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**ASSESSMENT PECULIARITIES OF PROSPECTIVE
PHILOLOGISTS' TECHNOLOGY COMPETENCE**

**ОСОБЛИВОСТІ КОНТРОЛЮ РІВНЯ СФОРМОВАНОСТІ
У МАЙБУТНІХ ФІЛОЛОГІВ ТЕХНОЛОГІЧНОЇ
КОМПЕТЕНТНОСТІ**

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Modern language industry is continuously generating new challenges and requirements to prospective philologists for entering the market and providing competitive services. The acquisition of theoretical knowledge and development of relevant practical skills to use cutting-edge computer-assisted translation (CAT) tools, such as SDL Trados, Memsource, MemoQ as well as other information technologies to enhance translation process and improve translation product are one of them [1]. However, here one of the main discrepancies between professional and academic environment is observed: it is impossible to function in modern translation industry without technology competence acquisition on the one hand and the lack of appropriate technological training in the current system of prospective philologists' education in Ukraine, on the other.

So in order to meet the undergraduates' needs and market requests either new courses of CAT tools should be introduced into the curricula of Ukrainian universities or the content of the existing Translation Practice courses should be reviewed being widened and supplemented with the relevant modules, units and practical assignments. Both of these measures are aimed at the development of the students' technology competence defined as the set of knowledge and skills used to apply present and future technologies in translation process according to European Master's in Translation Framework 2017 [2, p. 9].

As stated in EMT Translation Competence Framework [2, p. 9] technology competence comprises the following declarative and procedural knowledge:

1) know how to use the appropriate information technologies, including office software, in the professional activity;

2) know how to apply search engines, corpus-based and text analysis tools to promote better translation performance;

3) know how to make use of CAT tools to provide higher translation process efficiency;

4) know how to manage files of different formats especially in case of audiovisual translation or localization performance;

5) know how to select the right machine translation technologies and employ them according to the translation brief.

Their acquisition can be stipulated as a separate learning outcome and integrated into wider training context. Anyway, they should be monitored and assessed in the education process with the help of specially tailored methods and tools.

Assessment in translation training in general is one of the most complicated issues, while the assessment of the acquisition of technological knowledge and skills which should be employed in the process of translation performance and are reflected in the quality of its product requires even more investigation.

In this respect assessment should fulfill the following functions:

1) to monitor students' progress and performance across the course / unit and provide timely constructive feedback (monitoring / borderline assessment);

2) to evaluate students' learning outcomes at the end of the course/unit (summative / borderline assessment);

3) to report on the course efficiency and define the aspects for further improvement;

4) to prepare students for taking and passing relevant certification tests (e.g. SDL Trados Studio Certification (independent industry certification)).

Due to the complexity and interdisciplinarity of the assessment object in case of the components of technology competence we recommend the development and involvement of diversified assessment methods and tools. Test tasks of different types (true/false, multiple choice questions, gap-filling, etc.) can be of great use for the evaluation of the acquisition of relevant theoretical declarative (know what) and procedural (know how) knowledge connected with the key terms and concepts of different information technologies, including CAT tools. For this assessment object multiple choice

tests should prevail taking into account the format of SDL Trados certification test. It should be noted that this test is held online, limited in time (40 min for the beginner's level), and based on level approach. It consists of 4 parts with ten questions each. The test questions cover basic terms and concepts of the given CAT tool as well as its main features and options, operating algorithms. Consequently, teacher-developed test tasks can be presented both on paper and with the help of varied computer software.

Relevant technological skills can be assessed in two different ways:

1) as a separate assessment construct, when the whole assignment is focused on the employment of a particular software option or feature only (e.g. use the appropriate algorithm in order to collect the reference materials required for the translation project performance with the help of search engines or save the target text in the original format in SDL Trados or any other studied CAT tool). In this case the combination of pure technological skills with proper analytical and logical thinking is required in order to complete the tasks;

2) as an integrated assessment object when these skills should be applied in the process of the performance of different translation tasks based on particular technological aspects that require the involvement of specific CAT tools features or machine translation options to be completed efficiently. Such approach models real life translation task and helps elicit actual technological skills, since they are applied in order to perform some kind of a higher level activity.

In this situation the task performance and outcomes can be assessed in two different ways as well:

1) technological skills are the only assessment objects which are evaluated from both product (e.g. the presence of the files of the required format, obvious signs of the application of the required CAT tool options and features, etc.) and process (e.g. time spent on the translation task completion, sticking to the given algorithm of software use, etc.) perspectives, while translation product quality is neglected at all or attributed secondary importance only;

2) translation task performance is evaluated in general where only some part belongs to technology competence components.

Here the process of performance can be assessed with the help of screen video-recording software accompanied with think-aloud protocols and not, printscreen option and reflective commenting as well as the product when the teacher reviews the working or target file according to the set criteria. These tools should be used together in order to receive valid and objective data on students' learning outcomes.

Eventually, technology competence can be assessed in the activity only or by its fragment simulation. Appropriate assignments include translation projects which can be carried individually or by a group / team, varied multitests whose questions represent specific problem-based situations to be solved with the help of technological knowledge and skills.

In conclusion, technology competence should be developed and assessed in prospective philologists' training. Its evaluation should involve different assessment tools and methods due to its complex and interdisciplinary nature. The developed assessment tools should be, on the one hand, technological by nature and informative, on the other.

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EDUCATIONAL COMPONENT “SCIENTIFIC SPEECH AND WRITING STYLE” FOR SUCCESSFUL COMPLETION OF THE THIRD LEVEL OF HIGHER PROFESSIONAL EDUCATION

ОСВІТНЯ КОМПОНЕНТА «НАУКОВИЙ СТИЛЬ МОВИ І ПИСЬМА» ДЛЯ УСПІШНОГО ПРОХОДЖЕННЯ ТРЕТЬОГО РІВНЯ ВИЩОЇ ПРОФЕСІЙНОЇ ОСВІТИ

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