

ORIGINAL ARTICLE

The development of Ukrainian university students' discourse-oriented translation competence in Chinese and English as foreign languages

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Abstract: The manuscript covers some methodological issues related to the development of Ukrainian university students' discourse-oriented translation competence in Chinese and English as foreign languages at the State Institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odesa, Ukraine (Ushynsky University). Against the backdrop of the competence-based curriculum design for training translators, this research is aimed at investigating the structure of the discourse-oriented translation competence and possible means that contribute to its development within specialized translator training in Chinese and English majors. The importance of the study is actualized through the analysis of translation competence models which can be applied to different professional spheres alongside teaching methods and technologies that can provide for students' academic success. In this perspective, the discourse-oriented translation competence indices as well as evaluation criteria of students' proficiency level (excellent, sufficient, satisfactory, and low) were determined. The authors used the research tools as follows: the methods of systemic and content-based analyses to examine and generalize the theoretical foundation for the topic under focus, to systemize the outcomes of the study; focused observation using two similar multiple-choice questionnaires and the register as tools for data collecting in three groups of bachelor students majoring in Translation Studies (Chinese/English major and Chinese/English minor) and one group of Chinese/English teachers at the platform of Ushynsky University.

Keywords: translation competence; discourse; evaluation criteria; competence-based approach; teaching methods and technologies; skills and abilities

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Received: April 5, 2023; **Accepted:** May 11, 2023; **Available online:** June 12, 2023

Citation: Popova O and Morhun O (2023) The development of Ukrainian university students' discourse-oriented translation competence in Chinese and English as foreign languages. *Forum for Linguistic Studies* 5(1): 130–159. DOI: 10.18063/fls.v5i1.1622

1. Introduction

The choice of the competence-based approach in teaching/learning foreign languages is conditioned by modern innovative processes that transform and convert world experience into the field of

education. The program sets proposed by the UN are the normative guidelines for the development of the educational space in Ukraine. Their areas include: the declaration “Millennium Development Goals” (Ministry of Economy and European Integration of Ukraine, 2003), the implementation of the project *Educational Policy* and “equal to equal” education, which enables the modernization of education content and the development of key (the most important and integrated) competences in youth.

The research in the sphere related to the development of a science and education paradigm testifies a widescale implementation of competence-oriented education in teaching/learning practice in many countries (Austria, Canada, France, Germany, Great Britain, Hungary, Latvia, Lithuania, Moldova, New Zealand, Romania, etc.) and a necessity to elaborate assessment and monitoring procedures for tracking learning outcomes and measuring competence acquisition by secondary school pupils and university students in various education fields, considering the demands of the labor markets and society. The competence-based approach can be considered as one of the factors contributing to the modernization of the education content; it complements a number of educational innovations and classical approaches that help educators harmoniously combine positive experience for the realization of modern educational goals (Ovcharuk, 2004).

When dealing with the training of would-be translators and interpreters in Ukraine, there arises a problem of their professional portfolio they are to acquire by the end of their undergraduate study under modern complicated circumstances in Ukraine, including post-COVID-19 consequences and military actions.

Many scholars devoted their research to the progressing of professional competences in the framework of foreign languages proficiency (Avramenko et al., 2021; Banditvilai, 2016; Khodadady et al., 2016). Iranian researchers (Khodadady et al., 2016) study the correlation between cognitive styles and achievement in English as a foreign language (EFL). Ukrainian researchers (Avramenko et al., 2021) investigate the efficiency of students’ individual work in learning foreign languages at institutions of higher education. Banditvilai (2016) stated that blended learning facilitates the development of students’ language skills. A specific attention is given to forms, methods and means of teaching/learning foreign languages. Krebt (2017) proved that role-playing as a classroom technique contributes to the development of students’ speaking skills. Savingnon and Wang (2003) give their preferences to the implementation of communicative meaning-oriented instruction of English in contradistinction to traditional form-focused instruction. Ma et al. (2017) examined language pedagogy, language policy and planning, and teacher development between 2005 and 2015 in China. In spite of the fact that a big number of Chinese scholars have focused on the development of Chinese language education abroad (Gong et al., 2018; Xu et al., 2014), there can be hardly found any research results related to teacher training systems intended for Ukrainian teachers of Chinese or teachers of Chinese who are native-speakers taking into consideration the Ukrainian educational space. Some issues deal with significant insights into teaching Chinese as a foreign language within mainland China (Gong et al., 2018; Ma et al., 2017).

It is expedient to mention the role of Confucius Institutes (CIs) which are government-organized non-governmental organizations under subordination of the Ministry of Education of the People’s Republic of China; they are currently funded by the Chinese International Education Foundation. Confucius Institutes (CI) are aimed at meeting the demands of local citizens in terms of learning the

Chinese language and culture, facilitating cultural exchanges and people's communication, as well as supporting local Chinese teaching internationally. Since 2012, the Education and Culture Centre "Confucius Institute" has been functioning on the platform of the State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky". It contributes to the internationalization of the educational process at Ushynsky University and its affiliated educational establishments. This is manifested in the activities as follows:

- training of would-be specialists for foreign countries;
- implementation of international projects;
- organization of internships and academic exchanges of teachers and students abroad;
- holding international scientific forums;
- implementation of joint research with foreign partners;
- participation in grant competitions;
- organizing and holding cultural events, promoting the Ukrainian and Chinese cultures, etc.

Together with its Chinese partner-university (Harbin Engineering University), Ushynsky University provides for the educational process in respect of teaching the Chinese language and culture to students majoring in philological and non-philological fields. Thanks to Confucius Institute at Ushynsky University, some specialties have been launched at the bachelor and master degree levels: 035 "Philology (specialization: Germanic Languages and Literatures (Translation included), English as major/Chinese as minor), 035 "Philology (specialization: Oriental Languages and Literatures (Translation included), Chinese as major/English as minor), and 014 Secondary Education (Language and Literature (Chinese)). The CI teaching staff and local specialists provide for specialized lectures, practical classes, seminars, workshops, discussions, etc. at the Faculty of Foreign Languages (Ushynsky University).

These are Confucius Institutes that can benefit local teachers and learners by ensuring better education. The intentions of Chinese scholars who relate their investigations to the exigency to meet the needs and interests of local communities deserve attention. Madkour (2018) recommends that students majoring in foreign languages should be trained in the fields of civil anthropology to assist them in achieving cultural and intercultural competence. The author acknowledges the task of transmitting culture while translating authentic texts. The scholar appreciates the recent collaborative pedagogy for translation, which is based on improving social and cultural skills, cognizing the impact of translation, linguistics, and social anthropology on students' culture and intercultural competence. The role of Chinese as an emerging international language in the linguistic diversity is recognized worldwide (Gong et al., 2020; Ma et al., 2017; Moloney and Xu, 2015; Qi and Lai, 2017). The Chinese language and culture have gained popularity with Ukrainian learners for recent years. The culture of China is quite different from that of Ukraine, that is why it is a challenge for both local and foreign teachers to adapt these specificities to Ukrainian learners. As for the cultures of the English speaking and European countries, Ukrainians seem to be familiar with them due to the process of European integration that has been taking place for about ten years. It is very important to teach culture to Ukrainian students majoring in Chinese and English Translation Studies for

adequate understanding authentic texts and their further reproduction in Ukrainian. Translating is a complex process. Expressing (re-expressing, to be more precise) the original text in the target language requires many specific methods and skills, results from understanding (Zhang, 2009). Nida (1982: 16) recognized huge differences between English and Chinese on lexical, syntactic, and textual levels, “Chinese being parataxis while English hypotaxis in constructing sentences”. As Nida (1969: 483) pointed out, translating is “rather a more complex procedure involving analysis, transfer, and restructuring”. It is a comprehensive activity integrating theory and practice. Ukrainian students face even more difficulties dealing with the languages belonging to two language families and three different language groups: Sino-Tibetan (Chinese), Indo-European (English (Germanic group) and Ukrainian (Slavic group)). Students are trained in these language pairs: Chinese ↔ Ukrainian, English ↔ Ukrainian (sometimes, they practice the Chinese ↔ English language pair) in the field of Philology (Translation Studies). When solving translational tasks, students have to decode and encode the Chinese characters, transfer them into the Cyrillic and Latin alphabets. A certain number of complications are connected with differences in grammatical systems of the above-mentioned languages and phonological peculiarities of the Chinese language. Unfortunately, there can hardly be found any research related to the development of translation competence involving three languages (Ukrainian, Chinese, and English) within a training course. The above given status quo in the Ukrainian education sphere conditions our research aimed at investigating the structure of the discourse-oriented translation competence and possible means that contribute to its development within specialized translator training in Chinese and English majors.

Teaching experience shows that following the issues given below might highlight the structure of Ukrainian students’ translation competence, contribute to their academic success, and improve the quality of teaching Chinese and English:

- implementation of discourse-oriented teaching/learning methods into the training aimed at would-be translators;
- specification of the discourse-oriented translation competence (its components and indicators);
- determination of assessment tools for the discourse-oriented translation competence.

Hence, to achieve the set aim and objectives, the research intends to analyze possible ways of how to implement discourse-oriented teaching/learning methods into the training aimed at would-be translators of Chinese and English on the platform of Ushynsky University; to specify the components and indicators of the discourse-oriented translation competence; and to determine its assessment tools.

2. Defining professional competence in the field of Translation Studies

2.1. Translation competence

Translation teaching and learning traditionally falls into the category of translator training as suggested by Holmes. It is illustrated in **Figure 1**.

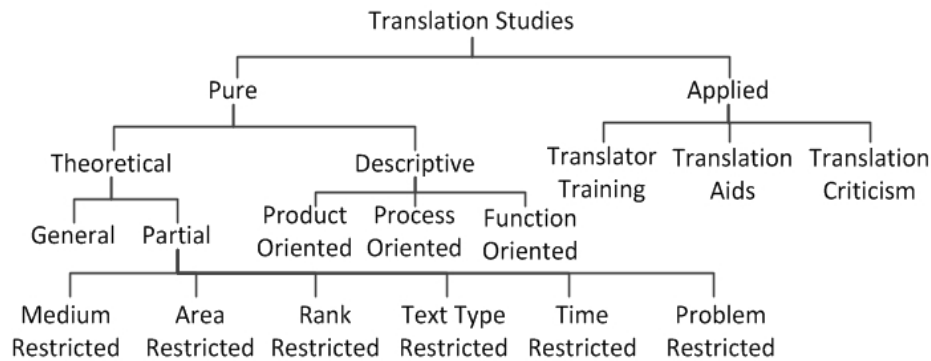


Figure 1. Holmes' "map" of translation studies (Adopted from Toury, 2010: 10).

Figure 1 shows that translation studies (TS) are further divided into two general branches: Pure TS and Applied TS. Concerning the translation learning, it belongs to Translator training, which is the first branch of Applied TS. The discursive component penetrates both Pure TS and Applied TS and may manifest itself in these subbranches: theoretical → partial → text-type restricted, descriptive → function-oriented, and applied → translation aids (as a result after discourse analysis).

Neubert (2000: 6) defined translation competence as “a complex whole comprising of five parameters: language competence, textual competence, subject competence, cultural competence, and transfer competence”. Thus, it can be assumed that translation competence is a rather complicated system consisting of particular sub-competences which reflect the process of translating (and interpreting).

There is also a model called the Xiada (meaning Xiàmén dàxué or Xiamen University) Model for Interpreter Training. **Figure 2** displays that interpreting (translating) requires comprehension of the source language (SL) and reconstruction of the message in the target language (TL), which may lead to successful interpreting if translators (interpreters) demonstrate due skills and translation techniques.

This model was first proposed by Lei and Chen (2006). The authors provided the key to the model itself and illustrate how each constituent is essential in training future interpreters.

C (SL+K) represents comprehension (C) of the SL which is facilitated by extra-linguistic or encyclopedic knowledge (K).

R (TL+K) represents reformulation (R) in the TL which comprises extra-linguistic or encyclopedic knowledge (K).

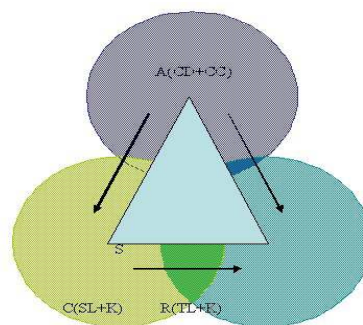


Figure 2. Xiada Model for Interpreter Training.

A (D+CC) represents analysis (A) which the interpreter uses both in comprehension and reconstruction of the message. Analysis has two main components, discourse analysis (D) and cross-cultural understanding (CC).

S represents the skills and techniques which interpreters resort to when performing their tasks in a professional manner.

As one can notice, discourse analysis, SL and TL linguistic competence and cultural awareness, extra-linguistic knowledge contribute to constructive interpreting which is correlated with cross-cultural communication.

Another Chinese researcher Jie (2020) reconsiders European and Chinese models of interpreter training in compliance with context education. The author implements the linguistic phenomenon “context” to interpreting studies. Jie (2020) investigates practices in representative (conference) interpreting training programs in China and Europe and reassesses the ESIT/AIIC model within the Chinese interpreting training environment. The researcher describes the most popular types of interpreter training courses in the EU: the Continental model, the Y-shaped and “mixed” models, and the European Masters in Conference Interpreting (EMCI). Jie explores the ESIT program and offers five core determinants in training—admission, curriculum, teaching progression, faculty, and evaluation. The intensive curriculum of conference interpretation at ESIT (Ecole Supérieure d’Interprètes et de Traducteurs/Higher School of Interpreters and Translators) covers three key elements of interpreting competencies: skills and techniques, extra-linguistic or encyclopedic knowledge acquisition, and professional ethics (Jie, 2020: 49–81).

The PACTE Group (special research group on the process and evaluation of translation competence acquisition) studied translation competence and its acquisition in written translation. PACTE (2000) defines translation competence as the underlying system of knowledge and skills needed to translate. Furthermore, they proposed a detailed model of translation competence. **Figure 3** shows interrelations between the sub-competences constituting translation competence.

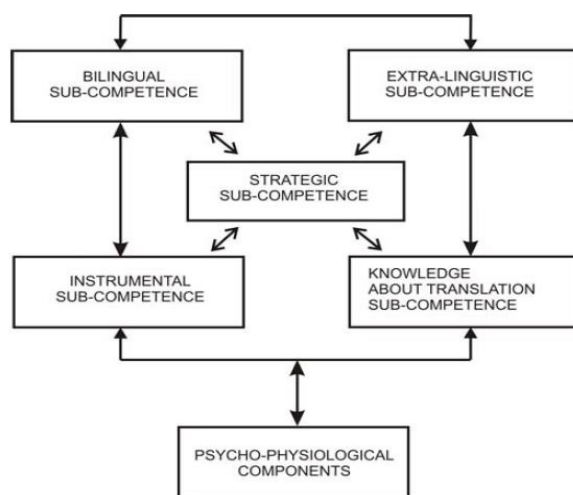


Figure 3. PACTE translation competence model (PACTE, 2003: 60).

For each sub-competence, the PACTE group offered a brief description of their nature and scope:

- Bilingual sub-competence is predominantly procedural knowledge made up of “pragmatic, socio-linguistic, textual, grammatical and lexical knowledge in the two languages”;
- Extra-linguistic sub-competence is predominantly declarative knowledge made up of bicultural knowledge, encyclopedic and subject knowledge;
- Knowledge of translation sub-competence is predominantly declarative knowledge “about what translation is and aspects of the profession”;
- Instrumental sub-competence is predominantly procedural knowledge “related to the use of documentation sources and information and communication technologies applied to translation”;
- Strategic sub-competence is procedural knowledge to “guarantee the efficiency of the translation process and solve the problems encountered”;
- Psycho-physiological components refer to “different types of cognitive and attitudinal components and psycho-motor mechanisms” (PACTE, 2017: 39–40).

According to the PACTE group, strategic sub-competence is the most significant one in their model. “It is responsible for solving problems and the efficiency of the translation process. It intervenes by planning the process in relation to the translation project, evaluating the process and partial results obtained, activating the different sub-competencies and compensating for deficiencies, identifying translation problems and applying procedures to solve them.” (PACTE, 2005: 610) It should be mentioned that strategic sub-competence has something in common with discourse functions.

Since 2000, many scholars have been enhancing and modifying the PACTE translation competence. It is expedient to accent that the Xiada Model for Interpreter Training and the PACTE translation competence model are important for the specific Ukrainian context in terms of our students' abilities and capabilities to master certain translation/interpretation competences (competencies). For Ukrainian professional environment, the success of translating and interpreting activities depends upon specialists' awareness of discourse peculiarities of a communicative situation (their comprehension of the source and target languages, cross-cultural understanding), professional skills and abilities to perform translational/interpretational activities (decoding, processing, and encoding a message by means of non-relative languages), technical and instrumental mastery (using information and communication technologies, machine translation programs, editing applications, interpreter note-taking system, etc.).

The PACTE translation competence model appears to be a wholistic one. Each sub-competence can be deepened and transformed depending on the development of science and technology, the widening of cooperation vectors between particular countries, and global innovations in education systems. This is the reason why modern researchers, scholars and practicing teachers investigate the nature of translation competence and look for the ways of its improvement in compliance with modern demands. Jiang and Zeng (2017) studied the ways which enable improving students' translation competence within a practical translation course at Hawaii University according to the market need for professional translators. The application of web 2.0 technology (weblogs) has been the focal point of linguists (Alalimi, 2020; Dourish and Bell, 2011; Rahimi and Pourshahbaz, 2019) to research its efficiency in rendering processes in the frame of reference and the context of written translation and sight interpretation. The prominent advantage of web 2.0 technology in teaching

translation/interpretation encompasses synergistic and two-way activities dealing with translation, which provides for the development of students' written translation and sight interpretation competences alongside successful academic performance. Dashtestani and Stojkovic (2016) pointed out that sufficient practical experience in translating can promote students' translation competence, fostering reflective thinking and cognitive abilities in them, and offering adequate means for assessing their written translation performance. Nitzke et al. (2019) used new digital methods and technologies in teaching translation in order to improve students' translation competence. Gu (2013) contributed to the improvement of translator training by constructing a new translation teaching model—the author combined computer technology and network on the basis of multimode. Hu and Fan (2021) based their research on a systematic review of executive functions of inhibiting, shifting and working memory updating by Nour et al. (2020) and meta-analysis of working memory by Wen and Dong (2019), Mellinger and Hanson (2019). The research followed the PICOS framework and the PRISMA recommendations to synthesize holdings from International and Chinese databases. The authors found substantial evidence for an interpreter advantage in shifting, no effect in inhibiting and mixed effects in working memory updating. Wang et al. (2021) presented a comprehensive study of the impact of existing semi-supervised learning techniques on translation contributing to wide-ranging self- and semi-supervised learning for speech translation. The researchers showed that their approach obtained state-of-the-art results within four language pairs: English to German, English to Catalan, English to Arabic and English to Turkish, the translations and audio files being presented on the CoVoST 2 benchmark. Qin and Zuo (2020) concentrated on Massive Online Open Course (MOOC) concerning translation in China during the COVID-19 epidemic.

Thus, *translation competence* is a complicated linguistic and pedagogical phenomenon which encompasses translators'/interpreters' specific abilities necessary for effective performance of certain translation/interpretation modes in particular professional situations based on knowledge, awareness, skills, and abilities; it is a person's quality-measuring characteristic. It is an integral result of efficient transformation of acquired knowledge and skills into translators'/interpreters' professional activities; in other words, we deal with the development of a person's capability to effectively act in practice using the acquired experience in professional translation/interpretation-related or some other activities. No doubt, any translator or interpreter should keep to normative requirements and be aware of his/her responsibility for profession-related activities. A very important component to be taken into consideration in the process of developing translation competence is discourse which is to be rendered from the source language into the target language.

2.2. Discourse analysis

In modern linguistics, discourse is understood as situationally conditioned intersubjective speech-intellectual activity aimed at mutual orientation in the life space based on semiotic significance given to linguistic forms. It was Harris (1952) who introduced the term “discourse” into linguistics in 1952. The researcher correlated this term with one of attributive aspects based on equivalency between phrases and chains of phrases; supra-phrasal integrity in the context of other units alongside other situations.

What can be constructively used in the teaching practice is the fact that discourse is studied in philosophy, logic, social psychology, semiotics, sociology, anthropology, theory of artificial intelligence, ethnology, ethnography, historiography, jurisprudence, pedagogy, theory and practice of

translation, political science, cultural studies, literary studies, communication theory and various areas of linguistics formed on an interdisciplinary basis. Discourse, psycholinguistics, cognitive linguistics, communicative linguistics, pragmalinguistics, ethnolinguistics, linguistic and cultural studies, stylistics, poetics, narratology, rhetoric, linguistic theory of argumentation, gender linguistics, computer linguistics, etc. give reason to talk about a discursive turn in the humanities (Flick, 1995: 94; Harré, 1995: 146).

In modern linguistics, the interpretation of discourse is determined by a thinking style. **Figure 4** displays schematic representation of directions and approaches to discourse interpretation.

The representative thinking style forms the methodological basis for the formal and functional research directions of discourse. Their differences are determined by the method of substantiating the ontology of the object under analysis.

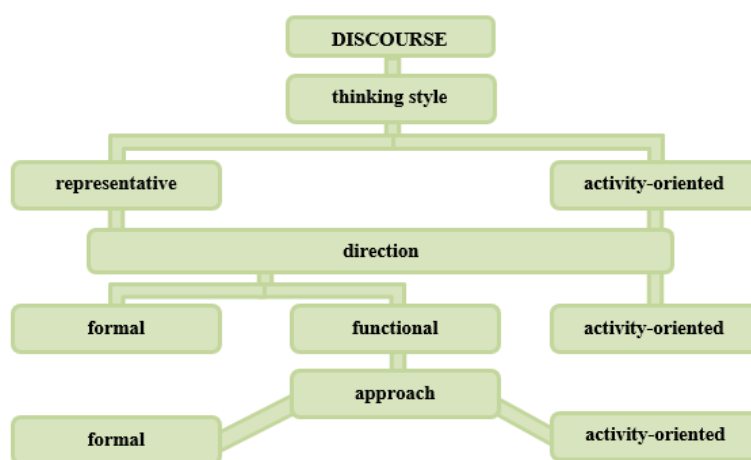


Figure 4. Schematic representation of directions and approaches to discourse interpretation (Adapted from Martyniuk, 2011: 13).

Formalists declare that structural levels of the object are identified by its constituents, whereas functionalists point out that structural levels are singled out by the method of interaction between constituents, which fulfils a certain function, and a context (Harder, 1999: 198). Morozova (2005: 140) claimed that the subject of disagreement between formalists and functionalists is not the concept of function which is successfully used in the structural analysis of language, but the concept of context. Within the formal approach, the context of the linguistic sign is limited to other language units, whereas within the functional approach, it includes communicators' mental and social life spaces. It should be mentioned that Schiffrin (2001) distinguished two main approaches within the functional direction/approach: "moderate", which focuses on the study of the functions of the linguistic sign, and "extreme", which considers language from the standpoint of social semiotics as a component of social interaction. The author defined discourse as social practices of a linguistic and non-linguistic nature, which are based on ideology or cultural differences (Schiffrin, 2001: 1–2). The latter approach is also called semiotic (Morozova, 2005). Taking into account situation-centered factors while studying the realization of language units functions, the functional approach is associated with the situation-oriented approach (Prokhorov, 2004: 22–23). The activity-oriented thinking style gives grounds to the development of activity-oriented understanding of discourse.

The formal direction to the interpretations of discourse gives rise to the dichotomy: text (written

and monologic) and discourse (oral and dialogical); the functional direction to the dichotomy: text-as-product and discourse-as-process (Brown and Yule, 1983: 24). The activity-oriented direction to discourse analysis derives from the definition of speech as a type of joint activity integrated into a complex of cognitive processes of complex dynamics (Kravchenko, 2009). The main ideas of the activity-oriented direction cover the provisions as follows:

1) Speech is a cultural construct, open and unfinished. It is originated from the activity of a higher level dealing with creation and interpretation of language signs.

2) The designated activity is context-dependent, and it flows in real time. It is a process that aims to endue a language form with semiotic significance (Love, 2004).

3) The process of giving semiotic significance to the language form materializes in a situation of interaction within the universe of intersubjective discourses as part of the material world in which other non-discursive types of human activity take place (Sinha, 1999).

4) Linguistic signs do not “carry information” that could be “exchanged”, but induce identical or similar information states in the minds of interacting subjects (Maturana, 1996). More complex states of the messenger correspond to numerous states of the receiver, which, in turn, correspond to the meanings of separate words included in the message. Thus, a resultative state, which is to be called discourse, arises in the course of communication and constantly acts in it.

Most modern researchers in the sphere of discourse studies focus on the analysis of phrases or sentences within a certain context of linguistic and non-linguistic nature (Bax, 2011; Fei et al., 2013). Brovkina and Baranova (2019) correlate discourse with communicative dialogical interaction of interlocutors who apply certain speech strategies depending on their inner state, temperament, and upbringing. Shymko (2021) equates the text semantics to the leading discourse based on a series of discourses (ordinal scale). Some scholars give significance to communicative intentional strategies and tactics which help to form conceptual discourse integrity and to stimulate productive interaction of interlocutors (Prihodko et al., 2022). Ukrainian researchers propose a structural discourse typology consisting of: “code (verbal/nonverbal, mixed, and creolized); message (oral/written and hybrid); and discourse participants (monologue, dialogue, and polylogue)” (Tomchakovska et al., 2022: 275). It is clearly seen that discourse is a multi-vector phenomenon incorporating linguistic and extralinguistic features.

The above discourse analysis allows us to define discourse as a situationally conditioned interactive interpersonal activity targeted to mutual orientation within a certain life space; it is aimed at generating common sense based on semiotic significance of a language form. Hence, there is enough ground to correlate discourse with translation/interpretation processes and represent discourse in the context of translation/interpretation modes. **Figure 5** shows the interdependence of discourse and translation/interpretation modes.

The framework of training Ukrainian bachelor students majoring in Translation Studies involves full (written) translation, abbreviated (written) translation (annotated and referenced), sight interpretation and partially consecutive interpretation. Simultaneous interpretation is practiced within master course programs. Students deal with institutional (status-oriented) discourse types as representatives of some social groups. Interlocutors (would-be translators/interpreters) interact in accordance with standardized status-oriented roles and realize communication depending on its aim and participants.

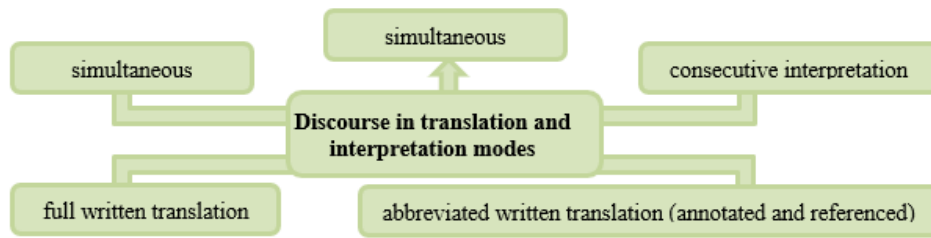


Figure 5. Discourse in translation and interpretation modes.

Karasik (2004) singled out these types of institutional discourse: political, administrative, official, diplomatic, military, legal, pedagogical, religious, mystical, medical, advertisement-based, sporting, scientific, theatrical, and mass-media discourses; though, this list can be altered or expanded, since social institutions are notably different from each other and cannot be considered as equivalent phenomena. Transferring the offered discourse into the plane of translator training in Ukraine, it is expedient to correlate the content of the training under study and education standards. Despite a very complicated situation in Ukraine, our education system is undergoing particular changes in its content, mechanisms of defending PhD and doctoral theses, organization of the teaching/learning process at all levels (at the levels of preschool education; primary, secondary, and high school education; and vocational and higher education).

Nowadays, the educational program is the keynote normative document (within the Laws on Education in Ukraine). It is developed by educational, scientific institutions or other educational agents. It contains requirements to individuals who can start education under this program; a list of educational components and their logical sequence; and total academic load and expected students' learning outcomes. The educational program is the basis for making curricula, syllabi, teaching recommendations (manuals), etc. in compliance with the education standards of Ukraine. Thus, educational profession-oriented programs targeted to would-be translators at the bachelor level encompass a set of comprehensive disciplines related to their professional domain: "Theory and Practice of Translation", "Problems of Lexicology at the modern stage: Translatological Aspect", "Stylistics and its role in Modern Translatology", "Introduction into Translation Studies", "Specifics of Artistic Translation", "Comparative Typology of Ukrainian and Foreign Languages", "Topical Directions of Modern Translatology", "Problems of Cross-cultural Communication", "Protection of Translator's Intellectual Property", "Work-placed Practice", etc.

It is presupposed that Ukrainian students majoring in Translation studies should deal with certain types of discourse. **Figure 6** displays the discourse range Ukrainian students are trained within.

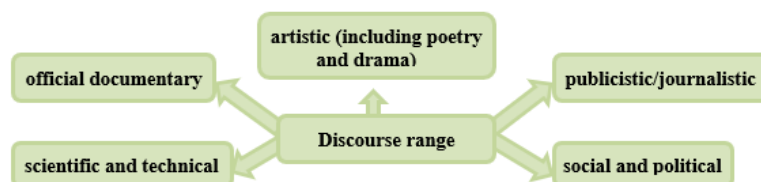


Figure 6. Discourse range within the translator training system in Ushynsky University.

Hence, the correlation of the educational profession-oriented content and professional portfolio may provide for academic success. The competence-based approach to teaching/learning both foreign languages and translation/interpretation specifics allows teachers to determine a scope of pro-

profession-related competences to be acquired by would-be translators. Discursive competence seems to be of great importance in this respect.

2.3. Discourse-oriented translation competence

Discourse-oriented (discursive) competence has been under focus of many Ukrainian and foreign scholars for the recent 10 years; however, there is not an unambiguous interpretation of the term “discursive competence”; scholars and researchers use their individual approaches to the understanding of this phenomenon. Canale and Swain (1980) announced that discursive competence deals with the awareness of different types of discourses and the rules of their construction, as well as the ability to create and understand them taking into consideration the communication situation. Brown (1987: 143) defined discursive competence as a person’s ability to combine sentences into fragments of discourse and structure a meaningful whole from a series of statements.

In General European Recommendations on Language Education (Níkolaieva, 2003), the authors highlighted that discursive competence is interpreted as students’ ability to unite sentences in order to build connected speech segments. It includes the knowledge and ability to manage speech in terms of thematic organization, coherence and logical speech organization, its style, register, rhetorical effectiveness (Níkolaieva, 2003).

Izmailova (n.d.) defined discursive competence as a capability of a linguistic personality to build and perceive holistic discourses of different types (oral and written) in accordance with a communicative intention within a certain communicative situation taking into consideration their semantic, pragmatic, and grammatical organization at the macro and micro levels as well as interconnection of extralinguistic and linguistic components.

Golovina (2004) distinguished textual, genre-centered, tactical and strategic components of discursive competence. The strategic component includes the ability to perceive communicative intent and to plan a communicative event. The tactical component involves the formation of the skills to analyze the communication situation and to choose adequate language means to achieve the communicative intention. The genre-centered component includes the knowledge of genre norms and the ability to select types of texts and create discourse according to the canons of a specific genre. The text component is considered as the ability to organize a sequence of sentences in such a way that a coherent text is formed. The text was researched in a narrow way, according to the traditional dictionary definition, as a sequence of symbolic units united by a semantic link, with coherence and integrity being its main properties.

Ukrainian scholars (Panova et al., 2010: 64) characterized discursive competence as the ability to build one’s speech coherently, using the knowledge of the principles of thematic organization of the text, its structure, coherence, logical organization, speech style (colloquial, official-business, literary, journalistic, and scientific) and register (high, neutral, colloquial, familiar, rude, and vulgar), principles of rhetorical effectiveness, i.e., to influence on the listener (reader). Prokop et al. (2013: 34–65) considered discursive competence as a constituent of communicative competence, the ability to construct coherent, logically connected statements using different functional styles in oral and written language; to their mind, it involves the choice of linguistic means depending on the expression type. The authors pointed out that discursive competence helps to choose and use adequate language forms and means based on the purpose and communication situation, on the social role of the

communication interlocutors. The scholars proposed a complex of interactive teaching technologies to provide for productive group-work, cooperation between a teacher and students, and coordination of their interests (brainstorming, discussion, press conference, dispute-dialogue, and educational debate). Bodnar (2016: 159) understands discursive competence as the ability of a person to create coherent segments of speech taking into account grammatical, lexical and syntactic rules, the communicative situation and extralinguistic factors, which are integral components of the communication process; and as the ability to logically organize statements into coherent texts and present them in accordance with the style of speech and the principles of rhetorical effectiveness. As one can see from the above definitions, there is not any interrelation between discursive competence and translational aspects.

Malaysian researchers (Liu, Abdullah, and Kang, 2022) investigated English majors' perceptions of Chinese-English translation learning and competence. They proved that English majors' primary purpose was to improve bilingual proficiency. Practical styles and diverse topics of China were interesting to them for translating. Qin (2019) researched the methodological limitations of contemporary discursive politeness. The author used a discursiveness-based approach which enabled her to suggest that in-depth ethnographic data provide a potentially determinative solution. The researcher considers that "the notion of discursive politeness emerges from critiquing the positive correlation between the indirectness of linguistic forms and its degree regarding being polite" (Qin, 2019: 14–15).

Chen (2020) focused on multimodal discourse analysis (a systematic analysis of different semi-otic modes, utilizing language, images, and sounds in a discourse). The author based the research on Halliday's theory (1978). Chen supports Halliday's view of language which can be applied "to fields that include discourse analysis, education, language development, second language development, computational linguistics, clinical linguistics, translation, language typology and the study of language in various domains, such as science, medicine, literature and the law" (Chen, 2020: 58).

Thus, taking into account the analyzed theoretical, practical, and normative material under study, *Ukrainian university students' discourse-oriented translation competence in Chinese and English as foreign languages* can be recognized as a set of knowledge, skills, and abilities necessary for starting the professional activity of a translator/interpreter within full visual (written) translation, sight interpretation, consecutive interpretation, annotated and referenced translation observing peculiarities of discourse which represents certain fields-domains in the modes Chinese ↔ Ukrainian and English ↔ Ukrainian. It is worth mentioning that translation of Chinese texts into Ukrainian is a kind of consequent speech activity which has a double nature—the reading-decoding of hieroglyphs (Chinese characters) and the writing-encoding of the received information in the form of words. Translation from Ukrainian into Chinese is performed in a reversed order—the reading-decoding of the semantics of lexical and grammatical linguistic units and the writing-encoding of the received information in the form of hieroglyphs (Chinese characters) through an intermediate activity (translation). Would-be translators have to undergo specialized training to master discourse-oriented translation competence.

3. Methodology

The methodology of the initiated research covers four constituents: research design, participants,

research instrument, and data analysis.

3.1. Research design

This experiment is based on the premise that pedagogical background which involves teaching mastery and keeping to local education specificities can contribute to the development of Ukrainian university students' discourse-oriented translation competence in Chinese and English as foreign languages.

This research is aimed at investigating the components of the competence under study, on the one hand, and implementing due pedagogical tools, on the other hand.

The experiment involved four stages: 1) studying the structure of the Ukrainian university students' discourse-oriented translation competence in Chinese and English as foreign languages, developing an academic course, and elaborating the evaluation criteria for indicating students' proficiency levels; 2) providing an academic course (15 classes with follow up projects presentation) accompanied with technically-enhanced curricular activities providing for the development of students' discourse-oriented translation competence; 3) questionnaires intended for students and teaching staff on necessity and capacity of the discourse-oriented translation competence development; 4) interpreting and analyzing the acquired outcomes. Two similar questionnaires were used: one for students, and another for the university teachers (instructors).

3.2. Participants

The sample consists of the students of the Faculty of Foreign Languages at Ushynsky University (Odesa, Ukraine). **Table 1** shows that the study was carried out with a sample population consisting of one group of the third-year students majoring in Chinese Translation Studies (14 students; full-time study), one group of the third-year students majoring in English Translation Studies (16 students; full-time study), one group of the third-year students majoring in English Translation Studies (12 students; part-time study), and one group of Chinese and English teachers (12 teachers) within the period of 2021–2022. The age of students ranged from 19% to 21.95% of the students are females, and 5% are males. Since the educational professional programs intended for would-be translators majoring in English and Chinese Translation Studies are made up on a parity basis (45–50% for academic disciplines “English” and “Theory and Practice of Translation (English)” and 45–50% for academic disciplines “Chinese” and “Theory and Practice of Translation (Chinese)”), the students have approximately similar proficiency levels in English/Chinese: the B1 level according to the CEFR scale and the HSK 3 level according to the HSK framework.

Table 1. Participants of the experiment at Ushynsky University

Specialty/occupation	Year of study	Number
Students majoring in Chinese (minoring in English; full-time study)	3d	14
Students majoring in English (minoring in Chinese; full-time study)	3d	16
Students majoring in English (minoring in Chinese; part-time study)	3d	12
Teachers of Chinese		
Teachers of English		
Total		54

Note: The total sample size was 54.

3.3. Research instrument

The partakers were offered to participate in a specially elaborated program aimed at developing students' discourse-oriented translation competence in Chinese and English as foreign languages within curricular and extracurricular activities: to specify the discourse-oriented translation competence (its components and indicators); to find appropriate ways of how to implement discourse-oriented teaching/learning methods into the training aimed at would-be translators; and to determine assessment tools for the discourse-oriented translation competence. The students and university teachers were asked to fill in questionnaires on the details of the experimental study. The experimenters provided the questionnaires in Ukrainian for the students and local English teachers (see Appendix) and in English for overseas Chinese teachers. Anonymous data collection was monitored by the representatives of the CI secretariat at the platform of Ushynsky University. The participants confirmed their intention to contribute to the experimental study via Microsoft Teams.

3.4. Data analysis

The methods of systemic and content-based analyses enabled us to examine and generalize the standardized and theoretical foundation for the topic under focus, and to systemize the outcomes of the study (favorable profession-oriented activities, students' academic success, and its assessment criteria). The study was based on focused observation using two similar multiple-choice questionnaires (one for the students and one for the university teachers) and the register as tools for data collecting. To see the students' learning outcomes while taking part in the designated activities, we used simple observation giving the research insights. The students' learning outcomes were fixed in a register throughout this study. The students were trained in five modes of profession-oriented activities (visual (written) translation, sight interpretation, consecutive interpretation, annotated and referenced translation) using these learning forms and methods: role-playing, interactive exercises, analytical exercises, lectures-press conferences, workshops, seminars, etc. The designated learning forms and methods were elaborated within five types of discourse: artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific (and technical), social and political.

4. Results and discussion

The results of this study were divided into three parts: 1) Chinese and English majors' perceptions of discourse-oriented translation competence acquisition; 2) Chinese and English teachers' perceptions of students' discourse-oriented translation competence acquisition; 3) assessment of students' academic success.

4.1. Chinese and English majors' perceptions of discourse-oriented translation competence acquisition

This study explored Chinese and English majors' perceptions of discourse-oriented translation competence. The questionnaire in Appendix was used in this respect.

Figure 7 shows the results obtained via the questionnaire. It was found out that the students' and teachers' viewpoints coincided in essential issues. The presented data confirm that 98% of the students and 100% of the university teachers admitted the significance of considering discourse-related characteristics while translating/interpreting original texts. 100% of the teaching staff and 95% of

the students agreed that the ability to correctly determine the strategy, tactics, order and essence of the translator's/interpreter's professional actions (observing linguistic peculiarities and country studies material) is very important for a translator/interpreter.

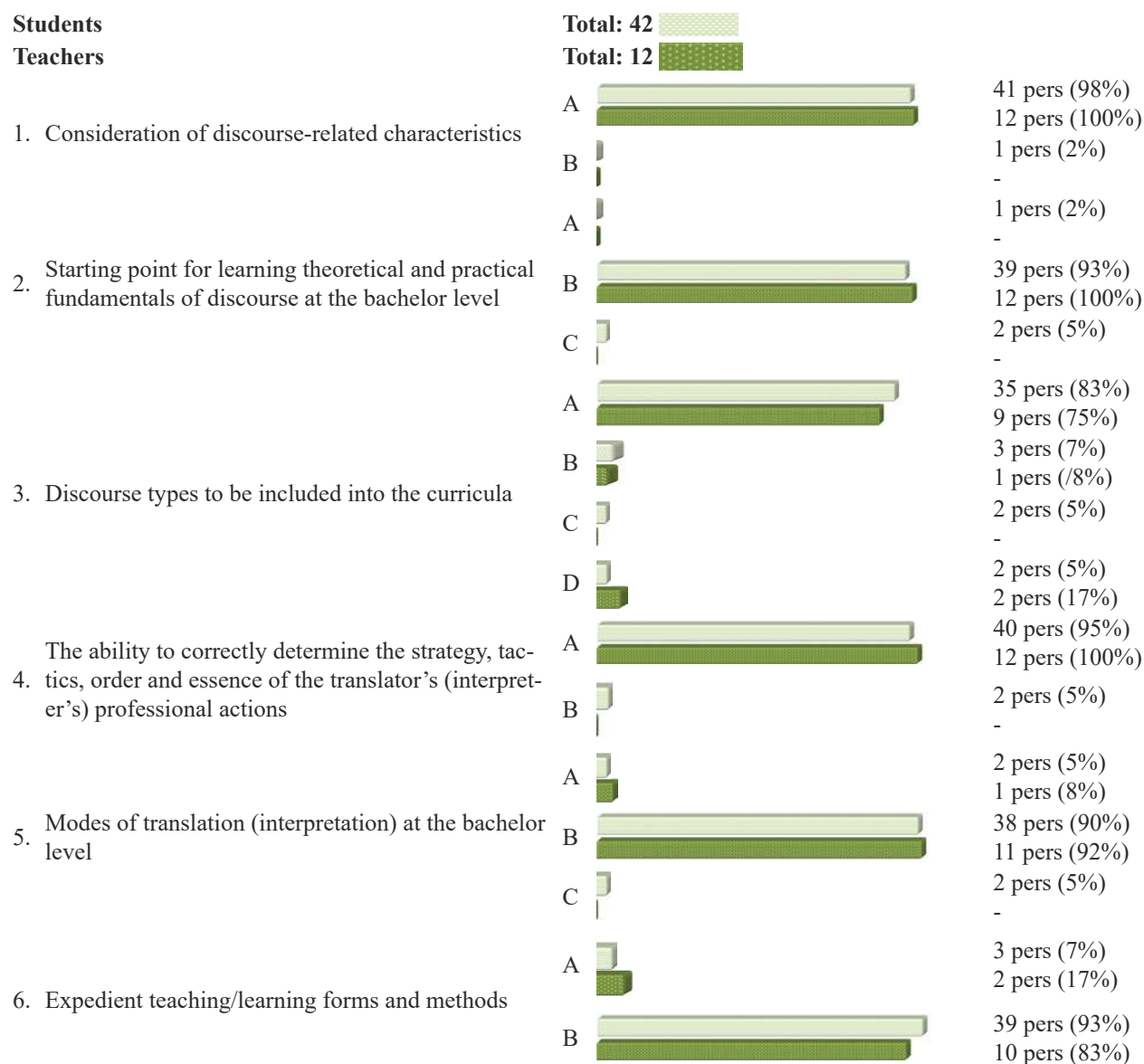


Figure 7. The survey results (in persons and percentages).

The majority of the respondents (100% of the teaching staff and 93% of the students) expressed their mind that it is expedient to start learning theoretical and practical fundamentals of discourse at the bachelor level during the second year of training. 83% of the teaching staff and 93% of the students recognized innovative, interactive and profession-oriented teaching/learning forms and methods to be expedient in the training of would-be translators/interpreters. Both the university teachers (92%) and the students (90%) singled out visual (written) translation, sight interpretation, consecutive interpretation as significant modes for would-be translators/interpreters to be trained at the bachelor level. Artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific (and technical), social and political discourses, from the standpoint of the teaching staff

(83%) and the students (75%), are advisable to be include into the curricula.

Thus, the survey proved the expediency of training in the framework of discourse-orientated professional field.

4.2. Assessment of students' academic success

Since the objectives of our study were to investigate the components of the discourse-oriented translation competence and to implement effective teaching practices which contribute to the development of the competence under study, it was necessary to elaborate relevant assessment tools. Having carried out the content analysis of previous studies' findings and having analyzed the results of the questionnaires, it was found out that the context-based approach should be considered as a methodological foundation facilitating the development of the Ukrainian university students' discourse-oriented translation competence in Chinese and English as foreign languages. The context-based approach makes it possible to model the disciplinary (subject-related) and social (specialists' professional experience) content of would-be specialists' professional activity. It combines abstract knowledge, specifics of translators' (and interpreters') professional duties, and their professionally significant qualities. University instructors are to create conditions for entering the profession by means of expedient teaching/learning forms and methods (profession-related role-playing, case-studies, simulation games, etc.).

The discourse-oriented translation competence is developed through the mastering in two dimensions: knowledge/awareness, skills and abilities, that can be developed by exploring linguistic and extralinguistic peculiarities of diverse discourse types alongside adequate translation tools and techniques for reproducing authentic oral or written texts in the target language (see Appendix, **Table 2**).

Despite a significant value of the competence under study, today's conditions of the military actions in Ukraine make it nearly impossible to provide these learning activities: to practice profession-centered activities offline; to participate in programs of academic mobility; to demonstrate academic outcomes in public (concerts, language festivals and contests, etc.); to organize seminars, conferences, non-virtual round-table discussions, master classes on professional issues involving native speakers, etc. Thus, local university teachers can share their experience in implementing alternative forms, means and methods which could facilitate the development of the discourse-oriented translation competence under the designated conditions in Ukraine.

The results of the questionnaire illustrate that students recognize the critical role of discourse-related characteristics for the efficient performance of professional duties. During our academic translation courses, we highlighted that language performs the cumulative function to store and reflect both linguistic and extra-linguistic experience of the nation. According to the teachers' answers, the cultivation of theoretical and practical awareness of discourse can be performed by familiarizing students with the world's scientific and technical achievements, social and political situation in their native country and foreign countries whose languages they study, artistic heritage, as well as documentary peculiarities, which brings modern transformations and globalizing trends into the language classroom. It was an unexpected result that the students agreed on detailed studying and practicing translation strategies, tactics, order and essence of the translator's/interpreter's professional actions. It is evident that today's students are digitally native and their learning horizons are not constrained by the eye-to-eye pattern. This fact clarifies why students do not feel considerable limitations while

being trained in different translation and interpretation modes. Our questionnaire demonstrated the students' readiness for cultural studies, teachers' competence in performing the educational practices for discourse-oriented translation competence development, and enabled us to work out the most relevant formats and methods to realize our aim.

However, it is pivotal to define the criteria for the discourse-oriented translation competence assessment to make certain that our alternative solutions are as effective as traditional ones. Through the extensive decoding of classes observation results and teachers' commentaries, these criteria were singled out: creative and tactical (potential), translational and transformational (potential), oral transferable (potential), and written transferable (potential). The students' learning acquisitions were assessed according to the gradual scale for all types of activities accepted in Ukraine and the European Union (see Appendix, **Table 3**).

With a view to extensive understanding of the criteria nature, we referred to previous studies on discourse-oriented translation competence development carried out by pedagogues worldwide.

Thus, PACTE (2005) noted that according to *the creative and tactical (potential) criterion*, students should demonstrate such a practical learning outcome as linguistic and extra-linguistic awareness within the framework of a specific subject area of foreign and native discourses in the world format. Our results support their ideas. In point of fact, we suppose that students should demonstrate such practical learning outcomes as skills to combine and adapt Chinese/English and Ukrainian linguistic peculiarities and country studies material in each particular situation as well as to modify it into different formats of translation. In order to equip students with such kind of knowledge and skills, we suggested profession-related assignments dealing with observation and analysis of translation strategies, tactics, and operations of the translator's/interpreter's professional actions within our academic courses. While fulfilling role-playing tasks, the students had an excellent opportunity to present original information in full and abbreviated (annotated and referenced) formats in the target language. It should be noted that source texts belonged to these discourse types: artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific (and technical), social and political discourses.

Although our results somewhat differ from those of Brown (1987), it can nevertheless be considered that *translational and transformational (potential) criterion* covers such outcomes as:

- familiarity with translation/interpretation tools (techniques, methods, translation models, etc.);
- the ability to carry out translation analysis of Chinese/English and Ukrainian texts representing artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific (and technical), social and political discourses;
- complex skills to determine the semantic content of unfamiliar Chinese characters/English words by key components and context and to use adequate translation tools to reproduce the authentic text in the target language.

To achieve the requirements of this criterion, the instructors gave the students the assignments to elaborate presentations aimed at the improvement of professionally important issues like "strategies to translate texts belonging to different discourse types: Chinese vs English", "translation tactics and operations: key components", "artistic tips: translational aspects", "translation techniques when

dealing with personal documents”, “define a political personality by his/her speech”, etc. Students participated in online discussions and had an opportunity to present their ideas using such digital platforms or applications as Microsoft, WhatsApp, or DingTalk Lite to stimulate further discussions. The students were to present their individual and group presentations on the aforementioned topics.

The suggestion of *the oral transferable (potential) criterion* is in line with the results gained by Alalimi (2020), Dourish and Bell (2011), Jie (2020), and Rahimi and Pourshahbaz (2019), including such outcomes as:

- familiarity with the psycholinguistic features of the process of Chinese/English-Ukrainian and Ukrainian-Chinese/English interpretation (consecutive interpretation and sight interpretation) and auxiliary means of encoding information;
- bilingual skills to switch fast from Chinese/English to Ukrainian and from Ukrainian to Chinese/English;
- the ability to synchronously perceive a written/oral source (Chinese/English, Ukrainian) text and orally reproduce the text in the target language (Ukrainian, Chinese/English) using a shorthand system (interpreter note-taking) (within artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific (and technical), social and political discourses).

Following these criteria, the students were trained to master the shorthand system (interpreter note-taking) when dealing with artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific (and technical), social and political discourses within the disciplines “Theory and Practice of Translation”, “Interpretation Peculiarities of Oral Communication”, “Scientific Research Fundamentals and their Use in Translation Studies”, “Stylistics and its Role in Modern Translatology”, “Specifics of Artistic Translation”, etc. The students were to silently read authentic fabular texts belonging to the designated discourses and to orally reproduce the text in the target language in a short time. They were also given tasks to give abbreviated (annotated and referenced) interpretation of these texts in the target language. Within consecutive interpretation, the students were to fulfill assignments like “guess and interpret a famous Chinese/American/English actor”, “guess and interpret a famous Chinese/American/English political leader”, and “guess and interpret a famous Chinese/American/English mass media worker”.

The use of *the written transferable (potential) criterion* is described by Karasik (2004) who singled out these types of institutional discourse: political, diplomatic, administrative, legal, military, pedagogical, religious, mystical, medical, official, advertisement-based, sporting, scientific, theatrical, and mass-media discourses. The methodological work on mastering this criterion should equip students with skills to reproduce the content of the original (Chinese/English, Ukrainian) text in writing in the target language (Ukrainian, Chinese/English) using adequate translation means. They were to perceive the functional and stylistic determinant and the frame of the original information (within artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific (and technical), social and political discourses). Taking into consideration the above-stated criterion, we tried to control the learning environment to achieve that criterion. After and within the above-mentioned academic courses, the students searched for additional information related to the five discourses on the platforms of Coursera, Edx, British Council and Education, and Culture Centre “Confucius Institute” (at Ushynsky University) and fulfilled corresponding assignments.

Therefore, we suggested students to participate in profession-oriented role-playing and case-study discussions: “Chinese/American/English drama: translation peculiarities”, “Chinese/American/English poetry: translation peculiarities”, “Popular journalistic issues”, “World scientific and technical innovations: translation issues”, “Translation of official documents: personal documents vs non-personal documents”, “Modern Chinese/American/English social and political tendencies: translation techniques”, etc. The assignments were aimed at defining a discourse type, giving its linguistic and translation analysis. The students were equipped with a translation analysis plan:

1) We distinguish 3 translation strategies (Petrova, 2010): the strategy of communicative equivalent translation (implementation of the communicative intention of the original author in the form of creating a text in the target language), the strategy of tertiary translation (creation of a target text that satisfies the needs of the target language speaker; the purpose of a target text is different from the one of the original author), and the redirection strategy (creation of a target text intended for a recipient who differs from a source language recipient in social characteristics).

2) For educational purposes, we choose 2 strategies: the strategy of communicative equivalent translation and the strategy of tertiary translation.

3) When translating a particular text, we choose one strategy—a program for the implementation of translation activities determined by the characteristics of a particular situation and the purpose of translation.

4) The strategy of communicative equivalent translation is used when translating texts belonging to official documentary, scientific, technical, and artistic styles unless some other translation purpose is set. We use the strategy of tertiary translation when translating journalistic texts because the translation purpose is different from the purpose of the original author.

5) The translation strategy is implemented through tactics (translation operations used to solve a specific problem taking into account the chosen translation strategy), tactics—through techniques and correspondences.

6) Translation of specialized texts (official documentary, scientific and technical styles) is performed by means of the strategy of communicative equivalent translation through these translation tactics: tactics of cognitive information transfer, tactics of linguistic and cultural text adaptation, tactics of stylistic adaptation of the target text, tactics of correct information formatting, and tactics of reproduction of the textual structural frame characteristics in the target language.

7) Translation of artistic texts is performed through these tactics: tactics of cognitive information transfer, tactics of linguistic and cultural text adaptation, tactics of stylistic adaptation of the target text, tactics of reproduction of the author’s individual style, tactics of preserving the national flavor of the original text, and tactics of reproduction of the textual structural frame characteristics in the target language.

8) Translation of publicistic/journalistic texts is implemented by means of these tactics: tactics of cognitive information transfer, tactics of stylistic adaptation of the target text, tactics of reproduction of the textual structural frame characteristics in the target language, tactics of reproduction of the author’s individual style, and tactics of commenting on foreign cultural realities.

The students commented on “Chinese → Ukrainian” and “English → Ukrainian” translation difficulties, identified their groupmates' mistakes and suggested their solutions.

After having fulfilled all the assignments during the experimental learning, the students demonstrated positive accumulative results shown in **Figure 8**.

As it can be seen from Figure 8, the majority of the students achieved the “good” proficiency level (10.27% for the Chinese majors and 11.02% for the English majors). 30.47% (the Chinese majors) and 29.41% (the English majors) showed excellency in profession-related activities. The “low satisfactory” proficiency level was demonstrated by 21.97% of the Chinese majors (15.3% for satisfactory and 6.67% for low satisfactory) and 22.5% of the English majors (15.0% for satisfactory and 7.05% for low satisfactory). Only 1.04% (the Chinese majors) and 1.02% (the English majors) had unsatisfactory learning outcomes. They have a possibility to re-fulfil the set assignments and improve their results. Fortunately, there was not fixed any full failure.

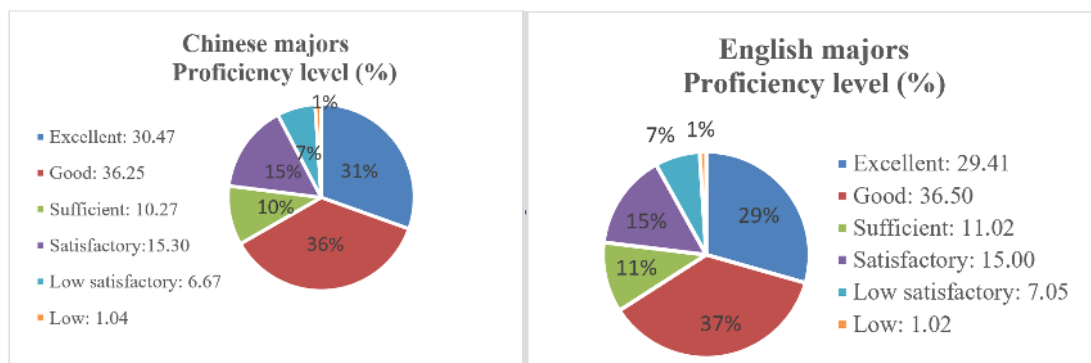


Figure 8. Students' proficiency levels according to their learning outcomes.

Thus, the development of the students' discourse-oriented translation competence under modern conditions in Ukraine proved to be efficient due to the application of the context-based approach and proper methodological support of online courses alongside to working with digital resources.

5. Conclusion

In conclusion, we may presume that the launched experiment proved to be effective since it enabled the development of most Ukrainian university students' discourse-oriented translation competence in Chinese and English as foreign languages within the modern conditions in Ukraine due to the appropriate methodology support.

The analyzed education standards and scholars' reviews related to the designated problem (discourse- and translation-related entities; context-based approach in teaching/learning foreign languages as well as in training students in translation and interpretation; issues regarding linguistic and translation analysis; reviews on professional competences in the framework of foreign languages proficiency, etc.) have shown that appropriate methodological support and sufficiently selected online modes facilitate the development of the students' discourse-oriented translation competence. The appropriate research methods have been considered: the methods of systemic and content-oriented analyses to examine and generalize the theoretical foundation for the development of translation competence, and to systemize the results of the study; questioning; qualitative analysis; and

observation (within the experimental study-training). The main findings to be observed are: discourse-oriented training of would-be translators keeps to local and world education standards while training future translators. Upgrading teachers' digital competence is desirable.

A particular role is prescribed to discourse study and its transformation into the domain of translation and interpretation, accompanying it with due teaching/learning profession-centered activities. Therefore, it is crucial to complete a balanced integration of the Chinese/English language peculiarities and the Ukrainian language specificities in the teaching process. It implies that teachers should clearly understand what discourse-related information is important in the framework of the profession-oriented training of would-be translators and how to make efficient use of it by using digital resources. The evaluation of the designated information relevance, assessment of the level of its accessibility and the most regularized ways to provide students with it are the keynote issues teachers should pay attention to.

Thus, the prospect of further research is seen in elaborating methodological support aimed at widening the horizons for discourse diversity and its implementation into the training of future translators observing modern demands.

Acknowledgements

The authors wish to thank the Administration Boards of the State institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky” (Odesa, Ukraine) and Harbin Engineering University (Harbin, China) who support this study within the realization of the International project “Confucius Institute”.

Conflict of interest

No potential conflict of interest was reported by the authors.

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Appendix

Questionnaire (in Ukrainian)

1. Чи важливо під час письмового/усного перекладу оригінальних текстів враховувати характеристики, пов'язані з дискурсом?

А. Дуже важливо

Б. Важливо

В. Не важливо

Г. Це не має значення для кваліфікованого перекладача

2. Коли доцільно починати вивчати теоретичні та практичні основи дискурсу на рівні бакалавра?

А. Протягом першого року навчання

Б. Протягом другого року навчання

В. Протягом третього року навчання

Г. Протягом четвертого року навчання

3. Які типи дискурсу доцільно включити до робочих навчальних програм?

А. художній (включаючи поезію та драму), офіційно-діловий, публіцистичний/журналістський, науково-технічний, соціально-політичний

Б. офіційно-діловий, публіцистичний/журналістський, науково-технічний, соціально-політичний

В. театральний, публіцистичний/журналістський, науково-технічний, соціально-політичний

Г. художній (включаючи поезію та драму), офіційно-діловий, рекламний, науково-технічний, соціально-політичний

4. Чи необхідні для перекладача вміння правильно визначати стратегію, тактику, порядок і сутність професійних дій перекладача (дотримання мовних особливостей та врахування країнознавчого матеріалу)?

А. Дуже важливо

Б. Важливо

В. Не важливо

5. У яких режимах письмового/усного перекладу важливо тренувати майбутніх перекладачів на рівні бакалавра?

А. візуальний (письмовий) переклад, переклад з аркуша, послідовний переклад, синхронний переклад

Б. візуальний (письмовий) переклад, переклад з аркуша, послідовний переклад

В. візуальний (письмовий) переклад, послідовний переклад, синхронний переклад

6. Які форми та методи навчання доцільно використовувати в підготовці майбутніх перекладачів?

А. Традиційні

Б. Інноваційні, інтерактивні та професійно-орієнтовані

В. Не має значення

Questionnaire (in English)

1. Is it important to take discourse-related characteristics into consideration while translating/interpreting original texts?

A. Very important

B. Important

C. Not important

D. It doesn't matter for a qualified translator/interpreter

2. When is it expedient to start learning theoretical and practical fundamentals of discourse at the bachelor level?

A. During the first year of training

B. During the second year of training

C. During the third year of training

D. During the fourth year of training

3. Which types of discourse is it advisable to include into the curricula?

A. artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific (and technical), social and political

B. official documentary, publicistic/journalistic, scientific (and technical), social and political

C. theatrical, publicistic/journalistic, scientific (and technical), social and political

D. artistic (including poetry and drama), official documentary, advertisement, scientific (and technical), social and political

4. Is the ability to correctly determine the strategy, tactics, order and essence of the translator's/interpreter's professional actions (observing linguistic peculiarities and country studies material) es-

essential for a translator/an interpreter?

A. Very important

B. Important

C. Not important

5. Which modes of translation/interpretation is it significant to train would-be translators/interpreters in at the bachelor level?

A. visual (written) translation, sight interpreting, consecutive interpreting, simultaneous interpreting

B. visual (written) translation, sight interpreting, consecutive interpretation

C. visual (written) translation, consecutive interpreting, simultaneous interpreting

6. Which teaching/learning forms and methods is it expedient to use in the training of would-be translators/interpreters?

A. Traditional

B. Innovative, interactive and profession-oriented

C. It doesn't matter

Table 2. Dimensions of discourse-oriented translation competence

Dimensions/ indicators	Criteria	
	Knowledge/awareness	Skills and abilities
Creative and tactical (potential)	Linguistic and extra-linguistic awareness within the framework of a specific subject area of Chinese/English and Ukrainian discourses	<ul style="list-style-type: none"> • The ability to predict the semantic, lexical and syntactic framework of sentences; • The ability to correctly determine the strategy, tactics, order and essence of the translator’s/interpreter’s professional actions; • Complex skills to combine and adapt Chinese/English and Ukrainian linguistic peculiarities and country studies material in each particular situation as well as to modify it into different formats of translation (full and abbreviated).
Translational and trans- formational (potential)	Familiarity with translation/interpretation tools (techniques, methods, translation models, etc.)	<ul style="list-style-type: none"> • The ability to carry out translation analysis of Chinese/English and Ukrainian texts representing artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific (and technical), social and political discourses; • Complex skills to determine the semantic content of unfamiliar Chinese characters/English words by key components and context and to use adequate translation tools to reproduce the original text in the target language.
Oral transferable (po- tential)	Familiarity with the psycholin- guistic features of the process of Chinese/English-Ukrainian and Ukrainian-Chinese/English interpretation (consecutive in- terpretation, sight interpretation) and auxiliary means of encoding information	<ul style="list-style-type: none"> • Bilingual skills to quickly switch from Chinese/English to Ukrain- ian and from Ukrainian to Chinese/English; • The ability to synchronously perceive a written/oral source (Chi- nese/English, Ukrainian) text and orally reproduce the text in the target language (Ukrainian, Chinese/English) using a shorthand system (interpreter note-taking) (within artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific (and technical), social and political discourses).
Written transferable (potential)	Familiarity with the genre and style dominant of the text along- side the linguistic features of the design of texts belonging to different functional and stylistic markers within the Chinese/Eng- lish and Ukrainian languages	<ul style="list-style-type: none"> • The ability to reproduce the content of the original (Chinese/Eng- lish, Ukrainian) text in writing in the target language (Ukrainian, Chinese/English) using adequate translation means while preserv- ing the functional and stylistic determinant and the frame of the original information (within artistic (including poetry and drama), official documentary, publicistic/journalistic, scientific (and techni- cal), social and political discourses).

Table 3. Assessment scale for all types of activities

Total scores for all types of learning activities	ECTS grades	Grades according to the national scale
90–100	A	Excellent (very good)
82–89	B	Good
74–81	C	Sufficient
64–73	D	Satisfactory
60–63	E	Low satisfactory
35–59	FX	Low (there is a possibility to re-fulfil the set assignments)
0–34	F	Full failure (unsatisfactory, it is compulsory to retake the course)