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of the Hryhoriy Kochur Department of Translation/  
Interpreting Studies and Contrastive Linguistics*

*25-річчю кафедри перекладознавства  
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**TEACHING TRANSLATION  
AND INTERPRETING  
IN HIGHER EDUCATION**

*Edited by Oksana Dzera and Oleksandra Litvinyak*

Monograph

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Міністерство освіти і науки України  
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# **ВИКЛАДАННЯ ПИСЬМОВОГО І УСНОГО ПЕРЕКЛАДУ У ВИЩІЙ ШКОЛІ**

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Монографія "Викладання письмового і усного перекладу у вищій школі", приурочена до 25-річчя кафедри перекладознавства і контрастивної лінгвістики імені Григорія Кочура Львівського національного університету імені Івана Франка, є унікальним науковим збірником, який поєднує багаторічний досвід викладання та сучасні тенденції в галузі перекладознавства.

Відкриттям для читача стане багатогранність тематики монографії: вона охоплює як фундаментальні питання теорії перекладу, так і практичні аспекти навчання перекладачів та усних перекладачів з використанням інноваційних методів та інструментів.

Монографія структурована у три тематичні розділи, кожен із яких відображає основні напрями розвитку перекладацької освіти. Запропонована праця є важливим науково-методичним ресурсом у сфері перекладацької освіти для викладачів, науковців та студентів, яка сприятиме підвищенню рівня викладання перекладознавчих дисциплін та розширенню можливостей для академічної і професійної підготовки перекладачів у вищій школі.

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# **INTRODUCTION**

# **ANNIVERSARY**

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## **HRYHORIY KOCHUR DEPARTMENT OF TRANSLATION STUDIES AND CONTRASTIVE LINGUISTICS: HISTORY, PRESENT, PERSPECTIVES**

At the turn of the millennium, Translation Studies experienced a profound institutional evolution across Europe. Academic departments began to differentiate themselves from traditional philological faculties, carving out distinct identities that led to the creation of specialized journals, research societies, and academic programs. This period signaled a deepening of its research focus, with scholars increasingly examining translation through cultural, social, and ideological lenses. These developments were part of a larger historical shift within academia, where multi-disciplinary approaches became more prevalent, and power dynamics within academic institutions began to shift, allowing for new areas of inquiry to gain prominence.

Ukraine has been a significant contributor to this transformation. Among the various translation departments established nationwide, Hryhoriy Kochur Department of Translation Studies and Contrastive Linguistics has emerged as an important force in redefining the field within the country. Lviv has evolved into a central hub for humanities scholarship, particularly in Translation Studies, responding to Ukraine's growing integration into the global community and the corresponding demand for highly specialized translation expertise. This development has been crucial as Ukraine navigates its increasing involvement with international organizations and markets, where the ability to

communicate across languages and cultures is more critical than ever.

The initiative set up training for translators and interpreters at Ivan Franko National University of Lviv belonged to Professor Roksolana Zorivchak who beyond any doubt remains one of the key scholars in the field, the matriarch of Translation Studies in Ukraine. **Roksolana Petrivna Zorivchak** (née Minko; Nov. 8, 1934 – Oct. 16, 2018) – Doctor of Philology, Professor, English and Translation/Interpreting Studies scholar, Lecturer at the School of Slavonic and Eastern European Studies, London University, UK (1991–1992), Member of the Ukrainian Higher Education Academy (since 1993), Fulbright scholar at the Division of English and International Language at the University of Illinois in Urbana – Champaign, IL (1997), Member of the National Writers' Union of Ukraine (since 1997), Outstanding Teacher and Educator of Ukraine (2002), Merited Worker of Education in Ukraine (2005), Merited Professor of Ivan Franko National University of Lviv (2016). For her contribution to Ukrainian culture, Prof. Zorivchak was awarded the Princess Olha Order (on January 22, 2016) by the Decree of the President of Ukraine. She was also awarded the State Scholarship for Outstanding Researchers in 2018–2019 by the Decree of the President of Ukraine (dated Nov. 11, 2017) [52, p. 30].

Professor Roksolana Zorivchak had a visionary outlook, and the studies she initiated in the 1990s significantly shaped many of the contemporary trends in Translation Studies. In 1994, she established a methodological workshop in Translation/Interpreting Studies and Contrastive Linguistics in honor of her esteemed mentor, Professor Yuriy Zheluktenko.

Uniting young academics, students, and postgraduates, the workshop swiftly evolved into a platform for establishing the Lviv School of Translation Studies and Translators/Interp-

reters training. In 1996, thanks mainly to the endeavors of Prof. Zorivchak, Ivan Franko National University of Lviv established a specialized English-Ukrainian translation/interpreting training course. Initially, there were 5 instructors and 12 students who opted to transition from “English philology” to “English-Ukrainian translation/interpreting”.

Two years later in 1998, the Department of Translation Studies and Contrastive Linguistics was inaugurated at Ivan Franko National University of Lviv. On September 30, 1998, the Department was named after Hryhoriy Kochur, an eminent Ukrainian translator, translation studies expert, and literary and translation critic. Presently, the department accommodates approximately over 800 enrolled students with a faculty comprising over 50 educators (including 4 professors and 14 associate professors), the majority of whom are alumni of the Department.

At the inception of the Department, Prof. Zorivchak devised curricula for numerous courses and subjects and until her passing, taught theoretical modules in Translation Studies, History of Translation, Contrastive Linguistics, Sociolinguistics, History of Ukrainian Shakespeariana, and Reception of Anglophone Literature in Ukraine, among others.

Her scholarly legacy encompasses over 1300 academic works (such as articles, encyclopedic entries, critical reviews, prefaces, and scholarly edition commentaries, and conference contributions). Prof. Zorivchak’s perspectives on translator/interpreter education and her publications delineated the core activities of the Lviv School of Translation Studies. She particularly emphasized the role of Ukrainian translation in shaping identity. Furthermore, she explored the historical progression and varying approaches to translation through the analysis of Anglophone renditions of Taras Shevchenko, Ivan Franko, and Lesya

Ukrainka. Her works laid the groundwork for Translation History and Translation Resistance in Ukraine.

Prof. Roksolana Zorivchak dedicated a significant portion of her research to the innovative practices of notable translators. Her comprehensive examination of the translation creativity of figures like Ivan Franko, Mykhailo Starytskyi, Hryhoriy Kochur, Mykola Lukash, Vasyl Mysyk, Maria Skrypnyk, Mykhailo Rudnytskyi, Viktor Koptilov, Vira Rich, and Andriy Sodomora contributed to the establishment of Translator Studies and the concept of Translator's Agency as an integral component. Her interactions and collaborative efforts with various Ukrainian translators were especially motivating for her students.

As a follower of Yuriy Zheluktenko's school, prof. Zorivchak contributed much to Contrastive Studies (Contrastive Grammar and Contrastive Stylistics in particular). Prof. Zorivchak always considered Contrastive and Translation Studies inextricable. She stood on the premise that only through understanding convergences and divergences of interacting languages one may produce an adequate translation. Thus, the issues of Contrastive Analysis have always been the part of translator's training program as well as academic research.

Another project initiated by Prof. Zorivzhak focused on bibliography. As a committed colleague, friend, and mentee, she commenced a series of Translation Studies bio-bibliography guides documenting the scholarly contributions of key figures in Translation and Translation Studies.

The postgraduate and doctoral studies program introduced by Prof. Zorivchak, which is currently operational within the Department, integrates both Translation and Contrastive Studies.

In her efforts to enhance visibility of Ukrainian Translation Studies within the international academic community, Professor Roksolana Zorivchak remained a dedicated organizer, co-orga-

nizer, and participant in international forums throughout her life. Continuing her legacy, the department now hosts the annual international conference “**Translation Studies Readings in Honour of Professor Zorivchak**”.

Over the past 25 years, our department has been working relentlessly and enthusiastically to contribute to the academic landscape. The department has firmly established its position not only within Ukraine but also abroad due to its contribution to various branches of Translation/Interpreting and Contrastive Studies. The department offers comprehensive training in English-Ukrainian translation, supplemented by humanities and linguistic courses. Key disciplines include Literary Translation, Simultaneous and Consecutive Interpreting, Business Communication Translation, Sci-Tech Translation, and the Theory and History of Translation.

One of the primary focuses of the Department of Translation Studies and Contrastive Linguistics is fostering collaboration with local, national, and international governmental, cultural, and educational institutions. This synergy enables the department to systematically explore the intricate relationship between translation and the political, sociocultural, and economic transformations occurring in Ukraine. The department’s research and educational initiatives are grounded in various methodological approaches, including identity and memory studies, textual analysis, pragmatic and rhetorical analysis, discourse analysis, and comparative studies.

In July 2019, the department, in partnership with the UNESCO Office “Lviv – City of Literature”, organized the first international translation workshop, **LitTransformer**, within the UNESCO Network of Creative Cities. This workshop aimed to promote collaboration among translators from different UNESCO Cities of Literature while highlighting the influential role of translation in shaping these urban environments.

Building on this innovative methodology, the department launched a nationwide project titled “**Translation in Ukraine (24 August 1991 – 24 February 2024)**”, culminating in a collective monograph. This project, which employs both quantitative and qualitative methods, examines the role of translation in contemporary Ukrainian culture. Preliminary findings suggest that the thirty years of Ukraine’s independence have been fundamentally shaped by translation, which has played a crucial role in the country’s sociopolitical reorientation. One of the project’s strengths is its creation of a unique participatory platform that bridges the academic community in Translation Studies with the translation industry and informal educational initiatives.

The department’s faculty members serve as co-coordinators and participants in international projects under the **European Universities Alliance EU4DUAL**, supported by NAWA, particularly in collaboration with the Koszalin University of Technology (Poland). As part of the project, they have prepared and published the *Handbook of Intercultural Communication* (2023).

The department actively collaborates with Chemnitz University of Technology (Germany), Prešov University (Slovakia), Charles University (Czech Republic), and Hong Kong Baptist University. This collaboration has included guest lectures, webinars, and an International Scientific Graduate Conference.

**The Center of English and Cross-Cultural Communication** (headed by Associate Professor Iryna Odrekhivska), since 2022, has annually conducted the highly successful International Professional Development Program “English-language Academic Communication” for academic and administrative staff of higher education institutions. In the first year of the full-scale invasion, in collaboration with the Ukrainian Translators’ Association, the department organized a series of webinars titled *Translation*

in *Wartime: Security, Protection, Professionalism*, which became a platform for discussing urgent professional issues of the present day.

The “**Theater Translation Lab**” project has been launched, led by Ph.D. Anna Halas. As part of this initiative, the annual Iryna Steshenko Drama Translation Competition was established in 2022 in partnership with the Ukrainian Institute, the Ukrainian Drama Network, and with support from the Goethe-Institut in Ukraine. The “Lab” consistently organizes translation internships for interested students of the department at the Voskresinnia Theater in Lviv, the International Theater Festival “Golden Lion”, the Lesya Ukrainka Theater, the Lviv Puppet Theater, the Les Kurbas Theater, and others.

Since the 1990s, the **Lviv School of Translation Studies** set up at the department has focused on the history of literary translation in Ukraine, exploring the role of translators within imperial and totalitarian colonial systems. Scholars emphasize the dual perspective of translators as agents of history and active participants within it. Key figures, such as Ivan Franko, Mykola Zerov, and Hryhoriy Kochur, are studied for their civic stances and activism.

In addition to literary translation, the Lviv scholars have contributed to stylistic-focused translation studies, Bible and liturgy translation, and intertextuality research. Their work investigates various strategies of resistance, from textual interventions to the sociocultural roles of translations in shaping national identity. Moreover, their studies extend to translation-bound lexicography, examining the impact of Soviet language policies on Ukrainian lexicographical practices. Through these diverse research directions, the Lviv School of Translation continues to develop a comprehensive understanding of translation as a tool for cultural preservation and resistance. In recent years, the

researchers of the Hryhoriy Kochur department focused their attention on specialized translation, such as translation for theatre, audiovisual translation, economic translation, and other.

With the onset of Russia's full-scale invasion of Ukraine, the department members initiated a new research direction focusing on translation as a form of resistance in East-Central Europe. This effort led to the organization of the international e-conference "Translation as Resistance: The Politics of Intercultural Mediation in East-Central Europe" in June 2022. The conference underscored that translation becomes particularly powerful when it highlights the profound differences between ideological, historical, or sociocultural contexts.

In the same year, the department hosted another international conference, "Slavic Studies Deconstructed: Translating Ukraine". This conference aimed to reassess the role, positioning, and impact of Ukrainian studies, which had long been overshadowed by Russian studies within Slavic academic circles. It also provided a scholarly response to the urgent need for a deeper reevaluation of the field, with a focus on reinterpreting and bringing to light the diverse Ukrainian narrative.

Over the 25 years since the department's inception, its curriculum has undergone significant evolution along two main trajectories: the advancement of Translation/Interpreting Studies and the integration of the latest technological developments in translation and interpreting processes. In designing the curriculum, department members strive to balance student interests and needs with the necessity of providing a coherent and progressive learning experience. This task is challenging, given that students have the option to choose from at least three courses each semester.

A notable strength of the department is the active involvement of its faculty in professional translation and interpreting.



Faculty members regularly provide simultaneous and consecutive interpreting services at both national and international conferences and events, and they also translate literary and specialized texts.

Students begin their research journey in the third year of their Bachelor's studies, starting with a course paper. For their third-year papers and graduation theses at both the Bachelor's and Master's levels, students can choose topics related to Translation/Interpreting Studies. They are also encouraged to propose topics of personal interest. The thematic scope of student research is broad, encompassing aspects of English-Ukrainian and Ukrainian-English literary translation (including stylistic, cognitive, and pragmatic dimensions), specialized translation and interpreting, audiovisual translation (such as dubbing and subtitling), intertextuality, ideological considerations, scientific and technical translation, and more.

In 2021, the Students' Scientific Society of the Faculty of Foreign Languages was established, with its first leader being Iryna Halamai, a student from the department. This organization aims to engage students in research activities and enhance the quality of training and education for future professionals.

Since 2016, the University has yearly hosted the second round of the All-Ukrainian competition of student research papers in the field of Translation/Interpreting. Every year around 60 papers from universities all over Ukraine are submitted. The Department also holds a competition of students' works under the title "Vera Rich: talent and devotion" to commemorate Vera Rich, a great translator of Ukrainian classics into English. The results of the competition are announced on Vera Rich's birthday – April 24. The competition is held in two nominations: 1) Literary Translation (from English into Ukrainian); 2) Translation Studies Analysis (in English).

At the end of February 2022, when Russia launched a massive military attack against Ukraine, thus giving the eight-year war a new turn, people in Ukraine started seeking their place in the volunteering movement. In order to combine the volunteering and studying efforts of the students and teachers, a volunteering translation center has been initiated primarily by the Faculty of Foreign Languages, with other Faculties of the University and independent volunteers joining in. The Centre, apart from its primary goal of providing fast translations of news and documents needed, performed therapeutic and educational functions. The former includes involvement in the joint efforts of the nation, social inclusion, and the ability to contribute and retain a social role. In March 2022, students from the department translated over 54 war poems into English within just three days for the international online event “World Poetry Day”. There was also active collaboration with the Lviv Emergency Medical Center, where students served as simultaneous and consecutive interpreters for instructions provided by the German Red Cross. Interpretation services were also provided for NATO military instructors from the United Kingdom and Poland. Additionally, faculty and students completed the translation of a 900-page manual on mobile piloting, ForFlight Mobile.

On the eve of the 25th anniversary of the Hryhoriy Kochur Department of Translation Studies and Contrastive Linguistics, it seems worthwhile to revisit the role and impact of its study programs and extracurricular activities on the development of translators and interpreters training in Ukraine. Our greatest recent achievement is a grant from the European Parliament for the development of the Master’s level Study program “Interpreting: Two Foreign Languages” launched in 2023–2024 academic year due to the initiative and under the guidance of Associate Professor Oleksandra Litvinuyak. The grant was provided within

the framework of the “Organization of Master’s or Bachelor’s courses in conference interpreting (meeting the priority needs of the European Parliament in the Ukrainian language)”. The grant’s main goal is to advance the interpretation program in a number of crucial areas. Purchasing cutting-edge equipment to give students access to the most advanced tools that satisfy industry requirements will be one of the most crucial phases in the grant’s execution. Such investments in technology will significantly improve the learning process and skills development of future interpreters.

A significant portion of the grant will be used for the professional development of teachers. This includes seminars, workshops, and opportunities for teachers to keep abreast of the latest trends and techniques in the field of interpreting. Strengthening the capacity of teachers has a direct impact on improving the quality of student learning, as they receive guidance from experts who are well versed in the nuances of the profession.

In conclusion, the evolution of the Hryhoriy Kochur Department of Translation Studies and Contrastive Linguistics over the past 25 years is a testament to the department’s pioneering vision and unwavering commitment to advancing the field of Translation Studies in Ukraine and beyond. Established on a foundation laid by Professor Roksolana Zorivchak, the department has become a vital force in the development of both academic and practical translation and interpreting studies, contributing significantly to the growing international recognition of Ukrainian Translation Studies.

The department’s multifaceted activities, from launching innovative study programs and research initiatives to organizing international conferences and collaborations, have positioned it at the forefront of linguistic and cultural mediation.

Through its comprehensive academic programs, rigorous research initiatives, and active international collaborations, the department has consistently contributed to the development of translation as both a scholarly discipline and a professional field. By integrating contemporary methodologies, technological advancements, and interdisciplinary perspectives, it has successfully adapted to the evolving demands of global communication while remaining deeply rooted in Ukraine's linguistic and cultural heritage.

Furthermore, the department's engagement with translation as a form of cultural and political resistance has underscored the significance of the field in the broader sociopolitical context. From fostering historical and literary translation studies to addressing urgent contemporary issues such as war-related translation efforts, the department has played a crucial role in shaping Ukraine's linguistic identity and international presence. Its faculty and students have been instrumental in bridging cultural gaps, facilitating intercultural dialogue, and preserving national narratives through translation.

Its legacy, built on the visionary work of its founder and sustained by the dedication of its scholars, ensures that future generations of translators and interpreters will be equipped with the knowledge, skills, and ethical foundations needed to navigate the complexities of an increasingly interconnected world. The department's journey thus far has been remarkable, and its future promises to be just as transformative.

## CONCLUSION

This volume brings together a diverse array of perspectives on the theoretical and practical aspects of translator and interpreter education. The contributions, organized into three distinct sections, provide a comprehensive overview of the current challenges, innovative methodologies, and evolving paradigms in the field. By integrating insights from translation studies, cultural theory, pedagogy, and technological advancements, the monograph underscores the necessity of continuous adaptation in training future professionals.

The opening section lays the groundwork for a reimagined approach to translator training, emphasizing the interplay between theory and practice. Iryna Odrekhyvska advocates for a transformative educational model that fosters translational thinking, decolonial reading, and editorial agency. This perspective equips students with the critical skills necessary to navigate the complexities of contemporary knowledge dissemination.

Ruslana Sytar further explores the pivotal role of a translator's cultural identity in intercultural business communication. By highlighting the importance of meta-cultural competence – encompassing linguistic proficiency, strategic thinking, and behavioral awareness – the chapter emphasizes the growing need for translators who can effectively bridge global cultural divides.

Yuliia Sachkovska introduces the concept of eco-translatology as a novel approach to translation pedagogy. By framing translation as an ecological adaptation and selection process, she highlights the necessity of integrating this perspective into translation training. Her chapter provides practical strategies for applying eco-translatology within Ukrainian higher education,

offering a fresh perspective on aligning translation practice with broader interdisciplinary research.

The second section explores pedagogical innovations that enhance translator training through methodological advancements and competency-based approaches. Viacheslav Karaban presents translation error analysis (TEA) as an effective method for teaching students to translate into a learned foreign language while maintaining academic integrity. His analysis demonstrates the effectiveness of TEA in both offline and online learning environments, reinforcing its applicability across varied educational contexts.

Leonid Chernovaty and Natalia Kovalchuk examine the role of post-editing in developing translation competence in online training programs. Their research demonstrates that sustained engagement with post-editing machine-translated texts sharpens students' critical thinking, enhances their understanding of source material, and fosters greater independence in translation practice. Their findings reinforce the need for incorporating post-editing into translation curricula to better prepare students for real-world translation scenarios.

Oksana Molchko highlights the importance of thematic projects in MA-level translation education, particularly in strengthening students' didactic and translation competence. By integrating professional translators into the educational process, students gain exposure to specialized discourse and practical applications, ultimately facilitating their transition into professional translation careers.

The final section shifts focus to interpreter training, examining both the theoretical underpinnings and the pragmatic challenges of preparing students for professional interpreting roles. Dorota Osuchowska addresses the urgent need for community interpreting in times of crisis, particularly in the wake of Russia's

war against Ukraine. She explores strategies to support individuals who, despite lacking formal training, provide critical linguistic assistance to refugees and displaced persons.

Oksana Kutsa explores the role of self-directed learning in conference interpreter training, emphasizing its necessity in developing lifelong learning habits, digital literacy, and autonomy. Her analysis suggests that self-study assignments – ranging from terminology research to digital tool application – are essential components of modern interpreter education.

Halyna Pekhnyk introduces the “sacrifice-centered approach” in simultaneous interpreter training, focusing on the necessity of strategic omission and core message retention. She provides insights into how interpreters must develop segmentation, anticipation, and contextual adaptation skills to maintain the pragmatic essence of speech while managing cognitive overload.

Bohdan Stasiuk concludes the section by addressing the role of general knowledge in interpreter training. By proposing a news-based exercise system, he offers a structured approach to enhancing interpreters’ broad cultural and factual awareness. His research highlights the subjectivity in defining general knowledge while advocating for a balanced and dynamic curriculum that equips students with essential global awareness.

Collectively, the chapters in this volume elucidate the evolving landscape of translation and interpreting education, emphasizing the need for an adaptable, research-informed, and practice-driven approach. The contributors demonstrate that the modern translator and interpreter must be more than just a linguistic mediator; they must be critical thinkers, cultural navigators, and technologically adept professionals. The integration of innovative teaching methodologies, interdisciplinary insights, and real-world applications ensures that students are well-equipped to meet the demands of the global translation and interpreting industry.

As the discipline continues to develop, this monograph serves as both a reflection on current pedagogical advancements and a call for ongoing research and development in translator and interpreter training. By embracing new paradigms and methodologies, higher education institutions can continue cultivating competent, culturally aware, and adaptable professionals who will shape the future of translation and interpreting.



## NOTES ON CONTRIBUTORS

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та інші

# **ВИКЛАДАННЯ ПИСЬМОВОГО І УСНОГО ПЕРЕКЛАДУ У ВИЩІЙ ШКОЛІ**

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Монографія “Викладання письмового і усного перекладу у вищій школі”, приурочена до 25-річчя кафедри перекладознавства і контрастивної лінгвістики імені Григорія Кочура Львівського національного університету імені Івана Франка, є унікальним науковим збірником, який поєднує багаторічний досвід викладання та сучасні тенденції в галузі перекладознавства.

Відкриттям для читача стане багатогранність тематики монографії: вона охоплює як фундаментальні питання теорії перекладу, так і практичні аспекти навчання перекладачів та учнів перекладачів з використанням інноваційних методів та інструментів.

Монографія структурована у три тематичні розділи, кожен із яких відображає основні напрями розвитку перекладацької освіти. Запропонована праця є важливим науково-методичним ресурсом у сфері перекладацької освіти для викладачів, науковців та студентів, яка сприятиме підвищенню рівня викладання перекладознавчих дисциплін та розширенню можливостей для академічної і професійної підготовки перекладачів у вищій школі.

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