

Tasks and Learning Outcomes of the Discipline Practice of Oral and Written Translation for First-Year Students

Inna Shkarban

*Candidate of Philology (PhD), Associate Professor
English Language and Communication Department
Borys Grinchenko Kyiv Metropolitan University
Kyiv, Ukraine
e-mail: i.shkarban@kubg.edu.ua*

The discipline Practice of Oral and Written Translation is one of the core components of the bachelor's educational-professional program 1.B11.041.02 Translation (English Language) (specialisation: Germanic Languages and Literatures, Translation included) at Borys Grinchenko Kyiv Metropolitan University [1]. For first-year students, this course provides essential training in language skills while simultaneously introducing translation as a professional activity. The combination of communicative practice, thematic modules, and translation exercises ensures that students progress toward the proficiency level required for effective cross-cultural communication and professional engagement [2]. The article explores the role, objectives, and expected learning outcomes based on the educational-professional program and the work program for first-year students.

The discipline fulfils several interrelated tasks:

1. Development of communicative competence – achieving fluency in English (B2+/C1) operational competence on the Common European Framework of Reference (CEFR) for oral and written interaction in diverse registers.
2. Acquisition of translation foundations, particularly applying strategies for written and oral translation with emphasis on accuracy, style, and cultural appropriateness.
3. Integration of linguistic theory and practice consolidates lexicogrammatical, phonetic, and pragmatic knowledge through translation-focused activities.

4. Formation of intercultural competence – understanding sociolinguistic and cultural contexts of English-speaking countries and Ukraine, and adapting communication accordingly.

5. Autonomy and critical thinking are fostered by completing independent projects (concept maps, video presentations, posters) that encourage analytical and creative engagement [2].

These tasks reflect the educational program's mission to prepare specialists capable of addressing complex problems in philology and translation studies [1].

In the first academic year, the course extends over two semesters (12 ECTS credits, 360 hours). The thematic content is organised into eight modules: Family Life, Lifestyle of Young People, Academic Life, Home, The World Around Us, Seasons and Weather, Meals and Cooking, and Daily Life. Teaching methods combine lectures, practical sessions, and guided self-study. Assessment includes: continuous evaluation (participation, tasks, projects); modular control (lexico-grammatical tests, creative tasks); final semester control (credit in semester I, exam in semester II). Such a system ensures consistent progress and systematic development of skills [2]. By the end of the first year, students are expected to demonstrate:

1) Language and communication skills – fluent oral and written communication in English and Ukrainian in professional, academic, and everyday contexts (PRN 1, PRN 14).

2) Translation competence – ability to perform written and oral (consecutive) translation using modern translation theories and best practices (PRNU 20, PRNU 21).

3) Linguistic and cultural awareness – understanding of dialectal, sociolinguistic, and intercultural dimensions of English for accurate translation (PRN 9, PRN 10).

4) Analytical skills – capacity to collect, interpret, and apply linguistic data to solve translation-related problems (PRN 17).

5) Professional autonomy – skills in collaboration, project management, and decision-making in unpredictable contexts (PRN 3, PRN 5, PRN 18) [1]. Students are expected to achieve proficiency at the C1 level, providing a robust basis for further specialisation.

Considering different approaches to the design of Practice of Oral and Written Translation, it is worth noting that most comparable courses at international universities adopt a blended model, where theoretical frameworks (such as equivalence, fidelity, style, and translation strategies) are combined with practical translation exercises [3-5]. For instance, English Language and Translation. Bachelor's Degree Programme «English Language and Translation» of Ca' Foscari University of Venice integrates theoretical aspects of semantic and pragmatic coherence with applied translation tasks, emphasising the decision-making process in translation activities [4]. Similarly, many certificate programs in translation and interpreting often include components of oral interpreting, particularly spoken consecutive and simultaneous translation, in addition to written tasks [5].

By contrast, the work program at Borys Grinchenko Kyiv Metropolitan University leans more heavily on practice from the very beginning of the undergraduate curriculum. While theoretical dimensions are certainly present through the study of linguistic, pragmatic, stylistic, and cultural issues, the emphasis is placed on developing translation competence through direct oral and written tasks integrated with thematic communicative modules. This practical orientation distinguishes the program from many international analogues.

Another important point of divergence lies in the integration of general language skills. In many universities, translation courses are organised as separate units with limited direct connections to developing core language competences (listening, speaking, reading, and writing). In such cases, students primarily develop linguistic competence in parallel courses and apply it in translation classes only indirectly [3-5]. The the course work program at Borys Grinchenko Kyiv Metropolitan University, however, integrates all four core skills into translation tasks

and communicative thematic modules. This ensures that students not only acquire translation competence but also continue to consolidate general English proficiency in a holistic and contextualised way.

An important strength of the program lies in the early introduction of oral and written translation practice. By beginning translation tasks in the first year, students are provided sufficient time to gradually develop their competence. Early exposure to translation errors, challenges, and feedback allows them to enter advanced courses better prepared and with a stronger foundation. The balanced integration of language skills further reinforces this approach. Unlike programs that separate language proficiency courses from translation practice, the curriculum at Borys Grinchenko University ensures that communicative language learning and translation activities progress simultaneously. As a result, students continue to build solid competence in listening, speaking, reading, and writing while acquiring translation strategies, avoiding the fragmentation that often characterises other curricula.

Equally valuable is the focus on everyday and academic contexts in the initial stages of study. By framing translation tasks around familiar and accessible themes, the program lowers the affective barrier for beginners, making practice more relatable and encouraging confidence before moving on to technical or specialised texts. This scaffolding ensures that students build skills progressively. The emphasis on oral translation, particularly consecutive interpreting, further enhances integrative competence by requiring learners to combine listening, comprehension, and speaking with translation strategies in real or near-real time. Such training provides students with early practice in a skill that many programs delay until later years.

The program also stands out for its continuous and varied assessment system. Independent projects, creative tasks, modular tests, and final examinations ensure steady engagement, regular feedback, and the development of a wide range of competences beyond exam performance. Including creative elements such as concept mapping, whiteboards or Google charts not only diversifies learning but also strengthens students' ability to communicate across multiple modes. The program's

explicit emphasis on intercultural and cultural sensitivity is closely linked to this. Translation is understood not merely as linguistic transfer but as a form of cultural mediation, and students are encouraged to be attentive to register, nuance, and sociolinguistic variation. This orientation prepares them to act as culturally aware professionals rather than purely mechanical translators. Finally, the substantial allocation of credits and hours ensures students have adequate time to consolidate their translation practice, avoiding the compressed training schedules observed elsewhere.

At the same time, several areas for further enhancement can be identified by comparing the program with international analogues. The earlier introduction of specialised domains, such as legal, technical, or scientific translation, would allow students to acquire domain-specific terminology and familiarize themselves with professional genre conventions at an earlier stage. In addition, including service learning, practicums, or real-world projects could strengthen links to professional practice, exposing students to authentic translation conditions, deadlines, and client interactions. Another dimension for development concerns technology: integrating of computer-assisted translation tools and, more recently, large language models into the curriculum is becoming essential for preparing translators to meet contemporary market demands. Finally, greater peer review and workshop-based feedback would foster collaborative learning, allowing students to evaluate alternative solutions, engage critically with multiple translation strategies, and refine their decision-making processes.

Overall, the program's practical orientation, integration of language skills, intercultural awareness, and comprehensive assessment system provide a strong foundation for developing professional translators. Its design reflects current pedagogical priorities, yet it also leaves room for future enhancement through specialization, technology, experiential learning, and collaborative feedback practices. This comparative perspective shows that while Borys Grinchenko Kyiv Metropolitan University is particularly strong in early practice, integration of skills,

and intercultural orientation, it could be further strengthened by adopting elements from international and Ukrainian peers, particularly in specialisation, technology, and experiential learning.

References:

1. ОСВІТНЬО-ПРОФЕСІЙНА ПРОГРАМА 1.B11.041.02 «Переклад (англійська мова)» першого (бакалаврського) рівня вищої освіти Спеціальність: B11 Філологія (за спеціалізаціями) Спеціалізація: B11.041 Германські мови та літератури (переклад включно) – перша англійська. Введено в дію з 01.09.2025 р. (наказ від 29.05.2025 р. № 346). Київський столичний університет імені Бориса Грінченка URL: <https://drive.google.com/file/d/1mYUa9tr225G2GhTnVjdfM8e1fqQGubMB/view> (дата звернення 17.09.2025)
2. Робоча програма навчальної дисципліни «Практика усного та писемного мовлення» для студентів 1 курсу спеціальність B11 Філологія освітньо-професійна програма 1.B11.041.02 Переклад (англійська мова) першого (бакалаврського) рівня вищої освіти спеціалізація B11.041 Германські мови та літератури (переклад включно), перша – англійська. Київський столичний університет імені Бориса Грінченка. URL: https://drive.google.com/file/d/1Yo5d8idXKkjmrjcgghZ8Id1_-lYz9Yq1/view (дата звернення 17.09.2025)
3. DFTLI's Undergraduate Programme on Translation Theory and Practice. The Department of Foreign Languages, Translation and Interpreting (DFTLI). Ionian University. URL: <https://dflti.ionio.gr/en/undergraduate-studies/courses/yk-1100/?utm> (date of access 17.09.2025)
4. English Language and Translation. Bachelor's Degree Programme. Ca' Foscari University of Venice. URL: <https://www.unive.it/data/course/560612/programma?utm> (date of access 17.09.2025)
5. The UNO Certificate Program in Translation and Interpreting (UNO-CPTI). The University of New Orleans. URL: <https://www.uno.edu/academics/colaehd/la/english/translation-interpreting?utm> (date of access 17.09.2025)

Intellectual Chaos in using AI as a resource for language learners' decision-making

Volkov S. A.

Associate Professor, Department of Oriental Languages

University of Carthage

Tunis, Tunisia

e-mail: serguei.volkov@islt.ucar.tn

ChatGPT has entered human life and has taken precedence over a person's mental activity in many ways. In the student environment, the various OpenAI (artificial intelligence) applications have proven to be effective mediators by