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TEACHING SIMULTANEOUS INTERPRETATION ONLINE IN THE WARTIME: KHARKIV EXPERIENCE

Antonina Ivakhnenko

*PhD, Associate Professor,
Associate Professor at the Mykola Lukash
Translation Studies Department in
V.N. Karazin Kharkiv National University
Kharkiv, Ukraine*

I teach both translation and interpreting within our Bachelor and Master programmes and I can say that the last five years have been a real challenge to the students and the staff, starting with the COVID-19 lockdowns and continuing with the full-scale war. While many Universities in Ukraine have gradually returned to offline or at least hybrid teaching, Kharkiv remains permanently online, as it is too close to the border with the aggressor and thus, the risk of hybrid learning would be too great to take it. Our Department can boast a special classroom with all the necessary equipment to carry out teaching Simultaneous Interpretation, and before the war all such classes were placed there, to our students' benefit. Unfortunately, since February 2022 we haven't had an opportunity to use it anymore and have moved online.

At first, we used Zoom for both consecutive and simultaneous interpreting. The former was absolutely ok, but the latter was rather problematic. Still, the task we were facing was just to manage somehow to survive a couple of months, so we combined Zoom and Google Classroom where we put recordings of the original texts. The students went to the Classroom, played the recordings, fulfilled the task of simultaneous interpreting, saved the new recordings in the Classroom, and returned to Zoom, where I played their files sharing them with the whole class and commented on their results, we discussed some problematic points etc.

In 2023 our Department received two wonderful opportunities. One was a grant from the Bologna University which allowed us to use their software for simultaneous interpreting called ReBooth, and the other was a grant from the European Commission for a training where we learnt to teach students simultaneous interpreting on an up-to-date level.

So, today the typical class in simultaneous interpretation looks like this. We meet in a Zoom conference and start with interpreting at sight using the Scroller — a program moving the text on the screen. Then we proceed to consecutive interpreting using either Speech Repository of the European Commission [1], or UN Speeches Repository [2], or BBC News videoclips, or some combination of these resources. After receiving comments on the two tasks we move to ReBooth. Unfortunately, it cannot always receive the whole group of students at once (this year there could be up to 26 students in a group), so we do it in smaller subgroups of 7 students and then return to Zoom to discuss and comment.

As we are so close to the border and face numerous attacks every single day, the training process becomes dramatised a bit due to constant air alerts, which can last for hours and sometimes cause blackouts. About half of the students are beyond the Kharkiv region, but the other half remains here. I've been staying in Kharkiv throughout the war, and the main problem during a blackout is that in several hours the Internet dies, so if the situation does not improve overnight, we sometimes have to re-schedule the class. Written translation can be done by students at home, but simultaneous interpretation should be trained under the teacher's supervision, and in a "booth".

I can say that now we have rather got used to training online and to the so-called "Zoom fatigue" [3], and moreover, when we return to offline or hybrid training, it will be rather difficult for me. I can see from the rare occasions of communicating with school leavers on the University premises that I get more tired working offline now. I believe that some form of offline or hybrid training will remain all the same, e.g. for those students who live in other parts of Ukraine or abroad, or perhaps for some special training courses, as it is rather convenient.

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MÉTHODOLOGIE DE L'ENSEIGNEMENT DE LA TRADUCTION MÉDICALE AUX ÉTUDIANTS SANS FORMATION MÉDICALE: DÉFIS ET SOLUTIONS

Anton Ivashchuk

*PhD en pédagogie, maître de conférences,
Maître de conférences au département des langues étrangères
à orientation humanitaire et sociale
Université nationale "Polytechnique de Lviv"
Lviv, Ukraine*

Dans le contexte actuel de mondialisation, de mobilité des patients et de coopération internationale en matière de santé, la traduction médicale devient une compétence cruciale pour de nombreux professionnels de la langue. En Ukraine, ce besoin s'est considérablement accentué depuis le début de la guerre à grande échelle, lorsque des missions médicales étrangères — notamment françaises — sont venues prêter main forte aux établissements de santé ukrainiens. Cela a mis en évidence une réalité : il est indispensable de former des traducteurs capables de travailler dans le domaine médical, y compris parmi les étudiants qui n'ont aucune formation médicale initiale.

Or, enseigner la traduction médicale à des étudiants non spécialistes de la médecine représente un véritable défi pédagogique. Les textes médicaux exigent non seulement une excellente maîtrise de la langue cible, mais aussi une compréhension précise du contenu scientifique et technique. Face à ce constat, une approche didactique spécifique s'impose.

La première difficulté tient à la nature même des textes médicaux : ils sont denses, techniques, et souvent rédigés dans un style impersonnel, voire télégraphique. Le vocabulaire spécialisé repose sur des bases étymologiques grecques et latines, ce qui complique sa mémorisation et son interprétation.

Ensuite, la compréhension du contenu médical est souvent approximative chez les étudiants sans formation en biologie ou en anatomie. Cela les empêche de saisir les relations logiques entre les