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INTRODUCING CERTAIN ELEMENTS OF PROJECT-BASED LEARNING INTO UKRAINIAN TRANSLATION PROGRAMS

The article deals with the urgency of introduction of project-based learning in the Translation Programs of Ukrainian universities. It 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 and suggests ways of incorporating the elements into the university Translation programs. The author suggests that the European framework for MA in Translation can define the directions for the development of the Translation Programs in Ukrainian universities. The article 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 (EMT).*

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 translators 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 improvement of 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? Which of its elements can be developed through practice and which require coaching? There are many questions to be answered because university training leaves much to be desired. Language service companies have definite expectations of the recent graduates. Most employers complain about shortcomings in job candidates' knowledge. They say that recent graduates have narrow exposure to industry and poor work ethics, lack of practical training and difficulty in working independently. All in all, 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. It is aimed at highlighting directions for the introduction of PBL to match the European framework of five translator's competences. The goal of the article is to explore foundations of the project-based learning and discuss its pedagogical or psychological underlining. The objectives include the review the PBL fundamentals. How do the European framework of MA in Translation can help shaping the Ukrainian programs and determine 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 theoretical and practical parts. In the framework of the theoretical study, we carry out the review of various sources dealing with the PBL and then review the EMT requirements in the Ukrainian context.

A brief theoretical overview of literature on the project-based approach is followed by the description of the ways to introduce particular PBL elements into the translation programs. The discussion of the current state of the field is matched with recommended 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. A mismatch of job profiles with academic programs requirements makes a gap clear.

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 adjust-

ment and disillusion. The best candidates do get hired and become translators; others switch to careers in administration, tourism, teaching, management and sales. Fortunately, knowledge of several languages is still an asset that together with other skills facilitates a transition into a different career after professional requalification.

What causes a disconnection between educational and professional molds? One of the unfortunate factors is 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 express their concerns:

"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).

One of the main drawbacks 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. The classical teacher-centered teaching methods mold students into passive receivers of the information. Students and teachers get lost in the process with no visible or measurable results except written exercises, drills and memorized foreign vocabulary. Focus on repetition and performance prevents development of a dynamic learning environment with students as proactive agents. Deprived of agency and clear purpose, students end up focusing mostly on grades and devise strategies to pass exams with the minimum effort. Another drawback is the fact that most instructors of translation have never practiced translation/interpretation and know it only from the books.

Following performance magistrale, instructors break down the translational activity into pieces and students are graded on dealing with the fragments. The approach ignores the essence of professional translational activity as a social, inter-cultural and interpretive process. The instructors distribute knowledge in broken pieces in hopes to create competences in students. Process-oriented teaching methods are the reflection of the teacher's self-deemed superior wisdom. It contradicts the understanding of translation as a goal-oriented process with various actors, functions and products.

In the context of further integration of Ukrainian higher education into the European system, it is time to match the educational practice in universities with the requirements of the language service market. Introducing elements of the project-based learning can do it and help

to develop 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.* Unlike *performance magistrale* experiential learning is active and engaging. The PBL requires critical thinking, problem solving, and collaboration by fostering various forms of communication.

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.

In his work *Experience and Education* (1938), the American philosopher John Dewey introduced PBL into the Western pedagogical discourse. PBL is widely practiced in American schools and universities. Similar ideas can be found in the works of many famous pedagogues including the Ukrainian pedagogue Vasily Sukhomlinsky.

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.

There is abundant methodological literature that expends the PBL approach beyond Dewey's theory. For example, Bandura writes that PBL encourages students take an active role and responsibility for their own learning in the workplace or community, so they become change agents. Bandura understands 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 and personal life.

There are specific pedagogical activities for translator education from guided exercises to authentic projects (González Davies, 2007). She writes that the teaching practice 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 collecting students feedback and 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 foster students' agency and competencies. To catch up with the current demands, Ukrainian universities should also adjust their programs in Translation. In this respect, the educators can use the European Masters in Translation (EMT) Network and strive to be recognized by the European Commission to match the current demands of the language service

market. Currently, there are more than 30 universities in the European Master's in Translation network but no Ukrainian one. The next call for applications will be 2024, so there is plenty of time to prepare and apply. Hopefully, a few Ukrainian universities appear on the list of members in the near future.

Ukrainian universities should adjust their programs in Translation to the European Master's in Translation (EMT) Competence Framework (2017). It defines five main areas of translation competence and is considered one of the most promising models of translator competences.

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 framework states that apart from language and translation skills, students need skills in specialized translation, terminology management and information technology. They should know how to organize themselves autonomously or work individually and in teams, solve problems, 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. It is expected that all students in Bachelors' Translation Programs score 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 framework defines it is CEFR level C1 and above or an equivalent level in comparable reference systems.

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 translation programs, graduates should attain a high level of language competence in at least two working foreign languages (CEFR level C1). Future translators need to attain high level of competence in the source and target languages. 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.

At the end of the program, the language competence should be tested by internationally recognized tests like TOEFL or IELTS (rather a costly option) as well as a graduate qualification, certification, examination, personal portfolio, interview, or any other means.

Spending some time in the country of the target language is desirable for language immersion but not required because of accessibility of original content via the Internet. 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.

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 with calls for applications often advertised at https://gurt.org.ua/. Even if the applicants are not selected, they gain valuable experience during the application process. Work and Travel Program, Au-Pair and similar opportunities also give students a chance to spend time in the language environment and to experience culture first-hand.

Translation Competence

Language competence does not automatically mean translation competence. Translation is more than transference of words between two languages. It is a strategic, methodological and thematic competence that comes into action before, during and following the translation (i.e. document analysis, quality control procedure). That is why 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 be tasked with the translation of newspapers and magazines. Rather, they will be assigned projects depending on their specialization. So, it is recommended that in the last year of program students choose their specialization in one of domain-specific, media-specific and situation-specific types of translation like public service translation and interpreting, localization or audiovisual translation. For example, future candidates for a position of a UN interpreter should know UN-specific terminology and style because they will have to get through highly competitive exam and competency-based interview. Future translators should choose their specialization and focus on learning the terminology in the particular sphere (finance, marketing, oil industry, construction, legal translation).

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).

The EMT framework lists 14 translation competencies including analysis of a source document, identification of textual and cognitive difficulties, choice of translation strategies and resources. The list also includes ability to summarize, rephraze, restructure, adapt and shorten texts accurately in at least one target language, using written and/or spoken communication. The full description of translation competencies can be found in the EMT document.

Translation competencies are closely related with the Technology competencies. Most CAT tools are rather expensive but companies like SDL and MemoQ are willing to partner with the universities and provide software and tutorials free in exchange for acknowledgement. Companies like SDL Trados Studio (https://www.sdltrados.com/education/), Memsourse, MemoQ offer cooperation and free certification programs to the universities. 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, language service providers (e.g. http://apschool.ru/) and experienced translators offer online and offline intensive courses in some aspects of translation (e.g. technical translation, post-editing). 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.

Technology, Software and Internet Resources

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, technology has already become an integral part of the industry thus should become a part of the academic training.

Students should know how to use relevant applications, including a full range of office software. They should be able to 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.

The future translator should have knowledge of word-processing software, computer-aided translation (CAT) tools, optical character recognition (OCR) and other relevant software. Students should know about translation quality assurance tools such as Verifika (https://e-verifika.com), XBench (https://www.xbench.net/) 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 above statements, advanced typing skills should also be required for the students majoring in Translation. Unfortunately, nowadays students are much better with smartphones with the touch screens than a keyboard.

It is also 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.

Soft Skills (personal and interpersonal skills)

This competence area includes all general skills 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. The employers often first evaluate candidates by their soft skills during the job interview. Candidates 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 in mind, the elements of PBL can be incorporated in the form of team projects, internships, 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 professional conferences (e.g. https://utic.eu/en) can help to develop this particular competence and 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 (e.g. client relationship, project management, quality assurance). The competence in Service Provision includes knowledge of language industry demands, new market requirements and emerging job profiles for language service providers. The future transla-

tors should know basics marketing strategies. They should be ready to determine and articulate clients' requirements, objectives, purposes and budget.

Students majoring in translation should understand and implement the standards of the language service industry, quality management and quality assurance. 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 should be introduced in the Translation programs of Ukrainian universities in order to develop marketable translation competencies and skills of the graduates.

The programs in translation should shift from process-oriented to result-oriented approach. A five-competence framework of EMT sets up a plan. As they say: "A good plan is like a road map. It shows the final destination and usually the best way to get there." It is time to move away form century-old teaching methods based on demonstration, memorization, and repetition and adjust translation education to challenges and demands of the job market.

Only with the focus on the learning objectives and outcomes set 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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