GROWING SYNERGY BETWEEN THE KNOWLEDGE SOCIETY AND COGNITIVE TRANSLATION STUDIES

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Abstract *: Remarkably, in the era of disruptive innovation, rapid technological change, ubiquitous connectivity, machine learning, and algorithmic governance, cognitive translation is undergoing a period of innovative drastic transformation. A 'now generation' of digital natives appears to dominate every walk of human life. The impact of digital technology and the World Wide Web on translation is incessant, all-encompassing and insightful. Furthermore, the emergence of cognitive translation studies has stipulated an interdisciplinary approach to delve into the cognitive and behavioral aspects of a broad array of cross-language activities including all kinds of translation and interpreting, namely, such issues as bilingualism and second language acquisition represent in many ways an even tighter focus on the uniquely human elements of linguistic structure and function, as theories build on and remain linked to current and developing knowledge of human cognitive processes.*

This paper outlines ***why*** *Cognitive Translation Studies has become the pivotal focus of scientists, academia and students' activities ;* ***what*** *is supposed to be done to stir a greater interest toward the problem of integrating TS among critical communication of scholars, and to encourage further theoretical and empirical engagements with this phenomenon. What is cognitive translation in the context of language teaching and learning? What could be the perception of English speaking EFL teachers regarding the introduction of translation-based activities in their classroom practices?* ***How*** *could the implementation of translation activities within the language classroom improve learners' cognitive skills?*

In order to investigate the perceived students' cognitive and performance problems in the translation-based learning, we resorted to a questionnaire, which aimed for "concrete and complex illustrations" and, accordingly, provided the students with opportunities to consider their own experiences and give their feedback in terms of the impact of technology on translators and interpreters as well as in terms of developing their cognitive skills.

Keywords *: cognitive translation studies, the knowledge society, synergy, high-quality translation, Department of Modern Foreign Languages & Translation Studies, interdisciplinarity.*

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Background to the Investigation

2019 marked the fifth anniversary of the signing of the Ukraine-European Union Association Agreement – the Law of Ukraine (from 21 February 2019) that enshrines authorities of the Verkhovna Rada, President and the Cabinet of Ministers of Ukraine to implement Ukraine's strategic course towards its acquisition of full membership of the European Union. Simultaneously, European integration aspirations of Ukraine increased the topicality of high-quality translation. Throughout this period, we have become aware of the fact that the high-quality translation (from Ukrainian into English and vice versa) of socio-political and legislative texts had turned out to be the indispensable part of the professional approximation of the Ukrainian legislation to that of the EU. The realities of the present require the harmonization of Ukraine's national standards with the European ones. It is worth mentioning that with the ripple effects of globalization, Bologna process, and increasing exchange programs, the issue of higher education terminology harmonization has gained vital significance as well. Due to the differences in national education systems, those who are not native speakers of English but are educated in English have been experiencing a number of challenges regarding terminology (Serpila, Durmuşoğlu-Köseb, Erbekc, Öztürkd, 2016: 79). Furthermore, the problem of interdisciplinarity of Translation Studies (TS) and its practical application appeared to be quite relevant, which indicates that translation has long been not a purely linguistic, but a rather complicated cognitive phenomenon.

Quick-paced development of globalization and international studies, which nowadays are inseparably linked, stipulated the basis for the mounting interest to cross-cultural communication issues. Up-and-coming cross-cultural communication problems in translation seem to be of paramount and significant value in terms of existing cross-cultural asymmetry, on the one hand, and the necessity of professional translators' training, on the other hand. Significantly, the focus of Translation Studies (TS) has been recently shifted away from linguistics to cognitive interdisciplinary studies. Consequently, TS is a vastly complex field with many far-reaching outcomes that have the growing impact on the knowledge society (Bohatyrec, 2015 : 137).

Remarkably, in the era of disruptive innovation, rapid technological change, ubiquitous connectivity, machine learning, and algorithmic governance, cognitive translation is undergoing a period of innovative drastic transformation. The emergence of cognitive translation studies has stipulated an interdisciplinary approach to delve into the cognitive and behavioral aspects of a broad array of cross-language activities including all kinds of translation and interpreting, namely, such issues as bilingualism and second language acquisition. They represent in many ways an even tighter focus on the uniquely human elements of linguistic structure and function, as theories build on and remain linked to current and developing knowledge of human cognitive processes. The implications of this unstoppable process are essential and far-reaching for human languages, cultures and societies. In terms of above-mentioned, in the Information Age (sometimes called the Translation Age) new ways of cognizing translation studies are urgently required. Furthermore, the problem of interdisciplinarity of translation studies (TS) and its practical application appeared to be quite relevant, which indicates that translation has long been not a purely linguistic, but a rather complicated cognitive phenomenon, to be more precise, the integration of translation studies and cognitive sciences is increasingly significant (Bohatyrets, 2017 : 148).

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In her cutting-edge paper, Christina Schäffner (2003 : 86) concludes that modern Translation Studies is, thus, concerned with a wide variety of topics, such as analysis of translation products, translation processes as cognitive acts, translation practices in socio-political settings, the functions and effects of translations (as products) in the receiving cultures, and the status of translation and translators in socio-historical contexts. In other words, the focus is on social, cultural, and communicative practices, on the cultural and ideological significance of translating and of translations, on the external politics of translation, on the relationship between translation behavior and socio-cultural factors. There is a general recognition of the complexity of the phenomenon of translation, an increased concentration on social causation and human agency, and a focus on effects rather than on internal structures.

More recently, the theoretical and methodological concerns of process research have given translation an additional role in cognitive science. The interest in the cognitive aspects of translation has led scholars to turn to disciplines such as cognitive linguistics, psycholinguistics or even neurology in search of innovative approaches and research methods (Rojo, 2015). It in terms of integrating insights from Cognitive Linguistics into Translation Studies, Sandra Halverson's research has significant benefits (2003 ; 2017), since she has delved into the problem of Cognitive Translation Studies (CTS) as a widely recognized branch of Translation Studies at large. Therefore, for this study, it was of interest to investigate the ever-increasing process of translating and interpreting that involves cognitive skills and abilities as well as the impact of information technology development on the process.

Objectives and Tasks

The paper outlines *why* Cognitive Translation Studies has become the pivotal focus of scientists, academia and students' activities. *What* is supposed to be done to stir a greater interest toward the problem of integrating TS among critical communication of scholars, and to encourage further theoretical and empirical engagements with this phenomenon. *What* is cognitive translation in the context of language teaching and learning? *What* could be the perception of English speaking EFL teachers regarding the introduction of translation-based activities in their classroom practices? *How* could the implementation of translation activities within the language classroom improve learners' cognitive skills?

To achieve the objectives, firstly*,* the study briefly highlights why subject-field comprehension and native-language capacity are important for translation, and considers the problems arising when students do not have such competencies. *Secondly*, the establishment of the Department of Modern Foreign Languages & Translation Studies is expected to see how it can provide practical solutions for improving translation skills and competencies. *Thirdly,* the paper discusses a pilot study, conducted with ***52*** Master students at the Department of Modern Foreign Languages & Translation Studies (DMFL&TS) : their translations done using conventional resources were compared with those done using a specialized in original corpus. *Fourthly*, the findings of the experiment are discussed.

Method

In order to investigate the perceived students' cognitive and performance problems of the translation-based learning, the study presented here resorted to a questionnaire, which aimed at "concrete and complex illustrations" and, accordingly, provided the students with opportunities to consider their own experiences and give their

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feedback in terms of the impact of technology on translators and interpreters as well as developing their cognitive skills.

Participants

This project was carried out in a focal group of **52** Master students (the 5-6-year students, majoring in International Relations, Regional Studies, Information Science and Media Studies) with the purpose of implementing a case study through the model of action research. The experiment lasted during 2017-2018 and 2018-2019 academic years. Translation practice is a compulsory course both in the Bachelor's (four semesters) and the follow-up Master's study program (three semesters).

Overview of the Literature

The immediate topic for professional translators and interpreters working in the Global Village of the 21st century : is *professionalism*, from the standpoint of codes of ethics and standards of practice. Significantly, the core concepts – *confidentiality, accuracy and completeness, impartiality, integrity, propriety in behaviour* – are common in virtually all codes of ethics and standards of practice anywhere in the world (Brauer, 2012).

In their groundbreaking paper, Delisle and Woodsworth (1995) examined various ways in which *translators have contributed to the development, enrichment of national languages ;* inasmuch in their efforts to bring certain fundamental texts from one culture to another, translators had a considerable impact on the evolution of the source language itself. They traced the development of direct and mediated communication between people speaking different mother tongues and belonging to different cultural groups, existing for many centuries as a practicality. They provided a plethora of evidence of translators' contributions to the development of alphabets and vernaculars, to the development of national literatures, to the dissemination of knowledge, to the advancement and the transmission of cultural values throughout history (Delisle and Woodsworth, 1995 : 25).

The role and importance of the use of computer technology in EFL classrooms for teaching, learning, practicing and testing purposes has always been widely contemplated subject among the ELT researchers and pedagogues. To gain better grounds and make all-round experts in translation, professional translators are to contact their fellow translators and subject experts and those working for translation agencies, exchange views and information. In the classroom dynamics that are applicable to a foreign language-learning environment, the latter two reflect a translation-specific pedagogical approach and regard the status and reliability of the translations produced by the students. Inasmuch translation needs the usage of most of the language skills, *TS* students undoubtedly improve their essential skills, using metacognitive strategies to perfect their proficiency. According to Professor Duff (1994), professional translation is a specialized skill that requires specialized training ; the goal of translation is more likely to provide learning opportunities in the process of creating translations as final products in order to develop language awareness. Moreover, translation activities should be used in the English classroom, and they should be supported by communicative, natural learning methods. Translation is of great value in sensitizing students to contrasts and comparisons between the grammars of their own language and the source language (Gill, 1998 : 63).

Translators mediate between cultures (including ideologies, moral systems and socio-political structures), seeking to overcome those incompatibilities, which stand in the way of transfer of meaning. In this sense, the translator is an intermediary intervening in

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texts to achieve meaningful communication (Katan, 2004, 2009 2013). In his research on the translator as a mediator D. Katan concludes that "…the task of a translator is to negotiate the various signals, contexts and stances." (Mundey, 2009 : 88) "In translating, a new text will be created which will be read according to a different map or model of the world, through a series of different sets of perception filters. Hence the need to mediate, the translator should be able to model the various worlds through, for example, the Logical Levels model, and by switching perceptual positions gain a more complete picture of 'what it is that is, could or should be, going on" (Katan, 2009 : 91). It is generally held that three of the most important criteria required to produce a high-quality translation, are an understanding of the subject field, an excellent command of the target language, and a good knowledge of the source language. Good translators are generally viewed as having, at least the following three competencies : a solid understanding of the subject matter treated in the source text ; an excellent command of the target language (usually the translator's native language) ; and a good knowledge of the source language (usually a foreign language) (Sykes 1989 : 35-39).

From a cognitive perspective, the recent research of Kairong Xiao (2019) suggests that the cognitive-linguistic approach to translation and interpreting has become a spinoff of cognitive linguistics and, consequently, in our terms, it has a direct impact on language teaching.

According to Nord (1997 : 41), "teachers, who have been trained as translators or who have worked in professional environments, usually know that different contexts call for different translation solutions ; they have an intuitive awareness of functionalism. But some kind of functionalist theory is needed if they are to pinpoint the factors determining the translator's decision in any given case". Hence, translation cannot entail simply reproducing the meanings of one text in another language ; rather, after constructing a reading of the text and its intention, the translator must rearticulate meanings for new audiences. Through the medium of the translator's voice, multiple linguistic and cultural framings are brought into relation so that meanings may be communicated across linguistic and cultural boundaries (Liddicoat, 2016).

Of particular interest is the fact that studying English does not necessarily focus on syntactic accuracy or competency in grammar usage. Instead, giving opportunities to students to use as much English as they can in real life contexts should be critically considered, especially for the students who have limited chances not only to be exposed to native English speakers, but also the opportunity to use English in their real life milieu. To deal with this challenge, language teachers need to employ Computer Assisted Language Learning (CALL), an appropriate English teaching and learning method that should encourage students to use language with an emphasis on communicative purposes in real world settings, rather than solely focus on accuracy as in traditional teaching. In other words, the instructors should centre or focus on and encourage students to convey messages more than to concern about grammatical rules when they use English for communicative purposes.

Thus, it can be assumed that the ability to decode cultures and bridge the worlds – *translation* – is one of the most highly demanded cognitive skills today. Cognitive Translation Studies addresses the need for linguistic knowledge and intercultural competence in a global business environment ; a requirement and necessity that has become more apparent to many international businesses and organizations. It is imperative that a prospective professional translator should customize their translation degree vis-à-

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vis a specific aspect of intercultural communication, such as business interactions, public and media discourse, as well as the discourse of consumption and globalization.

The Department of Modern Foreign Languages & Translation Studies as a core construct of the Faculty

In *2001,* from a strategic perspective, the then authorities of the Faculty of History, Political Science and International Studies (Yuriy Fedkovych Chernivtsi National University, Ukraine) made a farsighted and effective decision to initiate the establishment of International Studies, (namely, the Department of International Relations, the Department of Information Science and Media Studies and the Department of Foreign Languages). The Department of Foreign Languages (later renamed the Department of Modern Foreign Languages & Translation Studies (DMFL&TS)) currently teaches *six* modern European languages – English, Spanish, French, German, Polish and Romanian. Simultaneously, a learner-centered course of EFL stipulates that an instructor of our Department should design and address student learning needs (in terms of blending TS). Such learner-centered teaching strategies enhance students responsibility in terms of learning, critical thinking, reflection, collaboration, and motivation. The establishment of the DMFL&TS was a pilot project, since the academic staff of the Department was supposed to teach foreign languages and culture to students who were majoring in International Relations, Regional Studies, Information Science and Media Studies. In the end the daring venture turned into a deep-rooted and developed institution with its own traditional methods of teaching, adapting to the modern challenges of the Knowledge Society. It is worth mentioning, that the Department made a breakthrough in teaching both IS and a foreign language – 'using language to learn, learning to use language'. The Department instructors started up a new educational approach *Content and Language Integrated Learning (CLIL)*, providing exposure to the language without requiring extra time in the curriculum, which is of particular interest in vocational settings. Primarily, the attention has been drawn to linguistics as well as terminology and translation studies – building blocks of the educational process associated with learning foreign languages.

It should be emphasized that Translation Studies as interdisciplinary studies borrows much from the various fields of study that support translation. These include comparative literature, computer science, history, linguistics, philology, philosophy, semiotics and terminology. Throughout history, written and spoken translations have played a crucial role in inter-human communication, not least in providing access to important texts for scholarship and religious purposes. As world trade has grown, so has the importance of translation. Yet, the study of translation as an academic subject really emerged only in the second half of the twentieth century (Translation Studies, Wikipedia). All-round translator education requires greater sensibility to broader communicative purposes. This is a clear indication of the awareness of the appropriateness of the Depts. And of the courses that it provides. The Department of Modern Languages and Translation Studies trains a professional translator as a mediator of cross-cultural communication to survive and succeed under the conditions of a rapid globalization. Consequently, 'Viribus Unitis' of three departments contribute to students' gaining key competencies of the 21st century, namely : civic literacy ; global awareness and cross-cultural skills ; critical and inventive thinking ; communication, collaboration and information skills. It is worth mentioning that after completing their Master's Degree, graduates are conferred the diplomas of Experts in International Studies and Experts in

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Translation. If to monitor our multi-faceted graduates' success, they have become scholars, entrepreneurs, social media marketing managers, politicians, media experts, PR managers, interpreters and visionaries to meet the diverse challenges of a globalized world.

The first valuable contribution of the students, Associate and Assistant Professors in English of our Department was the translation of a package of documents of the nomination dossier on the inclusion of the Residence of Metropolitan Bukovina and Dalmatia (now Yuriy Fedkovych Chernivtsi National University) in the UNESCO World Heritage, being adopted by the 35th session of UNESCO on June 28, 2011 (The Residence of Bukovyna and Dalmatia Metropolitans in Chernivtsi, 2011).

Applying multiple skill- and knowledge-based assessments, we could evaluate students' learning targets and their achievements, in particular, their performance in class as well as conferences and their qualified translations on different University and NGO's levels. Namely, throughout 2009-2019 academic years the students, being supervised by the Associate Professors of the Department of Modern Foreign Languages and Translation Studies of the Faculty of History, Political Science and International Studies and, delivered their speeches on International Studies as well as Translation Studies at annual Student Scientific Conferences, held by Yuriy Fedkovych Chernivtsi University. Some of the brightest speeches and theses addressing vital issues on TS are as followed : 'History and Development of Translation Studies in Ukraine' ; 'History of Translation. Fundamentals of Translation Studies in Ukraine' ; 'Hermeneutics as the Art of Understanding and Interpreting (Discourse Analysis of Translations of the Bible into Ukrainian)' ; 'Otto Kade's Types of Equivalence' ; 'Translation of Legal Terminology' ; 'Impact of Globalization on Language and Culture of the Society', 'Translation as Interliterariness Forms' ; 'Day-to-day Routine of a Professional Translator or on the Verge of an International Conflict' (Student Scientific Conferences, 2009-2019).

If to trace IS students' developing and implementing translation skills, it is worth mentioning that K.Iliuk (6th-year student) – currently Student Research Committees Coordinator – International Association for Political Science Students (IAPSS) has started her translator/interpreter career since 2013. Being the then Local Committee President of AIESEC (Chernivtsi, Ukraine), she did consequent bilingual translation in February 2014 – January 2015 for the following projects : 'World without Borders. Children's Path' ; 'Branding Chernivtsi' ; 'Global Village' ; 'World without Borders Camps' ; at press conference of NGO project 'Feel Ukraine', January 2016 ; synchronous translation : Friedrich-Ebert-Stiftung Foundation ; English-Ukrainian-English translation of Lectures on Syrian war and its influence on Ukrainian conflict ; EU sanctions and Russia (October, 2016, Ukraine) ; official visit of Japanese Minister-Counselor to Chernivtsi Regional Council, October 2017). The Master of IS, Helen Yehorova did a written translation from Ukrainian to English, and vice versa of the following projects : 'ISIL/Da'esh and 'Non-Conventional' Weapons of Terror' ; 'Pollution in China' ; 'Cancer Villages in China' ; 'The Safehouse (Shelter) for the pregnant women and young mothers under the difficult life circumstances' (Kyiv), 'NATO's New Approaches in the Field of Cybersecurity under the Intensification of the Information Confrontation'. Additionally, M.Stetsiuk and H.Yehorova did simultaneous translation at the International Forum "Intermarium – From Information Project to Civilizational Reality".

Another important identiary aspect for our students' translation and interpreting skills is a two-year truly bountiful cooperation with the EU-funded Jean Monnet Open Online Course of European Integration (EUROSCI) prompted us to infer that

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crosscutting targets of CBC are territorial cohesion, cultural inter-enrichment, equal opportunities and sustainable development. In our opinion, EU-Ukraine cultural cooperation as a powerful toolkit of enhancing opportunity and value of interstate relations prove to strengthen its regulatory environment, moreover, to remove barriers of existing borders, based on cultural similarities and on economic and social differences. Each course at our Faculty of History, Political Science and International Relations, in particular at the Department of International Studies is delivered with reference to the knowledge acquired through globalization of education. This refers to the history, culture and different educational methodologies received from the EU and alike. Consequently, it sounds quite logical that our Faculty wants to deepen the accumulated knowledge in order to prepare experts in *International and Translation Studies*, diplomats, political scientists, think-tank analysts and interpreters to be able to accept and adapt to changes in the cutting edge traditional channels of communication (Open Online Course of European Integration : Strategic Communications, 2008).

Consequently, taking into account the experience of the Department of Modern Foreign Languages and Translation Studies, we dare state, the way Translation Studies is taught, has important impact on students' prospective career of political analysts, diplomats, PR managers, consuls, ambassadors, political scientists, SMM managers, media experts, IT experts and cyber force.

Implementation of TBL for developing students' cognitive skills for translation and communicative purposes

To be more specific, our focus revolves around the problem on how effective could be teaching of *translation-based learning* as a crucial step towards achieving accuracy in learners' linguistic competence as well as communicative and sociolinguistic competences. Furthermore, students' learning strategies are applied to develop and improve their core professional skills such as problem solving, creativity, teamwork, as well as language at different work stages. Equally, Translation Studies would benefit to the language learning autonomy, since *translation-based learning* requires a more autonomous approach to task completion. TS is also based on using computer technologies, which offer ample opportunities for students and, thus, mediate their autonomy. It compels students to become autonomous language learners, i.e. those who make the conscious choice of using a language in order to learn it (Kozlova, 2018 : 2).

On the surface, many university students of Ukraine are expected to brush up basic knowledge (especially grammar trouble spots before they can develop their linguistic intuitions and master English for both their daily routines and academic purposes). In reality, however, studying English does not necessarily focus on syntactic accuracy or competency in grammar usage. More importantly, giving opportunities to students to use as much English as they can in real life contexts is being critically important, especially for our students who do not have many chances to be exposed to authentic English speakers, as well as the occasion to use English in their real life surroundings. Contending with this difficult task, EFL teachers in Ukraine should take up such teaching and learning method in order to push students to apply language with a focus on communicative purposes in the real world environment, rather than exclusively concentrate efforts on statements correctness as in traditional teaching. That is to say, the students should be encouraged to relay ideas more than worry about grammatical accuracy and rules while making use of English for communicative purposes.

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To deal with this challenge, language teachers in Ukraine need to employ an appropriate English teaching and learning method that should encourage students to use language with an emphasis on communicative purposes in real world settings, rather than solely focus on accuracy as in traditional teaching. In other words, the students should be encouraged to convey messages more than be concerned about grammatical rules when they use English for communicative purposes. As far as translation is concerned, it is regarded to be of great value in sensitising students to contrasts and comparisons between the grammars of their own language and the source language (Gill, 1998 : 63).

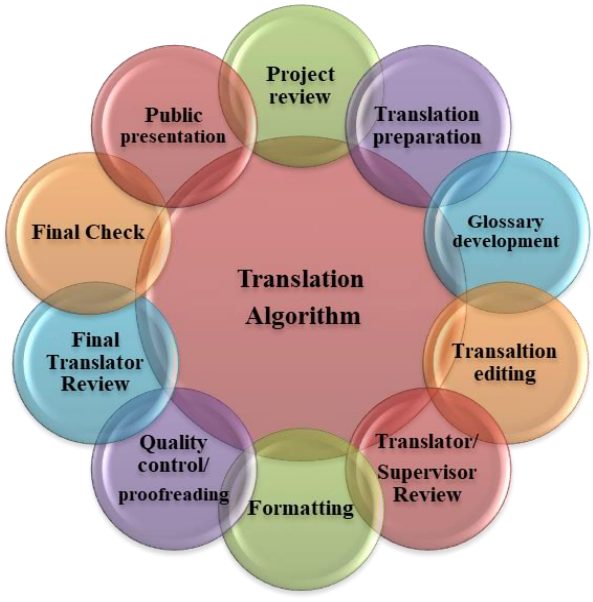
An outline of English for International Studies

English for Specific Purposes is a 270-hour English course designed for studen ts, majoring in IS : International Relations, Regional Studies, and Public Communication students. The main objective of the course is to have students practise the four English skills (i.e. listening, speaking, reading and writing) for understanding through materials (e.g., e-newspapers, the Internet resources) on IS. Enhancing the level of proficiency is one of the priorities in the pre-service teacher training and students should reach at least the C1 level of English according to CEFR. Reaching this level of proficiency needs to be supported by continuous and regular work ; it is, therefore, necessary to proceed with TS besides regular English classes. The course was first offered to International Studies major students in the fifth semester of the 2009 academic year. Instructors focused on students' integrated skills and authentic materials used in different types of media (e.g. newspaper, blogs, and websites). In keeping with a tradition in qualitative research, grading of the course, as Poonpon (2018 :4) states relied on five scores : attendance and in-class participation (10%), midterm examination (30%), final examination (30%), speaking tests (10%), and group project (20%). The implementation of *translation-based learning* (TBL) in a language classroom aims at facilitating students to apply their language skills and knowledge of their specific field of study to complete a task, and how translation-based learning may enhance their four skills of English (i.e., listening, speaking, reading and writing). It should be noted that scholars' opinion on using translation during learning process varies and triggers an argument (Duff, 1994) : some scholars regard translation as an irrelevant and inefficient language learning tool, some researchers and this article author vote for TBL as a tool maximizing foreign language learning. Considering awareness of the subject field, the focal group of Masters of IS has a considerable advantage as a source text is strongly related to their major. With regard to a target language competence, it should be stated that currently all school graduates are to pass Standardized Test in English (EIT External Independent Testing in Ukraine) for admission to the Universities, therefore they have indeed good training in the target language. As for a source language, first, the student-translator must be aware of the basic principles of translation theory and practice (students learn this course during 5, 6, 7 and 8 semesters), must have empathy toward his target reader (listener), the translated text must meet the reader's (listener's) requirements, be meaningful to a target reader (listener). The group of students who collaborated in this study was equipped with direct and indirect strategies : analyzing and reasoning, creating structure for input and output (taking notes, summarizing, highlighting), guessing ; arranging and planning, evaluating (self-monitoring, self-evaluating), cooperating with peers and instructors, empathizing with others (developing cultural understanding, becoming aware of others' thoughts and feelings) (Oxford, 1990). It should be stressed, that to be capable to translate linguistic material, students should not have any

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metalinguistic concepts to categorise the material or any special expertise beyond competence in their language. Another effective tool for students-translators' successful performance was a computer-assisted and internet-based translation which contributed to their productivity and quality of translation, generating challenges and uncertainties at the same time. In that sense, Kyiak, Ohui and Naumenko (2006) give the breadth of evidence that, the main difficulty of the translation is that the words of different languages correspond to each other in individual cases, not to mention semantic clusters and ideas. This fact determines certain initial pre-requisites for the result and process of translation, which can be singled out as follows : "1) both formally and in content, the language of the target language and the source language do not coincide ; 2) the structure of the target language is different from that of the source language ; 3) the translation must first transmit the meaning of the original ; 4) the translation must give the listener (reader) the same effect as the original on his own reader ; 5) the translation must sound natural and glassy, sticking to foreignisation in translation" (Kyiak, Ohui and Naumenko, 2006 : 20-21).

Drawing on the theoretical underpinnings of the TS, the students were offered the following *Translation Algorithm Lifestyle* at the translation onset (Fig.1) :



In our map, while attempting to give coherence and consistency in a foreignising translation process, *Translation Algorithm Lifestyle* could be traced as followed :

1. *Project review* – choosing and approving a source text to be translated into a target language (a text related to Bachelor's / Master's theses, the article or study which can help while writing a degree work) ;
2. *Translation preparation* – getting ready required translation tools : computer-assisted translation (CAT), reading a native-language corpus comprised texts in the translation-related field or vice versa ;

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3. *Glossary development* – developing mono- and bilingual terminological glossaries, thesauruses, choosing key terms ;
4. *Translation editing* – translating into a target language, while using different kinds of tools and techniques ; paying special attention to cognitive translation of the terms of the IR professional sublanguage (Kudelko, 2017) ;
5. *Translator/Supervisor Review* – marking and proofreading a translated text ; analyzing and reasoning a source text, singling out means of translation ;
6. *Formatting* – producing a manuscript translation (source and target texts) to conform to the basic requirements ;
7. *Quality control/proofreading* – self-monitoring and self-evaluating, editing ;
8. *Final translator's review* – perusing and revising before submitting ;
9. *Final check* – summarizing and concluding, writing an abstract ;
10. *Public Presentation* – delivering a speech on the outcomes of a foreignising translation practice, sharing their findings and getting feedback from peers and instructors/supervisors.

In closing the focal group got Translation-Based Learning (TBL) questionnaire, the objective of which was to get a respondents' feedback concerning cognitive translation activities as a means of learning a foreign language, to find out whether they consider it an effective tool for mastering a foreign language, an operational learning option, to acquire English skills and cultivate communication skills.

TBL questionnaire, responded by a focal group of Masters of IS after 2 weeks (112 hours) of translation practice. During the period, students were supposed to translate a source authentic major-related text (25 pages) from Ukrainian into English and to make linguistic and translatological analysis (decoding different means of translation : logical development of notion, lexical and grammar transformations, antonymic translation, abbreviations etc. ; singling out glossary, key terms and writing an abstract). According to Sykes (1989), to fulfill the above task, the student-translator should have at least three competencies : a solid understanding of the subject matter treated in the source text ; an excellent command of the target language (in our case, it is English) and a good knowledge of the source (Ukrainian) language.

The TBL questionnaire offered to the focal group :

Offered Questions	Offered answers
How viable is translation as a means of mastering Foreign Languages (FL)?	a) viable b) questionable c) not useful d) have no opinion
What are the effects of using translation activities to master FL?	a) positive impact b) negative impact
Do you benefit translation activities?	a) Yes b) No
Do you suppose you could make faster progress in the foreign language learning through other methods?	a) Yes b) No c) possibly
What language capacity and skills do you consider can be strengthened the most from using translation?	a) reading and vocabulary b) grammar c) speaking d) writing e) listening
Do you feel the translation activities have prepared you for the Level C1 language competence exam?	a) excellent preparation b) sufficient preparation c) satisfactory preparation
Translation helped me improve :	a) speaking skills b) listening skills c)

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	vocabulary and reading skills d) grammar and writing skills
Should translation activities be used in the language classroom?	a) Yes b) No
If you could go back to the beginning of your studies, would you choose the same path or would you do something entirely different from translation?	a) definitely not b) questionable c) entirely different
Have you ever tried adding new languages to your skill set after you finished your studies? If so, how did you go about doing it?	a) surely b) sometimes c) never
How important is it to translate only in your native language?	a) very important b) not really c) your variant
How did translation theories guide your translation practices : could you be a successful translator/interpreter without knowledge in this matter?	a) they were very helpful b) I had to gain my own experience through practice
It is more efficient to read a source text entirely before translating, or to start translating immediately	a) reading entirely b) translating immediately
What is the impact of technology on translators and interpreters?	Your own variant

The TBL questionnaire outcomes

Ultimately, the results revealed a high level of students' awareness of translation skills importance for effective foreign languages (FL) learning : 52 students (100%) - consider it viable and crucially important ; they are confident that such teaching and learning methods must be used in the classroom. 48 interviewees (92%) - benefit from this activity ; at the same time 4(8%) respondents - claim that this type of skill do not bring them any good in mastering FL. According to the survey, only 8 respondents (16%) believe this activity "…would help to improve their language proficiency faster than others and consider translation into a target language of great significance". 36 students (68%) doubt in it and 8 respondents (16%) - do not esteem "translation-based learning to be an efficient method of learning FL". 35 respondents (64%) – consider that "translation can improve their reading and vocabulary" ; while 20 (40%) - are confident "in translation relevance for grammar learning" ; 16 students (32%) - in speaking and 12 respondents (24%) - in writing. Only 8 students (16%) - state that "they would prefer other activities for improving their foreign language skills". 40 respondents (80%) - are sure that "adding new languages (in our case, students learn three foreign languages) would do a lot of good and facilitate improving their skill set". It proved that pros of multiple language learning outweigh the cons as they provide enhancement of brain capacity, ability to process language information and find similarities and contrasts. 36 students (71%) - suppose that translation theory guide their translation practices ; only 16 respondents (29%) - want to get translation skills through their own experience, though analyzing their translations it is evident that they used theoretical background. Noteworthy, 100% (52 students) vote for reading a source text entirely before starting the translation in order to get familiarized with the text content, extracting the content to be aware of the information it bears in general. The interviewees believe that technology exercises a remarkable effect on the translation process making it easier and

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faster, helps obtain new knowledge, enlarge vocabulary, and improve language skills. It gives many opportunities to study via the Internet, participate in webinars, online courses, and have access to many sources. Without any exclusion, 52 students (100%) stood for the impact of modern technologies on their time-management, cost-effectiveness and optimization of their quality translation. Furthermore, all the participants suggested further integration of CAT tools in the TS modular of the curriculum.

In conclusion, the questionnaire outcomes are synergistic and relevant to linguists and educators' points of view. They consider TS an effective and enhancing toolkit of such foreign language competence and skills as reading and vocabulary (reading comprehension, text analysis) ; writing (transferring a text from one language into another) ; speaking (getting involved in a discussion regarding advantages and disadvantages of translation) and listening (during conversation students strengthen their listening skills). Hence, translation as a pedagogical tool is a valid means for building up and integrating traditional language skills.

The survey findings also show that learners recognize translation as being an effective language learning activity. They believe that cognitive translation activities are a helpful learning option for comprehension, memorizing, acquiring English skills, and develop interpersonal communication skills. They are sure it is an effective instrument for the preparation to Level C1 language competence exam. On the other hand, less proficient learners perceive translation activities as monotonous, demanding and useless. Their lack of linguistic intuitions is an essential obstacle on the way of evaluating cognitive translation studies as extremely valuable for mastering foreign language.

Concluding Remarks

The findings of this research have established a theoretical framework which demonstrates that various disciplines highlight the need for interdisciplinarity of translation studies and the growing synergy between of the Knowledge society and TS. Even though several different disciplines show an interest in researching intercultural communication and/or translation, they do it by approaching the object of research in their own disciplinary way, with their own interests and their own methods. It is through interdisciplinary cooperation that the complexity of both translation and intercultural communication can be studied. In this regard, and by building on the commonalities and differences in focus, methods, and concepts, both Translation Studies and International Studies can prosper as disciplines. The paper, though, does not attempt to give an exhaustive review of the increasingly growing approaches to TS teaching. It is important to emphasize that foreignising translation activities contribute much to mastering a foreign language, developing language skills set and intercultural competence. We should emphasize that a professional translator is a mediating cross-cultural communicator, whose ultimate goal is to affect change in today's globalized world. To be a competent and reliable translator one should not only acquire the characteristics and skills indicated above, but be aware of translation theory and strategies, do their his best in transferring information from one language to another.

The digital age brought the brand new CAT tools, optimizing translation process, computer software SDL Trados, Star Transit, Across, and Wordfast. Consequently, we are facing a new challenge of integrating a 'Cat Tools Module' into our Department curriculum for translator's training to meet the requirements of the present day reality. We should provide the students with the necessary methods and knowledge to enable them to deal with this activity and, eventually, they will have an excellent opportunity to acquire the

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basic knowledge of CAT tools needed to do a high-quality translation and choose a wider variety of scenarios to advance.

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