



2024 TESOL-Ukraine National Convention

**COMPASSIONATE ELT:
VOICES OF RESILIENCE AND DIVERSITY
IN A TIME OF WAR**

**THE CONVENTION IS SUPPORTED BY
REGIONAL ENGLISH LANGUAGE OFFICE,
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НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ У ВОЄННИЙ ЧАС: РОЗМАЙТЯ ГОЛОСІВ СТІЙКОСТІ ТА СПІВЧУТТЯ : матеріали Міжнародної науково-практичної конференції (англ. мовою) / укл. Л. Гнаповська, О. Ільєнко, М. Цегельська, Л. Кузнецова. – Львів : ПП “Марусич”, 2024. – 126 с.

Збірник матеріалів Міжнародної науково-практичної конференції “Навчання англійської мови у воєнний час: розмайття голосів стійкості та співчуття”, яка відбулася у м. Львів 24–26 травня 2024 за ініціативи ГО “TESOL-Україна” та фінансової та інформаційної підтримки Відділу преси, освіти та культури Посольства США в Україні, містить результати широкого спектру досліджень викладачів іноземних мов закладів вищої освіти та вчителів англійської мови середніх шкіл України. До збірника увійшли тези доповідей, що представляють авторські розвідки у галузі лінгвістики, перекладу, літератури, лінгводидактики та методики навчання іноземних мов з фокусом на використанні сучасних інноваційних інформаційно-комунікаційних технологій.

Видання стане в нагоді науковцям, викладачам-практикам, студентам різних освітніх рівнів, а також широкому колу зацікавлених осіб, які вивчають англійську мову як іноземну.

transliteration: *Aziraphale* – *Азирафаїл*, *Crawly* - *Кроулі*; b) hypo-hyperonymic translation: *the M25* - *Лондонська кільцева автострада M25*; c) assimilation: “*Hail...*” – “*Хай живе...*”; d) periphrastic or descriptive translation: *it's a bit of a pantomime* – *було в цьому щось меатральне*; e) tracing: *Satanical hellhound and cat-worrier* - *Сатанинський Пекельний Пес, Гроза Комів*.

Literary translation is the best manifestation of inter-literary and intercultural exchange. One of the main tasks of a translator is to be able to correctly apply translation transformations so that the translated text reveals the essence of the original text as accurately as possible.

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BRIDGING THE PEDAGOGICAL GAP: MOCK CONFERENCES IN INTERPRETER EDUCATION

The preparation of interpreters for the complexities of real-world scenarios presents a significant challenge for interpreter education programs. While traditional classroom instruction plays a vital role in establishing foundational skills, it often struggles to replicate the rich context and pressure inherent in professional interpreting settings. This paper explores how mock conferences can bridge this pedagogical divide by fostering a situated learning environment and promoting the development of crucial non-linguistic competencies in interpreter trainees.

Interpreting is a fundamentally contextualized activity, encompassing intentional, interlingual, intercultural, and interpersonal communication within professional contexts. Unlike translation, which often involves a temporal and spatial separation between writer, translator, and reader, interpreting occurs in real-time, with interpreters present alongside speakers and listeners, accessing the evolving context to aid in communication (Setton, 2006). This dynamic interaction

necessitates not only strong language proficiency but also the ability to adapt to unfolding situations and utilize immediate cues strategically [1]. Therefore, an effective interpreter education program must transcend traditional classroom instruction and incorporate a situated learning approach that mirrors the demands of the profession. One common practice in this approach is the use of mock conferences (MCs).

MCs offer several advantages in skill development compared to traditional interpreting classrooms. By simulating real-world conference environments, MCs provide students with the opportunity to assume interpreter roles and experience the pressure and challenges of live interpretation firsthand. This immersive experience fosters the development of essential non-linguistic skills that are critical for success in the field. These skills include professionalism, problem-solving under pressure, cultural sensitivity, and the cognitive agility required for simultaneous interpretation [2].

A well-structured interpreter education program can be conceptualized as a three-phase process, with each phase contributing to the development of a well-rounded interpreter. The initial phase focuses on foundational skill development within a classroom setting. Here, students build a strong base in core linguistic competencies, subject-specific knowledge, and fundamental interpreting techniques. The second phase, skill sharpening through MCs, builds upon this foundation. Students actively participate in MCs, applying their acquired knowledge and skills in a contextualized setting that fosters the development of user-oriented and market-oriented competencies. Finally, the third phase, skill maturity on-the-job, takes place after graduation as interpreters continue to refine their abilities through real-world experience, mirroring the lifelong learning imperative [2].

In conclusion, MCs offer a valuable tool for bridging the pedagogical gap between interpreter training and professional practice. By integrating MCs into the curriculum, interpreter education programs can equip students with the necessary skills and experience to not only survive but thrive in the demanding world of professional interpreting. This approach fosters situated learning and prepares graduates to seamlessly transition into the profession, ensuring a closer alignment between training and industry needs.

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Наукове видання

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