его воспроизведении на украинский язык. Установлено, что доминирующими концептами поэзии М. Осборн является любовь, красота и свобода. Автор статьи представляет свои переводы поэзии М. Осборн, а также характеризует особенности ее авторского стиля и иконичности. Одновременно автор сравнивает стихотворения М. Осборн с поэзией выдающихся украинских поэтесс Леси Украинки и Лины Костенко, отмечая сходство их творчества.

Ключевые слова: *Маргот Осборн, поэзия, иконичность, доминирующие концепты, переводы на украинский язык.*

The article focuses on legacy of modern Canadian poetess Margot Osborn and its decoding into Ukrainian. The dominant concepts of this poetry such as love, beauty and freedom were established. The author of the article represents her own translations of M. Osborn's poetry. Some bright peculiarities of M. Osborn's style and iconicity have been also touched upon.

The author of the article compares Margot Osborn's poetry with verses of prominent Ukrainian writers Lesya Ukrainka and Lina Kostenko pointing out that M. Osborn's literary legacy is close to Ukrainian mentality.

Key words: *Margot Osborn, poetry, iconicity, dominant concepts, translations into Ukrainian.*

У 2012 році виповнюється 110 років від дня народження Маргот Осборн, талановитої канадської поетеси ХХ сторіччя. Не кожен митець мав щастя прожити на світі понад 100 років і майже все своє свідоме життя займатися активною творчістю. Маргот Осборн за свої довгі 104 роки подарувала людству чимало неперевершених поезій. Одна із них – “PenelopeToday” (“Сучасна Пенелопа”) – стала символом її власного поетичного іміджу:

*Язык наш в'язне у незграбних римах
(із тих заплутаних клубків словесних
нелегко виплести мереживо віршове)
то вузлики, то нитка рветься
Коли язык німіє у безсиллі –*

нехай тоді перо одержить верх,

нехай поемою обернуться слова,

щоб тисячами мов затанцювати

й поета серце визволить з полону! [8, с. 77].

Маргот Осборн, неначе та легендарна Пенелопа, із заплутаних словесних клубків невтомно ткала свої віршові килими, щоразу дивуючи ними своїх шанувальників. І, мабуть, не випадково епіграфом до своєї збірки поезій “Саскачеван та інші краї” (1990) Маргот Осборн вибрала слова астронавта Майкла Коллінза: “Пошук – це не вибір, а необхідність”. Можливо саме тому сонет, у котрому поетеса подає власне трактування місії поета у людському суспільстві, має лаконічну назву “Шукач” [5, с. 68; 7, с. 7]:

- *Поет* -Over 40% of Toronto District School Board students have a mother tongue other than English.
- In Montreal, 34% of students speak a language other than English at home.
- In the Vancouver school district, 61% of students speak a language other than English at home.

The research has shown that many of these immigrant ESL children are well-prepared to meet the demands of the Canada's schools and go on to follow successful educational pathways. For example, young immigrants are more likely to attend university than their Canadian-born counterparts, [11, p. 12-20] while immigrants for whom English is a second language show especially high rates of university attendance [11, p. 25-30].

Despite these successes, many immigrant students are faced with literacy challenges. According to data from the Programme for International Student Assessment (PISA), a wide-scale survey of 15-year-old students in more than 40 countries, immigrant students in Canada scored significantly lower than their Canadian-born counterparts on literacy assessments (see Figure 1) [15].

For some immigrant groups, literacy is just one of a host of difficulties that contribute to poor academic results. A recent study commissioned by the Canadian Council on Learning (CCL) and Citizenship and Immigration Canada examined the educational pathways and academic performance of students who do not speak English at home and who live in Toronto, Montreal and Vancouver – Canada's main immigrant destinations.

The report, titled Educational Pathways and Academic Performance of Youth of Immigrant Origin: Comparing Montreal, Toronto and Vancouver, reveals large differences among different groups of immigrants. For example:

- Chinese-speaking immigrant youth tend to do as well (and, often better) than Canadian-born youth in terms of high-school graduation rates, overall grades and participation in pre-university courses.
- Meanwhile, Spanish-, Creole- or Vietnamese-speaking immigrant students were shown to perform well below their Canadian-born counterparts on all three of these measures.

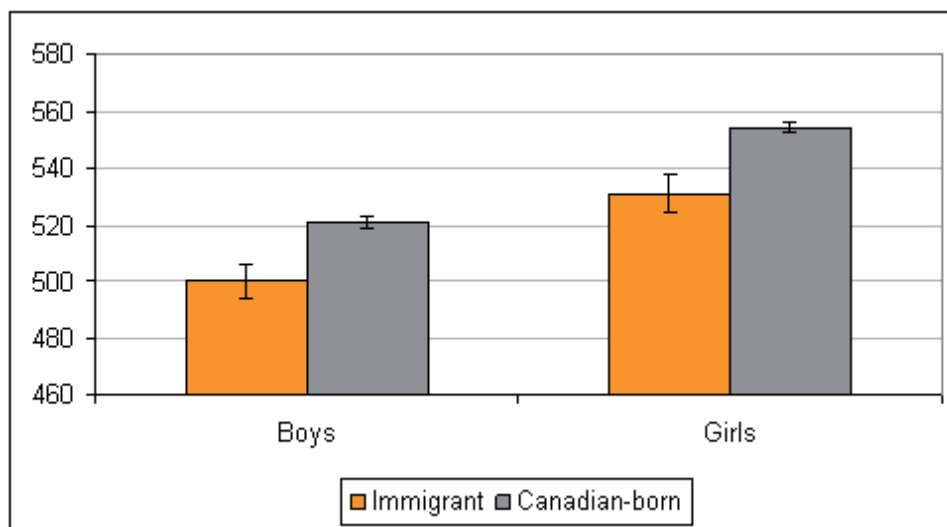
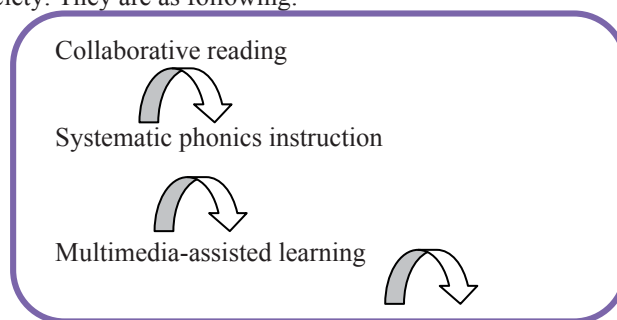


Figure 1: PISA Reading Scores of Immigrant and Canadian-born 15-year-olds

Source: Canada Statistics and OECD, Programme for International Student Assessment (2010).

In our research we had studied the peculiarities of TESL according to curricula of some Canadian universities that provide multinational education for international students, such as University of Ottawa, Carleton University and Memorial University of Newfoundland. As a result of our investigation, we came into understanding that using specific pedagogical approach in terms of methods of teaching English as a Second Language and understanding the academic trajectories of ESL students indicated that effective teaching strategies for ESL students – a flexible, varied approach was more successful than a “one-size-fits-all” approach.

As a result of collaborative work, we would like to introduce some applicable methods that are of significant use in the multicultural Canadian society. They are as following:



The application of this level of **collaborative reading** technique is carried out by students work on different cooperative activities, including creative writing, peer reading, identification of major elements in a story, summarizing of stories and story retelling, and activities geared toward practice of basic reading skills (e.g., spelling, decoding, and vocabulary).

In **systematic phonics** instructions, learners are taught how to read and write using the correspondences between letters and the sounds they represent. The goal of phonics instruction is to help beginner readers understand how letters are linked to sounds to form letter-sound correspondences. Guided reading is a strategy to help students develop their reading skills in which the teacher provides support for small groups of readers as they learn to use various reading strategies (e.g., letter and sound relationships, context clues, word structure).

A number of effective **multimedia-assisted learning** interventions have been reported in the literature. Some of those used with ESL immigrant students include incidental word learning through the use of close-captioned television; audio taped or read-along instructional materials; computer programs for reading and writing (e.g., the Fast ForWord program; word processing).

The conclusions to be drawn are the importance of teaching and learning of English as a second language in the realization of Canadian multiculturalism. ESL teachers can profoundly affect students’ views of their first languages and cultures, and thereby can affect whether they pursue multilingual, intercultural outcomes or subtractive assimilation. In the service of equity, ESL education avails new immigrants, refugees, and international students of an official language of Canada and associated opportunities. Therefore, to our understanding, it is important to clarify TESL’s role in the broader context of Canada’s vision of itself as a multicultural state. TESL’s role in the four aspects or principles of Canadian multiculturalism can be conceived in the following terms.

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Notes

TI referring to *Teaching*;

ESL: English as a Second Language (commonly used in Canada);

EIL: English as an International Language;

EFL: English as a Foreign Language;