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## INTRODUCING CERTAIN ELEMENTS OF PROJECT-BASED LEARNING INTO UKRANIAN TRANSLATION PROGRAMS

The article deals with the urgency of introduction of project-based learning in the Translation Programs of Ukrainian universities and discusses some directions for the introduction of project-based learning (PBL) in terms of translator's competences as defined by the European Competence Framework for translation programs. The article offers a review of John Dewey's theory of Project-Based Learning (PBL) and suggests some ways of how to incorporate its elements into the university Translation programs and how the European requirements for MA in Translation can help to determine the directions for the development of the elements of the PBL in Translation Programs. In the framework of the theoretical study, we carried out the review of various sources dealing with the PBL and reviewed the EMT requirements in Ukrainian context.

**Keywords:** project-based learning (PBL), John Dewey, translator's competences, student-centered teaching methods, soft skills, European Master's in Translation Framework.

#### Introduction

The Italian expression "traduttore, traditore" ("translator, *traitor*") is known to most translators and is often used in different contexts to point at the difficulties in translation. Italians invented the expression because they felt that many French-language translations of Dante failed to convey the beauty of the original. Despite the fact that the problems of translation adequacy are more interesting to discuss from a theoretical point of view, the article is devoted to the gaps in the translation programs offered by Ukrainian universities and colleges.

Should translation and interpreting be taught within the curricula of language studies or independently? What are translator's competences made up of? Which of its elements can be developed through practice and which require coaching? Employers have definite expectations of new graduates with degree in Translation, and they claim that university training leaves much to be desired. In fact, they complain about a huge discrepancy between students' actual knowledge and the knowledge they should possess. They say that recent graduates have narrow exposure to industry and work ethics, lack of practical training and difficulty in working independently. The universities fall short of meeting job market expectations regarding required skills and preparation for the trained work force.

### Aim and Tasks

The article is stipulated by the urgency of introduction of a project-based learning in the Translation Programs of Ukrainian universities and is aimed at highlighting directions for the introduction of PBL in the programs to reflect the European standard for five translator's competences. The goal of the article is to explore foundations of the project-based learning and discuss the pedagogical or psychological motives supporting it. Objectives include the review the PBL fundamentals and discussion of how the European requirements for MA in translation can help shaping the Ukrainian programs a determining the directions for the development of the elements of the PBL in Translation Programs. Furthermore, there is another task – to identify the advantages of PBL in general and in Translator's training programs in particular.

Structurally, the article is divided into a theoretical and practical part. In the framework of the theoretical study, we carried out the review of various sources dealing with the PBL and reviewed the EMT requirements in Ukrainian context.

A brief theoretical overview of literature on the project-based approach is followed by the description of some ways to introduce particular elements into the translation programs. The description of the current state of the field is combined with some recommendations and ways to reshape and renovate the outdated approach by introducing elements of PBL. Some of the recommendations are theoretical, and other ones – practical and experience-based.

#### Discussion

Even though many Ukrainian universities offer programs in Translation, most industry experts lament over a lack of highly qualified translators and interpreters. The main obstacles encountered when recruiting graduates are their non-proficiency in dealing with specialized translation, terminology management and information technology, narrow exposure to culture, lack of practical training but as well their ability to organize themselves autonomously or work independently or in teams, solve problems or establish and effectively manage social relations at work. Anyway, comparing job profiles with academic programs will make the educational gap clear.

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After spending four years in "a university bubble," recent graduates with degrees in Translation are faced with painful period of looking for a job filled with adjustment and disillusion. The best of them do get hired and trained to become translators; others switch to different kinds of jobs like administration, tourism, teaching, management and sales. Fortunately, knowledge of several languages is still an asset that together with other skills allow for a transition into a different career and professional requalification. Unfortunately, most instructors prefer the traditional teaching methodology of *performance magistrale*. In the introduction to the edited volume on innovation in translator education "Beyond the Ivory Tower: Rethinking Translation Pedagogy", Brian Baer and Geoffrey Koby write:

We may hope to better prepare students for the workplace by offering them appropriate tools, but if our teaching methodology is of the traditional kind – performance magistrale described by Jean-Rene Ladmiral (1977) in which the master passes on his/her knowledge to a passive apprentice – we may fail to produce translators who are capable of the flexibility, teamwork and problem-solving that are essential for success in the contemporary language industry, not to mention the creativity and independent thinking that have always been the hallmark of the finest translators (Baer and Koby, 2003).

The outdated teacher-centered teaching methods mold students into passive receivers of the information. It is so easy to get lost in the never-ending process that delivers no visible or measurable results except submitted exercises and memorized foreign vocabulary. Being deprived of agency and sense of purpose, students end up focusing mostly on grades, trying to devise strategies to pass exams with the minimum effort. One of the main causes behind the pedagogical gap in translation programs is reliance on the old-fashioned conventional technique: teacher-centered attempts to mold translators by assigning homework and correcting it in class one sentence at a time. In addition, quite often most instructors of translation have never practiced translation/interpretation and know it only from the books in theory.

Focus on repetition and performance prevents development of a proactive and dynamic learning environment in the field of translator education. In the classroom, instructors break down the translational activity into pieces and students are graded on dealing with fragments. They ignore the essence of professional translational activity as a social, inter-cultural and interpretive process. The instructors distribute knowledge in broken pieces, which are supposed to fall and create some kind of competence in each student. What is lost is the understanding that translation is a goal-oriented process, including various actors, functions and products. Despite it, most teaching methods are process-oriented as they utilize a trial-and-error approach and reflect the teacher's self-deemed superior wisdom attempt to duplicate knowledge in students' minds.

In the context of further integration of Ukrainian higher education into the European system, it is high time

to match the educational practice in universities with the requirements of the language service market and introduce certain elements of the project-based learning as an exploratory approach for the development of learning-centered methods intended for translator education.

From the theoretical point of view, the PBL is a type of experiential learning. The idea is not new: an ancient Greek philosopher Aristotle wrote about learning from experience in the *Nicomachean Ethics*. Experiential learning is active and engaging unlike didactic learning that assigns a passive role to the learner. The PBL requires critical thinking, problem solving, collaboration, and various forms of communication.

In his work *Experience and Education* (1938), the American philosopher John Dewey introduced PBL into the Western pedagogical discourse. John Dewey believes that students thrive in an environment where they can experience and interact with the curriculum; take part in their own learning. Since then, many methodologists and pedagogues developed their ideas of reflection, active learning and social responsibility based on Dewey's notions and principles. Similar ideas can be found in the works of many famous pedagogues (including the Ukrainian pedagogue Vasily Sukhomlinsky), but John Dewey is considered to be the founder of the PBL that has been widely practiced in American schools and universities. It is beyond the scope of this article to review all theories around the PBL. The purpose of such an excursion is rather to show the deep gap between the outdated "what's the next sentence" approach and the proactive PBL approach.

There is abundant methodological literature that expends the PBL approach beyond Dewey's theory. For example, Bandura writes that with PBL students take an active role and responsibility for their own learning in the workplace or community, while other researchers focus on students becoming change agents. They understand active students as "learners who are pro-active and engaged in making meaning and developing capacities in ways that are intentional, effortful and are actively criticality in constructing their knowledge" (Bandura, 2006). According to many researchers, agency is necessary for students to become effective in professional practice. Proposing rather multi-facetted approach to learning, Maria González Davies presents a wealth of pedagogical activities for translator education from guided exercises to authentic projects (González Davies, 2007). The teaching skills should be improved and fine-tuned through collecting and analyzing feedback from the students and colleagues together with self-analysis of skills, lesson plans and activities. The practice of teacher's evaluation is not widely accepted in Ukrainian universities.

Introduced in 2016, the New Ukrainian School employs the principles of the learner-centred model of education by emphasizing students' agency and competencies. To catch up with the current demands, Ukrainian universities should also adjust their programs in Translation and strive to be recognized by the European

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Commission and join the European Masters in Translation (EMT) Network. Currently there are more than 30 universities in the European Master's in Translation network. The next call for applications to join will be 2024, so there is plenty of time to prepare and apply so at least a few Ukrainian universities appear on the list of members.

Ukrainian universities should adjust their programs in Translation to the European standards, i.e. Master's in Translation (EMT) Competence Framework (2017) that defines five main areas and develop the training programs within the European framework and current demands of the language service market.

Cristina Plaza-Lara discussed and reviewed the benefits and shortcomings of different models of translator competences emphasizing the fact that only two "try to establish a relationship between objectives and competences" (Plaza-Lara, 2016). She regretfully points out that none of the current models is 100% satisfactory and insists on using a comprehensive approach.

All in all, the EMT defines five areas with over 35 competencies: C1 level in language and culture, 14 in translation, 6 in technology, 6 in personal and interpersonal skills, and 9 in service provision. The recommendation states that apart from language and translation skills, students need preparation for dealing with specialized translation, terminology management and information technology. They should know how to organize themselves autonomously or work together in teams, solve problems or establish and effectively manage interpersonal relations on the job.

#### Language and Culture Competence

For translators, the language and culture competence is the driving force behind all the other competences. Suppose, all students in Bachelors' Translation Programs scored high in external independent evaluation (ZNO) in foreign language and have higher than B2 level according to the CEFR. It is an expected admission level but what is the expected graduation level?

The language and culture competence encompasses all the general or language-specific linguistic, sociolinguistic, cultural and transcultural knowledge and skills as a foundation for advanced translation competence. At the end of Bachelor's programs, graduates should attain a high level of language competence in at least two working foreign languages (CEFR level C1 and above or an equivalent level in comparable reference systems). Defined as the source and target languages that the translator uses in a professional capacity. Generally, the main target language is referred to as language A, the main source language as language B and other source languages as C, D, and so on. The EMT recommends that the translator's main target language should be mastered at CEFR level C2 or with native or bilingual proficiency. To spend some time abroad in the country of the target language for language immersion is desirable but not required taking into account the accessibility of original content materials via the Internet.

The language competence can be tested by internationally recognized tests like TOEFL or IELTS (rather a costly option), an undergraduate qualification, or by certification, examination, personal portfolio, interview, or any other means.

The PBL components can be introduced in the form of participation in many language competitions and contests offered by international organizations including but not limited to the United Nation Organization, Goethe Institut, British Council, DAAD, the Institut Français d'Ukraine. There are summer courses and student exchange programs offered and supported by Erasmus, Fulbright, IREX and other funds and organization: calls are often advertised at https://gurt.org.ua/. Even if the applicants are not selected, they gain valuable experience during application for the programs. Work and Travel Program, Au-Pair and similar opportunities also give students a chance to spend some time in the language environment and to experience culture first hand. There are plenty of MOOC like Coursera, Adx, and many other resources that allow improving language skills without spending time and money in a foreign country.

#### **Translation Competence**

Language competence does not automatically mean translation competence. Translation is more than a transfer phases between two languages, but also all the strategic, methodological and thematic competences that come into play before, during and following the translation (i.e. document analysis, quality control procedures). Hanna Risku argues for new situated and comprehensive methods for translator education: "Translations are, by definition, written for new situations, purposes, recipients and cultures. When you learn to translate, you have to learn how to gain an overview of a new situation with all its different cultural factors and, perhaps, even more importantly, you have to learn how to position yourself in this communication system and define your own situational role, goal and tasks" (Risku, 2002).

In a real world, translators will rarely or never tasked with the translation of newspapers and magazine. Rather, they will be asked what is their specialization so it is recommended that in the last year of study, students should choose their specialization in one of different types of domain-specific, media-specific and situation-specific types of translation, including special areas such as public service translation and interpreting, localization or audiovisual translation. For example, applicants for a position of a UN interpreter should know UN-specific terminology and style that will help to get through the language competitive examination and competency-based interview.

To advance translation competence of students, Hanna Risku urges educators to develop the curricula around specialized areas and include elements of research, situation analysis, and text design. She writes: "...it is paramount that teachers of translation and interpreting integrate authentic or near-authentic translation tasks into their teaching (Risku, 2002)." There are 14 translation competencies listed in the EMT guidelines including analysis of a source document, identification of textual and cognitive difficulties, choice of translation strategies and resources. The list also includes summary, rephrase, restructure, adapt and shorten rapidly and accurately in at least one target language, using written and/or spoken communication. The full description of translation competencies can be found in EMT and one can see that it is closely related with the following competency Technology. Future translators should choose their specialization and focus on learning the terminology in that particular sphere (finance, marketing, oil industry, construction, legal translation).

Most CAT tools are rather expensive but companies like SDL and MemoQ are willing to partner with the universities and provide tutorials free of charge in exchange for acknowledgement. Companies like SDL Trados Studio (https://www.sdltrados.com/education/), Memsourse, MemoQ offer cooperation and certification programs to the universities free of charge or in exchange for acknowledgement on the universities' websites. University instructors in charge of Translation Programs can contact CAT providers and ask about educational opportunities for instructors and students (read more https://www.sdltrados.com/education/). Sometimes, translation companies (e.g. http://apschool.ru/) and experienced translators offer online and offline intensive courses in some aspects of translation, e.g. technical translation or post-editing.

## **Technology, Software and Internet Resources**

New expert profiles are needed for translators under the influence of the technologies. Perhaps, language service industry can be included in the top ten list of industries transformed by modern technology. As Stephen Doherty insightfully writes in his recent article "The Impact of Translation Technologies on the Process and Product of Translation": "technologies have increased productivity and quality in translation, supported international communication, and demonstrated the growing need for innovative technological solutions to the age-old problem of the language barrier. However, these tools also represent significant challenges and uncertainties for the translation profession and the industry" (Doherty, 2016). Many researchers investigate and discuss the positive and negative effects of technology on translation. For example, Anthony Pym sees the cause of frustration in the fact that "Technology ... disrupts linearity by imposing what Saussure called the paradigmatic axis of language - the metaphorically vertical dimension from which items are selected" (Pym, 2011). Despite the heated debate over the value of machine translation and its applications, it has already become an integral part of the industry thus should become a part of the training.

Students should know how to use relevant applications, including a full range of office software, and adapt rapidly to new tools and IT resources. Besides CAT tools, translators should be able to use the search engines, file sharing, corpus-based tools, text analysis tools, and know basic HTML, CSS, SMM and SEO.

A successful translator needs to know how to handle various computer applications going way beyond such trivial issues as general use of computers, handling e-mail applications or communicating via the Internet messengers. The future translator should have knowledge of word-processing software, computer-aided translation (CAT) tools, optical character recognition (OCR) and other relevant software. Unfortunately, students are better with smartphones with their touch screens than with MS Word software. Students should know about translation quality assurance tools such as Verifika (https://e-verifika.com), (<u>https://www.xbench.net/</u>) XBench and Grammarly (https://www.grammarly.com/).

Students should know how to use compressing and decompressing software (WinZip, WinRAR) as well as PDF and multimedia files readers (images, audio), different word processors, audio and video recording software, OCR (Abbyy Fine Reader). Even though some might argue with the statement, advanced typing skills should also be required for the students majoring in Translation.

It is desirable to at least understand the basics of coding and website design, know basics of SEO, keywords, AdWords and others. Fortunately, one does not need specific programming skills to start a website (WordPress website can be created in 5 minutes). Nowadays everyone can create a personal website and start selling translation services online.

There are so many specialized websites devoted to translation i.e. ProZ (www.proz.com), Translators Café, oDesk, UpWork, and other freelancer websites. Many successful translators have blogs with posts on translators' everyday work with its problems and solutions.

#### Soft Skills (personal and interpersonal skills)

This competence area includes all the generic skills, often referred to as "soft skills," that enhance graduates' adaptability and employability. Soft skills include 21st century 4K skills: communication, creativity, critical thinking and coordination with others. Soft skills are often first evaluated during the job interview. Graduates should know how manage time, stress and workload, meet deadlines, follow instructions and specifications. They should know how to work in teams, how to self-evaluate, update and develop competences and skills. With this aspect in mind, the elements of PBL can be incorporated in the form of internships, team projects, workshops and volunteering. Participation in students' and professional conferences, collaborative projects, webinars can help students to network and develop their soft skills. Besides, participation in the conferences professionals (e.g. https://utic.eu/en) cannot only help to develop this particular competence but also establish valuable contacts within the industry.

### Service Provision

Last but not least, translators' competencies include service provision skills. This competence covers all the skills relating to the implementation of language services in the professional context from client relationship to project management and quality assurance. The competence in Service Provision includes knowledge of societal and language industry demands, new market requirements and emerging job profiles for language service providers. They should know basics marketing strategies. They should be ready to determine clients' requirements, objectives, and purposes and to manage budget. Students majoring in translation should understand and implement the standards applicable to the provision of a language service, the quality management and quality assurance procedures. They should be familiar with the latest edition of ISO 17100:2015, an international standard for translation companies, which covers the essential processes for providing a translations service.

#### Conclusion

PBL elements can and should be introduced in the Translation Programs of Ukrainian Universities in order to develop marketable translation competencies and skills of the graduates. It is time to realize that the century-old teaching methods based on demonstration, memorization, and repetition are neither effective nor efficient and to overhaul a traditionalist methodology based on group home assignments and in-class checks to adjust translation education to challenges and demands of the job market. The Programs in Translation should shift from process-oriented to resultoriented approach. Only with the focus on the learning objectives and results that are set for example by the EMT Framework, the PBL elements can facilitate integrated learning through projects, internships, volunteer work, live case studies and other types of participation and result-oriented educational experiences.

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## ВПРОВАДЖЕННЯ ЕЛЕМЕНТІВ ПРОЕКТНОГО НАВЧАННЯ В УКРАЇНСЬКІ МАГІСТЕРСЬКІ ПРОГРАМИ ДЛЯ ПЕРЕКЛАДАЧІВ

У статті розглянуто актуальність впровадження проектного навчання (ПН) в українських програмах перекладу та зазначено деякі напрямки впровадження проектного навчання з точки зору компетенції перекладача, визначеної Європейською рамкою компетенцій для магістерських програм перекладу. У статті міститься короткий огляд теорії проектного навчання Джона Дьюї і запропоновано шляхи включення елементів ПН до університетських програм перекладу, розглянуто шляхи як європейські вимоги до магістра з перекладу можуть бути використані в українському контексті.

Ключові слова: проектне навчання, Джон Дьюї, компетенції перекладача, методика навчання, орієнтована на студента, софт навички, європейські вимоги до компетенцій випускників магістерських програм підготовки перекладачів.

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