ПРОБЛЕМИ СЕМАНТИКИ, ПРАГМАТИКИ ТА КОГНІТИВНОЇ ЛІНГВІСТИКИ
[ПРОБЛЕМЫ СЕМАНТИКИ, ПРАГМАТИКИ И КОГНИТИВНОЙ ЛИНГВИСТИКИ]
Київський національний університет імені Тараса Шевченка, Україна
[Киевский национальный университет имени Тараса Шевченка, Украина]

УДК 81'25

ПІДГОТОВКА ГРОМАДСЬКИХ ПЕРЕКЛАДАЧІВ В УКРАЇНІ

Роксолана Владиславівна Поворознюк *(м. Київ, Україна)*
rocksol24@i.ua

доктор філологічних наук, доцент
кафедри теорії та практики перекладу з англійської мови
Київський національний університет імені Тараса Шевченка
(Міністерство освіти і науки України)
01601, м. Київ, бульвар Тараса Шевченка, 14

Богдана Миколаївна Колодій *(м. Київ, Україна)*
danah13ua@gmail.com

кандидат філологічних наук,
доцент кафедри теорії та практики перекладу з англійської мови
Київський національний університет імені Тараса Шевченка
(Міністерство освіти і науки України)
01601, м. Київ, бульвар Тараса Шевченка, 14

Стаття присвячена особливому різновиду усної перекладацької діяльності, яка здобула актуальність для дослідження впродовж останніх десятиліть. Громадський переклад обслуговує переважно громадську, а не інституційну царину. Він є невід'ємним елементом побутування громад, де високий відсоток етнічних меншин та іноземців, даючи їм змогу скористатися послугами, які вони б не отримали внаслідок існуючого мовного бар'єру. Ситуації, де необхідна участь громадських перекладачів, зазвичай включають медичні, освітні, комунальні, соціальні та юридичні.

Громадський переклад описано в рамках основних аспектів його викладання (контекст, форма й канал реалізації). Автори викладають свої погляди на національну специфіку викладання й забезпечення громадського перекладу в Україні. Задля цього було проаналізовано програму викладання письмового й усного перекладу на базі Інституту філології КНУ імені Тараса Шевченка. Увагу зосереджено на нерівномірному розподілі курсів,

зорієнтованих на підготовку громадських перекладачів. Автори також надають рекомендації щодо методології збагачення перекладацької компетенції й спеціальних фахових навичок у царині громадського перекладу.

__Ключові слова:__ громадський переклад; письмовий переклад; комунікація; аспекти викладання; контекст, форма й канал реалізації; програма; уміння та навички; методологія.

TEACHING COMMUNITY INTERPRETING IN UKRAINE

Roksolana V. Povoroznyuk *(Kyiv, Ukraine)*
rocksol24@i.ua

DSc of Philology, associate professor of
the Theory and Practice of Translation into English Department
Taras Shevchenko National University of Kyiv
(Ministry of Education and Science of Ukraine)
14 Taras Shevchenko Blvd., Kyiv, Ukraine, 01601

Bogdana M. Kolodii *(Kyiv, Ukraine)*
danah13ua@gmail.com

PhD, associate professor of the Theory and Practice of Translation into English Department
Taras Shevchenko National University of Kyiv
(Ministry of Education and Science of Ukraine)
14 Taras Shevchenko Blvd., Kyiv, Ukraine, 01601

The article deals with a specific type of interpreting which gained prominence among the scholars during the recent decades. Community interpreting is found more in community-based than organizational situations. It is a particularly vital service in communities with large numbers of ethnic minorities and foreigners, enabling those representatives to access services where, due to the language barrier, they would otherwise find it difficult. Situations where such interpreters are necessary typically include medical, educational, housing, social security and legal areas.

Community interpreting is described in relation to its core teaching aspects (context, mode and medium-bound ones). The authors offer their insight into the national specifics of teaching and performing community interpreting in Ukraine. For this purpose, the interpreting and translation curriculum of the Institute of Philology by Taras Shevchenko National University of Kyiv was taken as the benchmark. Attention is riveted to the reflection on the unequal distribution of community interpreting-oriented courses in

ПРОБЛЕМИ СЕМАНТИКИ, ПРАГМАТИКИ ТА КОГНІТИВНОЇ ЛІНГВІСТИКИ
[ПРОБЛЕМЫ СЕМАНТИКИ, ПРАГМАТИКИ И КОГНИТИВНОЙ ЛИНГВИСТИКИ]
Київський національний університет імені Тараса Шевченка, Україна
[Киевский национальный университет имени Тараса Шевченка, Украина]
http://philology.knu.ua/node/318

the University curriculum. The authors also outline the training methodology for the community interpreting competence and skills.

Aim. The aim of this paper is to ascertain the CI status as an independent discipline within the framework of the Ukrainian higher education, reveal the national specifics of CI services delivery in Ukraine reflecting on the unequal distribution of CI-related courses in the University curriculum, and outline the training methodology for the CI competence and skills.

Methodology. This research is a mixed-method qualitative study based on the analysis of the interpreting and translation curriculum of the Institute of Philology by Taras Shevchenko National University of Kyiv. Quantitative methods were used to illustrate our theoretical findings wherever applicable. An attempted contrastive description delineates the current CI teaching status in Ukraine and other countries where CI is viewed as an independent course; professional certification and licensing are equally provided.

Results. Effective teaching CI at the higher educational institutions presupposes a multi-task attention-sharing activity, as it has context-, medium-, and mode-bound aspects, which should find their equal representation in the curriculum. Moreover, every aspect comes with its own set of KSAs (Knowledge, Skills, and Abilities) to be further integrated into the teaching process.

Value/Originality. Continued (temporary and permanent) migrant flow, multilingualism and cultural plurality demand the imminent emergence of CI profession in Ukraine as a need for a bridge between a mainstream culture served by the official language and various ethnic groups is acutely felt nowadays; thus raising an issue of professional training and accreditation which has never been properly addressed. Studies of interpreter-mediated activities in Ukraine are absent as well precluding any possible estimations of their quality. An important cultural outcropping of CI development is a possibility of healing an ontological chasm which exists between the Russian and Ukrainian-speaking residents of various Ukrainian regions.

Conclusions. CI training flourishes through a collaboration of the national educational establishments with their EU, British and US counterparts, engaging in a collective CI syllabus creation, implementing an independent CI specialization (major), in tune with the emerging national aspirations to become wholly integrated, human right advocating and culturally cognizant global players.

Key words: community interpreting; translation; communication; teaching aspects; context, mode and medium-bound aspects; curriculum; skills and abilities; methodology.

(Актуальні питання перекладознавства [Актуальные вопросы переводоведения])
Підготовка громадських перекладачів в Україні (Англійською)
[Подготовка общественных переводчиков в Украине (На англ. яз.)]
© *Поворознюк Р. В., Колодій Б. М. [Поворознюк Р. В., Колодий Б. Н.]* rocksol24@i.ua,
danah13ua@gmail.com

PROBLEMS OF SEMANTICS, PRAGMATICS AND COGNITIVE LINGUISTICS
[PROBLEMY SEMANTYKY, PRAHMATYKY TA KOHNITYVNOI LINHVISTYKY]

Taras Shevchenko National University of Kyiv, Ukraine

http://philology.knu.ua/node/318

ПОДГОТОВКА ОБЩЕСТВЕННЫХ ПЕРЕВОДЧИКОВ В УКРАИНЕ

Роксолана Владиславовна Поворознюк *(г. Киев, Украина)*

rocksol24@i.ua

доктор филологических наук, доцент
кафедры теории и практики перевода с английского языка
Киевский национальный университет имени Тараса Шевченко
(Министерство образования и науки Украины)
01601, г. Киев, бульвар Тараса Шевченко, 14

Богдана Николаевна Колодий *(г. Киев, Украина)*

danah13ua@gmail.com

кандидат филологических наук, доцент
кафедры теории и практики перевода с английского языка
Киевский национальный университет имени Тараса Шевченко
(Министерство образования и науки Украины)
01601, г. Киев, бульвар Тараса Шевченко, 14

Статья посвящена особой разновидности устной переводческой деятельности, которая стала актуальным предметом исследования в течение последних десятилетий. Общественный перевод обслуживает преимущественно общественную, а не институциональную сферу. Он является неотъемлемым элементом бытования общин, где высок процент этнических меньшинств и иностранцев, давая им возможность воспользоваться услугами, которые они бы не получили вследствие существующего языкового барьера. Ситуации, где необходимо участие общественных переводчиков, обычно включают медицинские, образовательные, коммунальные, социальные и юридические.

Общественный перевод описан в рамках основных аспектов его преподавания (контекст, форма и канал реализации). Авторы излагают свои взгляды на национальную специфику преподавания и обеспечение общественного перевода в Украине. Для этого была проанализирована программа преподавания письменного и устного перевода на базе Института филологии КНУ им. Т. Шевченко. Внимание сосредоточено на неравномерном распределении курсов, ориентированных на подготовку общественных переводчиков. Авторы также дают рекомендации по методологии обогащения переводческой компетенции и специальных профессиональных навыков в области общественного перевода.

Ключевые слова: общественный перевод; письменный перевод; коммуникация; аспекты преподавания; контекст, форма и канал реализации; программа; умения и навыки; методология.

_____

ПРОБЛЕМИ СЕМАНТИКИ, ПРАГМАТИКИ ТА КОГНІТИВНОЇ ЛІНГВІСТИКИ
[ПРОБЛЕМЫ СЕМАНТИКИ, ПРАГМАТИКИ И КОГНИТИВНОЙ ЛИНГВИСТИКИ]
Київський національний університет імені Тараса Шевченка, Україна
[Киевский национальный университет имени Тараса Шевченка, Украина]
http://philology.knu.ua/node/318

Introduction

Community interpreting (CI) is usually referred to as a special type of oral translation facilitating access to public services by mediating between service users and service providers who do not share the same language (Hrehovčík, 2009). CI is carried out from and into minority languages in order to ensure communication with all citizens and residents of a country and empower minority language users by giving them access to information and enabling them to participate in society (Taibi, Ozolins, 2016; Tiayon, 2005). In Ukraine, an ever-rising demand for CI is explained by a recent influx of highly-professional, foreign-based workforce, necessitating introduction of CI module into the core curriculum of the higher educational establishments. Thus, Mukhametshina, Latypov, Timerkhanov (2018) emphasize its importance as a subsidiary element of translation studies in the field of Sports and Tourism, Restaurant and Hotel Business, Culture and Art, Medicine, Law, cross-cultural communication, professional ethics, protocol, etc. However, as a separate discipline it is not offered by any of the Ukrainian higher educational establishments, and the purported academic reluctance to embrace a new and important direction of learning is rooted in the CI nature.

Hrehovčík (2009) singles out the following essential CI characteristics: context (made up by the actor (community interpreter), addresser (initiator), addressee (recipient) and setting), formality of the interpreting activities (translating itself into the dialogue form of delivery), added value of social and cultural mediation, and absence of requirements for interpreting equipment. In addition, Pym (2003) postulates the high emotionality associated with the fact that misunderstanding exposes the parties to some serious risk (improper diagnosis, unneeded tests, loss of income, criminal charges being wrongfully laid, failure to lay criminal charges when warranted etc.) as well as lack of training and a predominantly volunteer format of service delivery.

Meanwhile, the continued (temporary and permanent) migrant flow, multilingualism and cultural plurality demand the imminent emergence of CI profession in Ukraine as a need for a bridge between a mainstream culture served by the official language and various ethnic groups is acutely felt nowadays; thus raising an issue of professional training and accreditation which has never been properly addressed. Studies of interpreter-mediated activities in Ukraine are absent as well precluding any possible estimations of their quality. An important cultural outcropping of CI development is a possibility of healing an ontological chasm which exists between the Russian and Ukrainian-speaking residents of various Ukrainian regions.

The aim of this paper is to ascertain the CI status as an independent discipline within the framework of the Ukrainian higher education, reveal the national specifics of CI services delivery in Ukraine reflecting on the unequal distribution of CI-related courses in the University curriculum, and outline the training methodology for the CI competence and skills.

(Актуальні питання перекладознавства [Актуальные вопросы переводоведения])
Підготовка громадських перекладачів в Україні (Англійською)
[Подготовка общественных переводчиков в Украине (На англ. яз.)]
© *Поворознюк Р. В., Колодій Б. М. [Поворознюк Р. В., Колодий Б. Н.]* *rocksol24@i.ua,
danah13ua@gmail.com*

PROBLEMS OF SEMANTICS, PRAGMATICS AND COGNITIVE LINGUISTICS
[PROBLEMY SEMANTYKY, PRAHMATYKY TA KOHNITYVNOI LINHVISTYKY]
Taras Shevchenko National University of Kyiv, Ukraine
http://philology.knu.ua/node/318

Theoretical framework and methodology

This research is a mixed-method qualitative study based on the analysis of the interpreting and translation curriculum of the Institute of Philology by Taras Shevchenko National University of Kyiv. Quantitative methods were used to illustrate our theoretical findings wherever applicable (Fig. 1, 2). An attempted contrastive description delineates the current CI teaching status in Ukraine and other countries where CI is viewed as an independent course; professional certification and licensing are equally provided.
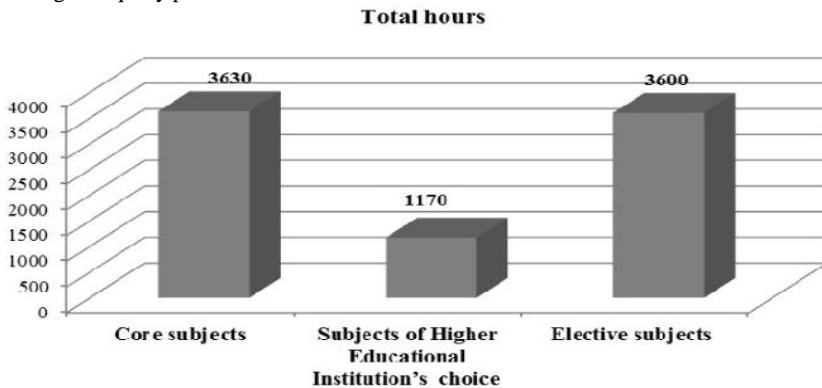

Fig. 1. Distribution of total hours for CI training.
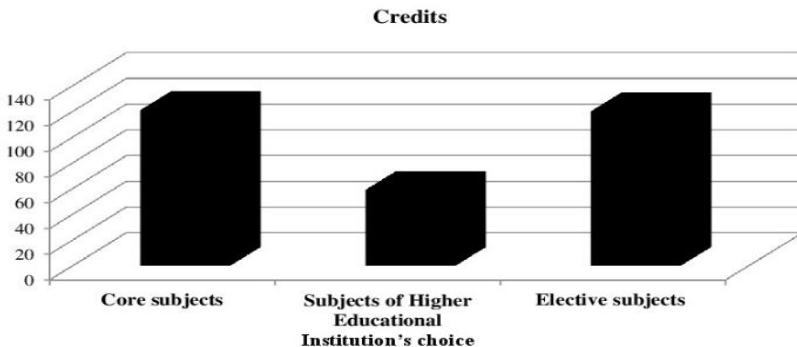**© R. Povoroznyuk, B. Kolodii, 2018**

Fig. 2. Distribution of credits for CI training.
© R. Povoroznyuk, B. Kolodii, 2018

_____
(Current issues in translation studies)
Teaching community interpreting in Ukraine (in English)
[Pidgotovka gromads'kyh perekladachiv v Ukrai'ni]
© *Povoroznyuk R. V., Kolodii B. M. [Povoroznjuk R. V., Kolodij B. M.]* *rocksol24@i.ua, danah13ua@gmail.com*

ПРОБЛЕМИ СЕМАНТИКИ, ПРАГМАТИКИ ТА КОГНІТИВНОЇ ЛІНГВІСТИКИ
[ПРОБЛЕМЫ СЕМАНТИКИ, ПРАГМАТИКИ И КОГНИТИВНОЙ ЛИНГВИСТИКИ]
Київський національний університет імені Тараса Шевченка, Україна
[Киевский национальный университет имени Тараса Шевченка, Украина]
http://philology.knu.ua/node/318

Results and discussion
Context-bound aspects of CI teaching

CI mediated inter-lingual communication is primarily studied within the medical and court settings. The Monterey Institute of International Studies was the first to incorporate court interpreting into its curriculum and offer short courses focusing specifically on this type of interpreting (Mikkelson, 2014). The National Council on Interpreting in Health Care (NCIHC) followed its suit developing standards for healthcare interpreter training programs and publishing them in 2011 (National Council on Interpreting in Health Care, 2011). However, as Hrehovčík (2009) points out, domain knowledge is not always tantamount to mastering specific terminology, which is amply exemplified by the sector of medicine and court proceedings. Thus, a CI performer is burdened by a certain responsibility and should be endowed with an acutely trained bicultural awareness.

Within the court setting, a lack of professional training translates into absence of contextual or situational knowledge, impeding efficient delivery of CI services. Interpreters were inclined to making presumptions and reluctant to ask for clarifications in cases where they misunderstood the utterings (Lee, 2009). In healthcare settings, deficient cultural awareness led to numerous insults of patients, development of mistrust and non-compliance arising out of insurmountable cultural barriers (Angelleli, 2004). That is why, in such Eastern EU countries as Hungary, Slovakia and Poland, CI performers are obliged to get a professional certificate of training, which seems to go against the concept of congenital bilingualism, and untrained volunteerism associated with CI practice (Hrehovčík, 2009; Krysztofowicz, 2016).

In the field of business communication, CI reigns supreme as the study by Takimoto (2006) demonstrates. CI performers are more likely to intervene into the dialogue, not only to clarify obscure points but also to emphasize their involvement, revealing eagerness to control the turn taking of the parties. Due to this reason, interpreters involved in the high-octane business exchanges are expected to know the complicated rules of protocol and business etiquette.

Looking into the interpreting and translation curriculum of the Institute of Philology by Taras Shevchenko National University of Kyiv, we note that sector-specific context-bound CI training courses are represented by the Translation in the Sector of Tourism, Business Communication Translation, Translation of Financial Documents, Translation of Economic Texts, and Translation of Scientific and Technical Texts (Fig 3, 4). Medical and Court Interpreting are trained within the frameworks of the Translation for Specific Purposes (Fig. 5, 6).

_____
(Актуальні питання перекладознавства [Актуальные вопросы переводоведения])
Підготовка громадських перекладачів в Україні (Англійською)
[Подготовка общественных переводчиков в Украине (На англ. яз.)]
© *Поворознюк Р. В., Колодій Б. М. [Поворознюк Р. В., Колодий Б. Н.]* rocksol24@i.ua,
danah13ua@gmail.com

195

PROBLEMS OF SEMANTICS, PRAGMATICS AND COGNITIVE LINGUISTICS
[PROBLEMY SEMANTYKY, PRAHMATYKY TA KOHNITYVNOI LINHVISTYKY]
Taras Shevchenko National University of Kyiv, Ukraine
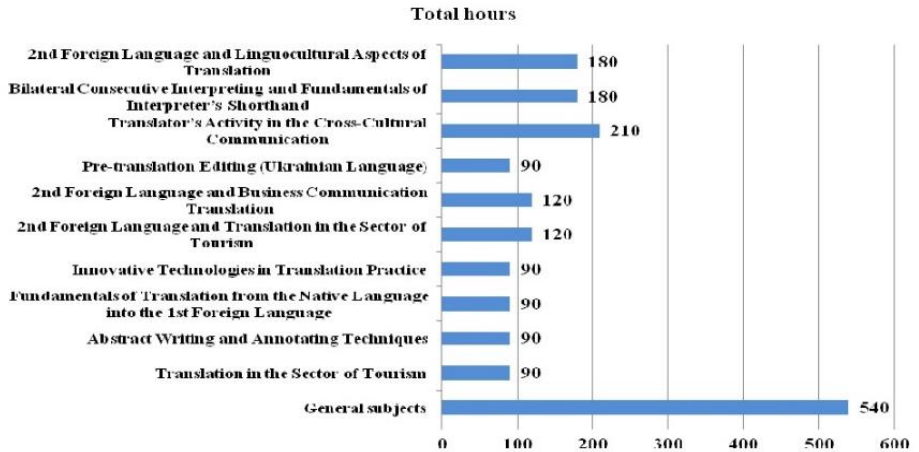*http://philology.knu.ua/node/318*

Fig. 3. Distribution of total hours for CI training within 'Translation in the Cross-Cultural Communication' Specialization.
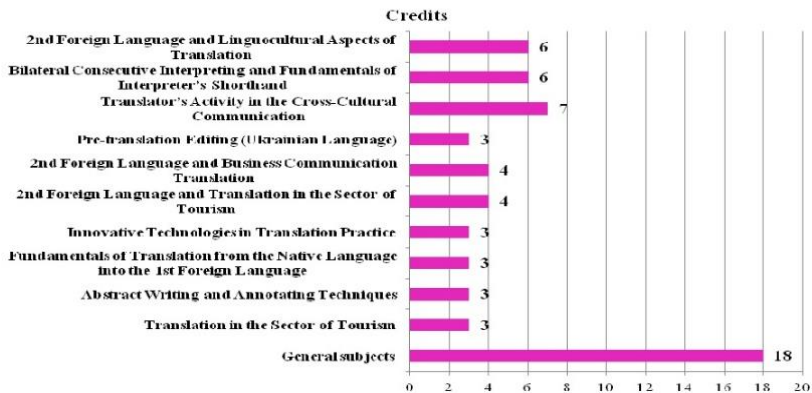© R. Povoroznyuk, B. Kolodii, 2018

Fig. 4. Distribution of credits for CI training within 'Translation in the Cross-Cultural Communication' Specialization.
© R. Povoroznyuk, B. Kolodii, 2018

_____
(Current issues in translation studies)
Teaching community interpreting in Ukraine (in English)
[Pidgotovka gromads'kyh perekladachiv v Ukrai'ni]
© *Povoroznyuk R. V., Kolodii B. M. [Povoroznjuk R. V., Kolodij B. M.] rocksol24@i.ua, danah13ua@gmail.com*

ПРОБЛЕМИ СЕМАНТИКИ, ПРАГМАТИКИ ТА КОГНІТИВНОЇ ЛІНГВІСТИКИ
[ПРОБЛЕМЫ СЕМАНТИКИ, ПРАГМАТИКИ И КОГНИТИВНОЙ ЛИНГВИСТИКИ]
Київський національний університет імені Тараса Шевченка, Україна
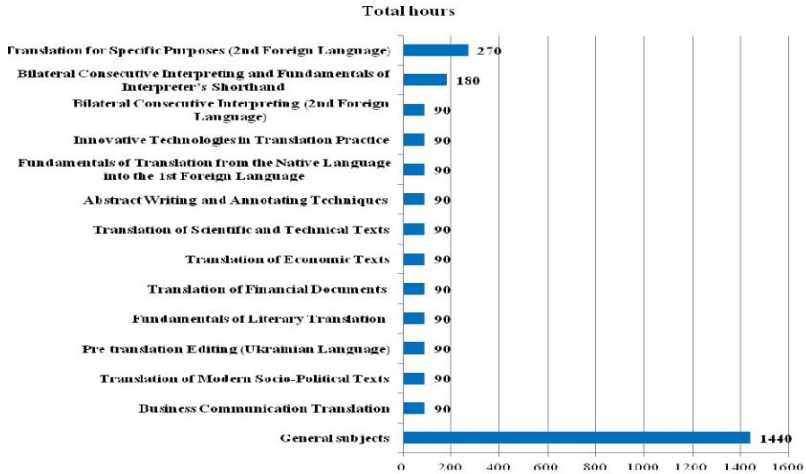[Киевский национальный университет имени Тараса Шевченко, Украина]
http://philology.knu.ua/node/318

Fig. 5. Distribution of total hours for CI training within 'Translation and Interpreting for Specific Purposes' Specialization.
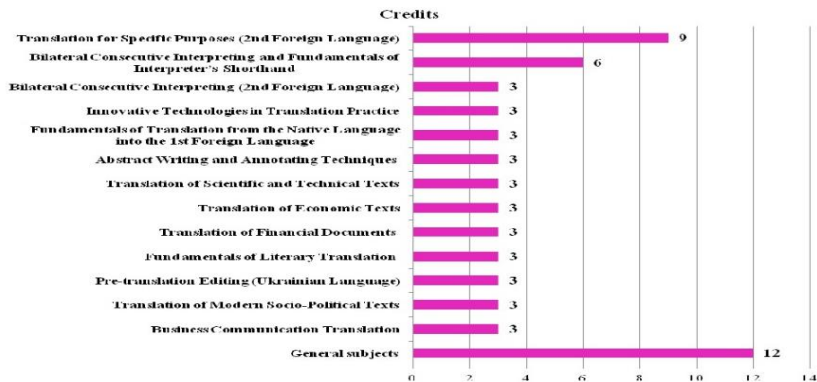© R. Povoroznyuk, B. Kolodii, 2018

Fig. 6. Distribution of credits for CI training within 'Translation and Interpreting for Specific Purposes' Specialization.
© R. Povoroznyuk, B. Kolodii, 2018

(Актуальні питання перекладознавства [Актуальные вопросы переводоведения])
Підготовка громадських перекладачів в Україні (Англійською)
[Подготовка общественных переводчиков в Украине (На англ. яз.)]
© *Поворознюк Р. В., Колодій Б. М. [Поворознюк Р. В., Колодий Б. Н.]* rocksol24@i.ua,
danah13ua@gmail.com

PROBLEMS OF SEMANTICS, PRAGMATICS AND COGNITIVE LINGUISTICS
[PROBLEMY SEMANTYKY, PRAHMATYKY TA KOHNITYVNOI LINHVISTYKY]
Taras Shevchenko National University of Kyiv, Ukraine

In case of the Translation of Modern Socio-Political Texts course, we face a contradiction in terms, as Roberts (2002) associates it exclusively with a conference interpreting mode, presupposing a different set of professional competences and skills.

KSAs involved in Context-bound CI teaching

Knowledge, Skills and Abilities, i.e. KSAs, involved in domain-oriented CI teaching are defined by various scholars in a different manner.

Among them, according to Mikkelson (2014), there are:

1. advanced language competence, including a wide mastery of regional varieties, colloquialisms, idioms and slang;

2. excellent memory, listening and comprehension skills;

3. adequate public speaking skills;

4. mental dexterity;

5. competence in two-way interpreting (long and short consecutive, including note-taking);

6. competence in one-way interpreting (simultaneous *chuchotage*);

7. sight translation;

8. management skills (ability to intervene as appropriate and to coordinate and control the interaction);

9. ability to handle briefings and debriefings;

10. profound awareness, integration and application of the code of ethics and best practices;

11. ability to engage in reflective practice;

12. interpersonal skills that enable future interpreters to deal with ethical dilemmas and traumatic situations;

13. cross-cultural awareness, knowledge of relevant countries and cultures;

14. understanding of the field, professional culture, practices and procedures of allied professionals, as well as the goals of their institutions;

15. mastery of specialist terminology;

16. knowledge of the theories that underpin the practice of interpreting (linguistics, sociolinguistics, pragmatics, discourse analysis, translation theory).

As we can see from the interpreting and translation curriculum of the Institute of Philology by Taras Shevchenko National University of Kyiv, domain-specific training courses are bolstered by such theoretical disciplines as the Genre-Stylistic Aspects of Translation, Translation Analysis of the Texts (Fig. 7,8), Innovative Technologies in Translation Practice, and such practical studies as the Bilateral Consecutive Interpreting and Fundamentals of Interpreter's Shorthand, Translation Analysis of the Texts, Pre-translation Editing, and Abstract Writing and Annotating Techniques

ISSN *2413-5593*
2018. № 34 (УДК 81) : 189-207
ПРОБЛЕМИ СЕМАНТИКИ, ПРАГМАТИКИ ТА КОГНІТИВНОЇ ЛІНГВІСТИКИ
[ПРОБЛЕМЫ СЕМАНТИКИ, ПРАГМАТИКИ И КОГНИТИВНОЙ ЛИНГВИСТИКИ]
Київський національний університет імені Тараса Шевченка, Україна
[Киевский национальный университет имени Тараса Шевченка, Украина]
http://philology.knu.ua/node/318

(Fig. 5, 6). The course of Latin for the Translators and Interpreters would serve those who are willing to specialize in Medical and Court Interpreting (Fig. 9, 10), while the Work Placement Translation Study and Practical Translation Study (Fig. 7, 8) provide the opportunity of honing the requisite KSAs.
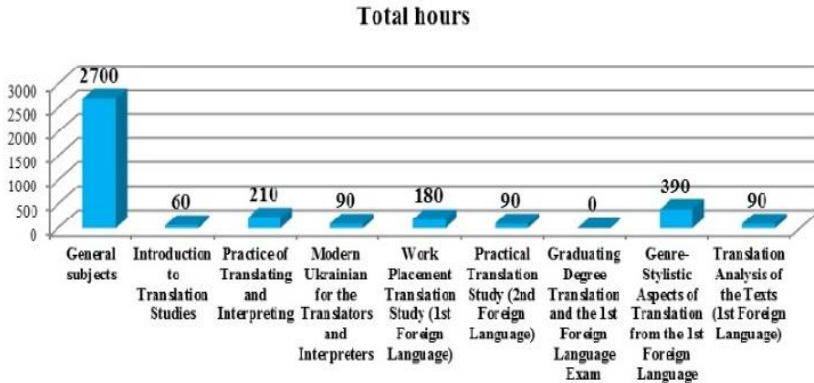

Fig. 7. Distribution of total hours for CI training within the Core subjects system.
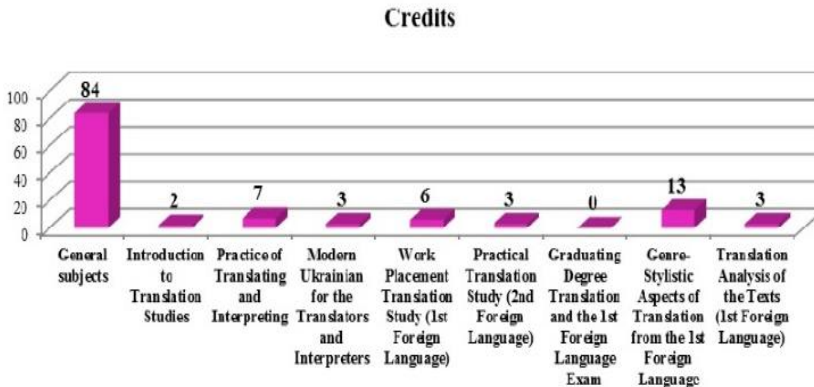**© R. Povoroznyuk, B. Kolodii, 2018**

Fig. 8. Distribution of credits for CI training within the Core subjects system.
© R. Povoroznyuk, B. Kolodii, 2018

PROBLEMS OF SEMANTICS, PRAGMATICS AND COGNITIVE LINGUISTICS
[PROBLEMY SEMANTYKY, PRAHMATYKY TA KOHNITYVNOI LINHVISTYKY]
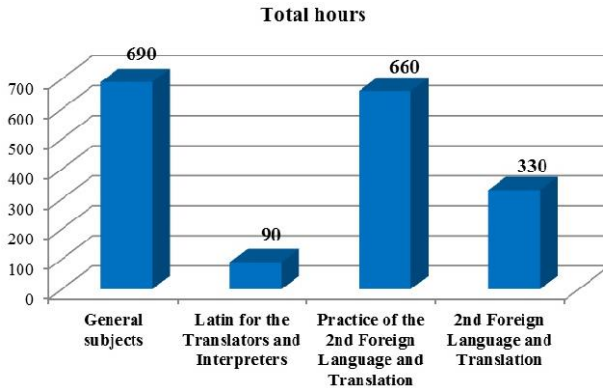Taras Shevchenko National University of Kyiv, Ukraine

Fig. 9. Distribution of total hours for CI training within the Subjects of Higher Educational Institution's choice system.
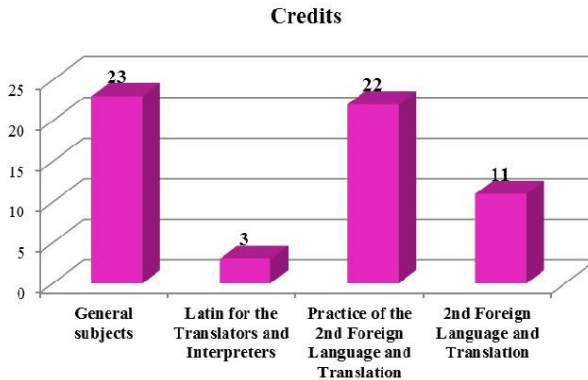
© R. Povoroznyuk, B. Kolodii, 2018

Fig. 10. Distribution of credits for CI training within the Subjects of Higher Educational Institution's choice system.

© R. Povoroznyuk, B. Kolodii, 2018

The one-year Master's CI program (Valero-Garcés, 2011, p. 129) is offered at the Universidad de Alcalá de Henares in Madrid in seven language pairs totaling 60 European Credit Transfer and Accumulation System (ECTS) units, comprised of the following components (Table 1).

Modules	Subjects
I. Inter-linguistic Communication (online)	1. Inter-linguistic Communication (5 ECTS) 2. Institutional Communication with Foreign-Origin Communities (7 ECTS) 3. Techniques and Resources for PSIT (I) (6 ECTS)
II. Interpreting and Translating in Healthcare Settings (on site)	4. Techniques and Resources for PSIT (II) 5. Interpretation in Healthcare Settings (language-specific) (5 ECTS) 6. Specialized Translation: Healthcare Settings (language specific) (5 ECTS)
III. Interpreting and Translating in Legal, Administrative, Educational Settings (on site)	7. Techniques and Resources for PSIT (III) 8. Interpretation in Legal-Administrative Settings (language specific) (8 ECTS) 9. Specialized Translation: Legal Settings (language specific) (5 ECTS) 10. Specialized Translation: Administrative Settings (language specific) (5 ECTS)
IV. Internship or Practicum	11. Internship in Public/Private Institutions (5 ECTS)
V. Master's Thesis	12. Research Project (9 ECTS)

Table 1. Master's Degree in Intercultural Communication, Interpreting and Translation in Public Services

Although the curriculum mentions a wider range of domain-specific settings (namely, Administrative and Educational ones), the principal focus of attention is riveted towards Healthcare and Legal sectors. In a pattern similar to the Institute of Philology's, directionality of interpreting becomes an issue as certain courses are described as language specific.

A complex of skill-building exercises dovetails into two applicable vectors: interactivity (lectures, seminars, online and video courses) and realistic simulation (role-plays, dialogues). A probable bone of contention for the CI theoretical methodologists in Ukraine and the US is the requirement of Interpreter's Shorthand training as the CI delivery is associated with the practice of 'short consec' or dialogue interpreting which is typically note-free due to the shortness and relative easiness of utterances.

Mode-bound aspects of CI teaching

PROBLEMS OF SEMANTICS, PRAGMATICS AND COGNITIVE LINGUISTICS
[PROBLEMY SEMANTYKY, PRAHMATYKY TA KOHNITYVNOI LINHVISTYKY]
Taras Shevchenko National University of Kyiv, Ukraine

As Hrehovcik (2009) notes, instead of interpreting a speech to a large audience, a community interpreter creates an interactive atmosphere, often with a dialogue structure, that stresses the dialogic setting regardless of the given situation. Therefore, his/her intervention is sometimes labeled as dialogue interpreting.

Two main trends to a certain degree underlying and promoting the occurrence of dialogue-bound CI aspect are singled out by Cirillo and Niemants (2017): 1) the social turn in interpreting studies (acknowledgement of the fact that interpreting does not occur in a social vacuum); 2) the shift to a discourse-based interaction paradigm in DI studies, which has led to the increasing interest in the interpersonal dimension and *dialogic format* of interpreted encounters (p. 4).

Dialogue-bound aspects of CI presuppose the interaction of two parties, each wanting to achieve its goals in the best possible way, but neither of which 'is able to reach its goals alone, because the goals are to some extent controlled by the other side' (Wagner, 1995, p. 11). In CI process, the interpreter, by virtue of her/his direct access to almost all that is said by the other two parties during the encounter, plays a crucial role as a *coordinator* of the interaction, offering both translational and interactional contributions (Wadensjo, 1998). Moreover, the role of the interpreter as a facilitator and mediator should be made visible to the interpreting students' eyes throughout the various steps of the role-playing activity (Cirillo, Radicioni, 2017, p. 124).

Thus, the majority of scholars emphasize the fact that structured (scripted) role-plays are a valuable teaching tool, especially if framed by a briefing or a debriefing phase which ground the activity in its simulated interpreting context, and performed at an early stage of the learning path, where learners need to familiarize themselves with the linguistic, cultural and interactional dilemmas that can emerge from teacher's research and practice. Be it the simulation of a business negotiation, a school interview, a court hearing, or a phone-call, the role-play is seen as a part of an itinerary (Cirillo, Niemants, 2017, p. 12).

Angelelli (2017) points out that while courses that prepare students to work in dialogic situations are more popular than ever before, there may be difficulties in getting programmes developed and properly staffed (p. 31).

Furthermore, if the various steps of the role-playing activity are carefully planned and grounded on a dialogic approach, the activity can in fact shed light on the constraints and expectations associated with (interpreted) negotiations and raise students' awareness of the coordinating role of the interpreter (Cirillo, Radicioni, 2017).

A review of the interpreting and translation curriculum of the Institute of Philology by Taras Shevchenko National University of Kyiv reveals that the majority of CI-oriented disciplines are focused on the dialogue-bound aspect, i.e. students are engaged in various realistic simulations (role-plays, dialogues), thus concentrating not only on the verbal interaction but participants' non-verbal behavior (Krystallidou, 2017).

_____
(Current issues in translation studies)

Teaching community interpreting in Ukraine (in English)
[Pidgotovka gromads'kyh perekladachiv v Ukrai'ni]
© *Povoroznyuk R. V., Kolodii B. M. [Povoroznjuk R. V., Kolodij B. M.]* *rocksol24@i.ua, danah13ua@gmail.com*

ПРОБЛЕМИ СЕМАНТИКИ, ПРАГМАТИКИ ТА КОГНІТИВНОЇ ЛІНГВІСТИКИ
[ПРОБЛЕМЫ СЕМАНТИКИ, ПРАГМАТИКИ И КОГНИТИВНОЙ ЛИНГВИСТИКИ]
Київський національний університет імені Тараса Шевченка, Україна
[Киевский национальный университет имени Тараса Шевченка, Украина]
http://philology.knu.ua/node/318

KSAs involved in Dialogue-bound CI teaching

According to Cirillo and Radicioni (2017, p. 119), dialogue-mode CI teaching includes the following goals: 1) familiarizing learners with transactional and interactional aspects of (business) negotiations, 2) acquiring related (semi)-specialized context and terminological knowledge, 3) practising different interpreting modes and strategies, 4) reflection on the complexity of the interpreter's role in 'triadic exchanges' (Mason, 2001).

Discussing the use of role-playing activities in the training of dialogue interpreters (and thus outlining the indispensability of dialogue-bound aspect in CI teaching), Cirillo and Radicioni (2017) came to the conclusion that simulation-based exercises may develop the following *skills and abilities*: (a) improving knowledge of work-related activities, organizations, and settings, (b) improving knowledge of domain-specific terminology/technical language, (c) improving comprehension and memory listening skills and (d) learning how to manage speaking turns (e.g. how to interrupt either party to take the floor) and practise interpreting strategies (e.g. omitting and/or simplifying information, requesting and/or providing clarifications) (p. 122).

It should be stressed that the particularity of dialogue-mode CI teaching or *training*, according to Angelleli (2017), consists of the class procedure where teachers and students first seek to understand the nature of the activity, an interaction of DI and the conditions constraining its practice; then teachers and students work out from these the development of *dialogic possibilities* (p. 36). Accordingly, as a rule, dialogue-bound nature of CI teaching is directly related to the simulated interpreting contexts, whence the relevance of structure tailor-made by the interpreting and translation curriculum of the Institute of Philology by Taras Shevchenko National University of Kyiv (such courses as Translation in the Sector of Tourism, Business Communication Translation, Translation of Financial Documents, Translation of Economic Texts, and Translation of Scientific and Technical Texts, Medical and Court Interpreting).

Dialogue-bound CI teaching at the Institute of Philology by Taras Shevchenko National University of Kyiv is focused on memorization, speaking, 'short consec' interpreting and note-taking exercises.

It could be made even more advantageous, methodologically, if it were possible to add extended training sessions of whispered simultaneous interpreting for developing dialogue-bound skills.

Medium-bound aspects of CI teaching

The CI is often juxtaposed with conference interpreting as being proximal rather than distal (as is often the case in the simultaneous mode). In Denmark, for instance, it is referred to as *dialogtolkning* (dialogue interpreting) (Wadensjö, 1993, p. 101), underscoring the idea of interpreter's integration rather than isolation (Anderson, 1978, p. 222). Unlike the majority of scholars,

_____
(Актуальні питання перекладознавства [Актуальные вопросы переводоведения])
Підготовка громадських перекладачів в Україні (Англійською)
[Подготовка общественных переводчиков в Украине (На англ. яз.)]
© *Поворознюк Р. В., Колодій Б. М. [Поворознюк Р. В., Колодий Б. Н.]* rocksol24@i.ua,
danah13ua@gmail.com

ISSN *2413-5593*
2018. № 34 (УДК 81) : 189-207
Social Sciences. *Arts and Humanities*
PROBLEMS OF SEMANTICS, PRAGMATICS AND COGNITIVE LINGUISTICS
[PROBLEMY SEMANTYKY, PRAHMATYKY TA KOHNITYVNOI LINHVISTYKY]
Taras Shevchenko National University of Kyiv, Ukraine
http://philology.knu.ua/node/318

Schjoldager (1998) prefers the 'non-conference' nomination for the CI outlining the following characteristics, all of them to a certain degree associated with the interpretation medium: 1) a non-conference interpreter typically works in national settings with few people present; 2) non-conference interpreting is performed in the immediate vicinity of two parties, and not in the booth; 3) a non-conference interpreter is typically required to work in two language directions; 4) in non-conference interpreting the consecutive mode is more usual, though whispered simultaneous interpreting (*chuchotage*) may also be employed.

Harris and Sherwood (1978) also suggested that the CI should be named a "natural translation" since it is oral, and not technically assisted. Even in case of simultaneous dialogue interpreting, which is not a default option, and used predominantly in court or during the mental health consultations, the mode is spoken proximal interpreting, and as such does not require any equipment.

By contrast, remote dialogue interpreting presupposes the interpreter rendering information by phone or video-conference. With the recent advance of technology, Mason's (2009) previously tendered point that dialogue interpreting excludes the telephone mediation as the contact should be made face-to-face is to a large degree moot. However, in many fraught situations remote CI option is considered undesirable as the parties involved do not develop any personal attachment with their mediator while the interpreter is bereft of the opportunity to clarify the obscure points of discussion (Ozolins, 2011). However, in court or police settings video-conference mode is considered an efficient time-saving tool (Braun, Taylor, 2012).

In the interpreting and translation curriculum of the Institute of Philology by Taras Shevchenko National University of Kyiv, the majority of CI-related courses are taught in a bilateral dialogue regime. The emphasis is placed on consecutive mode and students are trained in fundamentals of interpreter's shorthand.

KSAs involved in Medium-bound CI teaching

According to Hrehovčík (2009), medium-oriented CI teaching encompasses the following goals: 1) ensuring a high level of accuracy and precision, 2) developing the skills likely to promote the quality consecutive rendition, such as memory training and note-taking.

In this light, the requisite abilities of CI performer may include: a) the ability to translate a message from one language to another in the applicable mode; b) the ability to assess and comprehend the original message and render it in the target language without omissions, additions or distortions.

Besides the interpreter's ability to render information in an applicable way, he/she should be able to recognize the situations where proximal simultaneous or remote dialogue interpreting is required, evaluate the contributing or aggravating CI situation components etc. Usually the specific

interpreting medium is dictated by the contexts, which is why the system elaborated by the interpreting and translation curriculum of the Institute of Philology by Taras Shevchenko National University of Kyiv (Translation in the Sector of Tourism, Business Communication Translation, Translation of Financial Documents, Translation of Economic Texts, and Translation of Scientific and Technical Texts, Medical and Court Interpreting) (Fig. 5, 6) seems to be particularly pertinent.

The professional skills feeding into and being fed by the medium are the CI skills: active listening, good memory retention, note-taking, and research and technical skills: the ability to efficiently acquire the additional linguistic and specialized knowledge, use of research tools, and the ability to develop suitable strategies for the efficient use of the information sources available (Hrehovčík, 2009).

Finally, the students are given an opportunity to find their preferred CI *modus operandi* depending on their mastering of the equipment, personal (cognitive, emotional) proclivities, and openness to integration in a real-life dialogue.

Medium-bound CI teaching at the Institute of Philology by Taras Shevchenko National University of Kyiv is centered on memorization and note-taking exercises. Role-play and active simulation exercises will help students decide upon the optimum interpreting medium, online translation services, reference tools and search engines. Methodologically, bilateral consecutive and at-sight interpreting exercises account for the majority of training materials; however, it is desirable to practice more whispered simultaneous interpreting (*chuchotage*).

Conclusions

The current stage of interpreting development is characterized by a further 'socialization' as noted, for instance, by Pöchhacker (2006), whence the interest revealed by the theorists in the matters of mediation and cross-cultural interaction. In this regard, the CI's ever-rising popularity is a logical consequence of population growth, migration and globalization trends leaving an imprint on a collective psyche. The whole system of interpreting and translation training as it turns out gains more and more contributions from the field of CI, is modified and elaborated by the latter. The Institute of Philology by Taras Shevchenko National University of Kyiv is one of the national front-running institutions in the field of CI instructions whose elements are liberally interspersed on the broad vista of interpreting and translation curriculum. Among the most noticeable outcomes we may observe an acute cultural awareness, context, mode and medium mastery acquired by the students, and appreciation of shared responsibility and respect of 'otherness' typified by the global CI practice (Hale et al., 2009). The only aspect of CI training to be desired and further promoted is a collaboration of the national educational establishments with their EU, British and US counterparts to engage in a collective CI syllabus creation, implementing an independent CI specialization

---

**PROBLEMS OF SEMANTICS, PRAGMATICS AND COGNITIVE LINGUISTICS
[PROBLEMY SEMANTYKY, PRAHMATYKY TA KOHNITYVNOI LINHVISTYKY]**
Taras Shevchenko National University of Kyiv, Ukraine

(major) in tune with the Ukrainian aspirations to become a wholly integrated, human right advocating and culturally cognizant global player.

References

1. Anderson, R., & Bruce, W. (1978). Interpreter Roles and Interpretation Situations: CrossCutting Typologies. In D. Gerver, H. & W. Sinaiko (Eds.), *Interpreter Roles and Interpretation Situations: CrossCutting Typologie,* 217–229. doi: 10.1007/978-1-4615-9077-4_20.

2. Angelelli, C. (2004). *Medical interpreting and cross-cultural communication*. New York: Cambridge University Press.

3. Angelelli, C. (2017). Anchoring Dialogue Interpreting in Principles of Teaching and Learning. In L. Cirillo, & N. Niemants (Eds.), *Teaching Dialogue Interpreting: Research-based proposals for higher education.* Amsterdam: John Benjamins Publishing Company, 29–44. doi:10.1075/btl.138.

4. Braun, S., & Taylor, J. (2012). Video-mediated interpreting in criminal proceedings: Two European surveys. In S. Braun & J. Taylor (Eds.), *Videoconference and Remote Interpreting in Criminal Proceedings* (pp. 69–98). Cambridge/Antwerp: Intersentia.

5. Cirillo, L., & Niemants, N. (2017). Introduction. Dialogue interpreting: Research, education and professional practice. In L. Cirillo & N. Niemants (Eds.), *Teaching Dialogue Interpreting: Research-based proposals for higher education.* Amsterdam: John Benjamins Publishing Company, 2–25. doi:10.1075/btl.138.

6. Cirillo, L., & Radicioni, M. (2017). (Role-)playing Fair(s). In L. Cirillo & N. Niemants (Eds.), *Teaching Dialogue Interpreting: Research-based proposals for higher education.* Amsterdam: John Benjamins Publishing Company, 119–136. doi:10.1075/btl.138.

7. Hale, S. et al. (Eds.) (2009). *Quality in Interpreting – a Shared Responsibility*. Amsterdam: John Benjamins.

8. Harris, B., & Sherwood, B. (1978). Translating as an Innate Skill. In D. Gerver & H. W. Sinaiko (Eds), *Interpreter Roles and Interpretation Situations: CrossCutting Typologies,* 155–170. doi:10.1007/978-1-4615-9077-4_20.

9. Hrehovčík, T. (2009). Teaching Community Interpreting: A New Challenge? In Milan Ferenčík and Jurag Horváth (Eds), *Language, literature and culture in a changing transatlantic world: International conference proceeding* (April 22-23, 2009) Prešov: Prešovská Univerzita (pp. 160-164). Retrieved from http://www.pulib.sk/elpub2/FF/Ferencik2/pdf_doc/21.pdf.

10. Krystallidou, D. (2017). Non-verbals in Dialogue Interpreter Education: Improving Student Interpreter's Visual Literacy and Raising Awareness of Its Impact on Interpreting Performance. In L. Cirillo & N. Niemants (Eds.), *Teaching Dialogue Interpreting: Research-based proposals for higher education.* Amsterdam: John Benjamins Publishing Company, 259–274. doi:10.1075/btl.138.

11. Krysztofowicz, D., & Krupienicz, Z. (2016). Community interpreting in Poland. Formal legislation, role and opportunities. *International Journal of Language, Translation and Intercultural Communication*, 5, 84–93. doi: http://dx.doi.org/10.12681/ijltic.10657.

12. Lee, J. (2009). When linguistic and cultural differences are not disclosed in court interpreting. *Multilingua*, 28(4), 379-402. doi: https://doi.org/10.1515/mult.2009.017.

13. Mason, I. (Ed.) (2001). *Triadic Exchanges. Studies in Dialogue Interpreting*. Manchester, UK: St.

ISSN *2413-5593*
2018. № 34 (УДК 81) : 189-207
ПРОБЛЕМИ СЕМАНТИКИ, ПРАГМАТИКИ ТА КОГНІТИВНОЇ ЛІНГВІСТИКИ
[ПРОБЛЕМЫ СЕМАНТИКИ, ПРАГМАТИКИ И КОГНИТИВНОЙ ЛИНГВИСТИКИ]
Київський національний університет імені Тараса Шевченка, Україна
[Киевский национальный университет имени Тараса Шевченко, Украина]
http://philology.knu.ua/node/318

Jerome.

14.   Mason, I. (2009). Dialogue interpreting. In M. Baker, & G. Saldanha (Eds.), *Routledge Encyclopedia of Translation Studies*. 2nd edn. (pp. 81–84) London/New York: Routledge.

15.   Mikkelson, H. (2014). Evolution of public service interpreter training in the U.S. *FITISPos International Journal*. Vol. 1.

16.   Mukhametshina, E., Latypov, N., & Timerkhanov, A. (2018). Teaching community interpreting at university: a challenge of the multicultural society. *INTED2018 Proceedings* (March 5-7, 2018) Valencia: 6683-6686.

17.   National Council on Interpreting in Health Care (2011). *National Standards for Healthcare Interpreter Training Programs.* Retrieved from http://www.ncihc.org/assets/documents/publications/ National_Standards_5-09-11.pdf.

18.   Ozolins, U. (2011). Telephone interpreting: Understanding practice and identifying research needs. *Translation & Interpreting* 3 (2), 33–47.

19.   Pöchhacker, F. (2006). "Going social?" On pathways and paradigms in interpreting studies. In A. Pym, M. Shlesinger & Z. Jettmarová (Eds), *Sociocultural Aspects of Translating and Interpreting* (pp. 215–232). Amsterdam: John Benjamins.

20.   Pym, A., Fallada, C, Biau, J. R., & Orenstein J**.** (Eds.) (2003). *Innovation and E-Learning in Translator Training.* Intercultural Studies Group. Universitat Rovira i Virgili 2003. Retrieved from http://isg.urv.es/publicity/isg/publications/innovation_2003/index.htm.

21.   Roberts, R. (2002). Community interpreting: A profession in search of its identity. In E. Hung (Ed.), *Teaching Translation and Interpreting 4: Building Bridges*. Amsterdam and Philadelphia: John Benjamins Publishing Company.

22.   Schjoldager, A. (2008). *Understanding Translation*. Denmark: Academica.

23.   Taibi, M., & Ozolins, U. (2016). *Community Translation*. London, New York: Bloomsbury Academic, Bloomsbury Advances in interpreting Series.

24.   Takimoto, M. (2006). Interpreters' role perceptions in business dialogue interpreting situations. *Monash university linguistics papers*, 5(1), 47-57.

25.   Tiayon, Ch. (2005). Community Interpreting: An African Perspective. In *Hermeneus, Revista de Traducción e Interpretación*. Espana: Valladolid. No. 7.

26.   Valero-Garcés, C. (2011). Design, Implementation and Evaluation of a Programme on Intercultural Communication and Public Service Interpreting and Translation. In Kainz, Prunč and Schögler (Eds), *Modelling the Field of Community Interpreting: questions of methodology in research and training* (pp. 125–151). Vienna, Berlin: Verlag.

27.   Wadensjö, C. (1993). Dialogue Interpreting and Shared Knowledge. In Y. Gambier & J. Tommola (Eds.), *Dialogue Interpreting and Shared Knowledge* (pp. 101-113). Turku: Centre for Translation and Interpreting, University of Turku.

28.   Wadensjö, C. (1998). *Interpreting as Interaction*. London and New York: Longman.

29.   Wagner, J. (1995). What Makes a Discourse a Negotiation? In E. Konrad & Wagner J. (Eds.), *The Discourse of Business Negotiation* (pp. 9-36). Berlin, New York: Mouton de Gruyter.

_____

(Актуальні питання перекладознавства [Актуальные вопросы переводоведения])
Підготовка громадських перекладачів в Україні (Англійською)
[Подготовка общественных переводчиков в Украине (На англ. яз.)**]**
© ***Поворознюк Р. В., Колодій Б. М. [Поворознюк Р. В., Колодий Б. Н.]*** *rocksol24@i.ua,*
danah13ua@gmail.com