

SMART TRANSLATOR EDUCATION FOR THE EU LEGAL AND INSTITUTIONAL ENVIRONMENT: DIGITAL METHODOLOGIES, CURRICULUM DESIGN, AND STRATEGIC INTEGRATION¹

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INTRODUCTION

The ongoing expansion of the European Union's institutional mechanisms and its commitment to multilingualism place increasing demands on the quality and specificity of translator education across member states and candidate countries. As EU governance functions through 24 official languages, with legal, administrative, and policy texts constantly produced and translated, the accuracy and consistency of institutional communication are paramount². Consequently, translator training programs must evolve beyond general linguistic proficiency to encompass deep familiarity with EU legal systems, institutional terminology, and technology-mediated translation workflows.

A critical problem arises from the observed gap between existing academic translation curricula and the practical requirements of EU institutions. Many university programs lack targeted modules on legislative translation, do not incorporate specialized databases such as IATE³ or EUR-Lex⁴ into training practices, and fail to integrate tools such as CAT⁵, AI-assisted translation platforms, or quality control systems routinely used in EU institutional environments. Moreover, alignment with standards such as

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² European Commission. Interpretation Training Toolbox. URL: https://commission.europa.eu/education/skills-and-qualifications/develop-your-language-skills/interpretation-training-toolbox_en#:~:text=Virtual%20classes (дата звернення: 28.05.2025).

³ European Union Terminology. URL: <https://iate.europa.eu/home> (дата звернення: 28.05.2025).

⁴ European Union. EUR-Lex. URL: <https://eur-lex.europa.eu/homepage.html> (дата звернення: 28.05.2025).

⁵ A Modern CAT Tool with AI agents & AI-human workflows. URL: <https://www.smartcat.com/cat-tool/> (дата звернення: 28.05.2025).

the European Master's in Translation (EMT) framework remains inconsistent, particularly in institutions outside core EU member states⁶.

This study investigates how smart translator training – defined as the integration of domain-specific knowledge, digital technologies, and innovative pedagogical strategies – can bridge this gap. The problem formulation addresses both theoretical and applied dimensions: What are the essential competences for legal and institutional translation in the EU context? How can digital tools be used not only to simulate real-life translation environments but also to individualize and scale training programs? What strategies support curricular redesign in resource-limited academic institutions?

The research thus connects broader theoretical inquiries into digital pedagogy and multilingual governance with urgent practical needs: designing flexible, scalable, and EU-aligned translator training that prepares graduates for the complexities of institutional translation while enhancing employability and ensuring policy compliance across the European education area. The relevance of the paper lies in the urgent need to train translators who are prepared for the complex multilingual environment of EU institutions. As Ukraine moves closer to EU integration, aligning translator education with European standards becomes strategically significant. The study addresses both a pedagogical gap and a policy imperative by offering practical, scalable solutions for higher education institutions seeking to modernize their translator training programs.

The aim of the paper is to propose and analyze an educational framework for smart translator training specifically designed to meet the linguistic, legal, and digital demands of EU institutions, and to recommend strategies for integrating this framework into national and regional academic systems. To define the components of smart translator education in the EU context, to evaluate existing EU resources and platforms for institutional translation training, to examine current practices and challenges in translator training in Ukraine and selected EU countries and to develop strategic recommendations for curriculum integration and digital tool adoption define the main paper objectives.

1. The problem's prerequisites emergence and the problem's formulation

Recent research in the fields of translation studies, legal linguistics, and language policy reflects a growing consensus on the need to align translator education with the specific demands of European Union governance.

⁶ European Master's in Translation (EMT). URL: https://commission.europa.eu/education/skills-and-qualifications/develop-your-language-skills/european-masters-translation-emt_en (дата звернення: 28.05.2025)

A significant body of work produced within the European Master's in Translation (EMT) network, as well as under Erasmus+ strategic partnerships, has identified the incorporation of EU-specific legal and institutional knowledge as a core component of modern translator training⁷. These studies consistently highlight the centrality of multilingual legal communication in EU operations and stress the pedagogical importance of training students not only in source-target language equivalence but also in domain-specific reasoning, document typologies, and institutional conventions.

Building on this perspective, scholars emphasize that EU translators operate in a highly codified environment where terminological precision, consistency across language versions, and adherence to procedural norms are non-negotiable. Consequently, curricula must be designed to reflect the realities of EU institutional translation workflows, where translators frequently collaborate in multilingual teams and interact with complex legislative instruments. Such a competence-based approach aligns with the EMT competence framework, which promotes an integrated model of linguistic, thematic, intercultural, and technological skills relevant to institutional contexts.

Scholar literature from 2015 to 2024 documents the advantages of embedding Computer-Assisted Translation (CAT) tools, terminology management systems (notably IATE), and access to legislative databases such as EUR-Lex and Curia into coursework⁸. The integration of these technologies has been shown to enhance both student engagement and long-term professional competence, preparing graduates for translation environments that are increasingly digital, collaborative, and standardized across institutions. Moreover, empirical studies highlight that early and sustained exposure to EU digital infrastructures fosters students' autonomy in research and improves their capacity to navigate authentic institutional documentation.

Studies funded by the European Commission's Directorate-General for Translation (DG Translation) and publications within the European Masters in Conference Interpreting (EMCI) network further support the implementation of institutional translation simulations^{9,10}. These pedagogical

⁷ European Master's in Translation (EMT). URL: https://commission.europa.eu/education/skills-and-qualifications/develop-your-language-skills/european-masters-translation-emt_en (дата звернення: 28.05.2025).

⁸ Ibid.

⁹ DGACM's Speech Bank for Interpretation Training. 2024. URL: <https://www.lourdesderioja.com/2024/05/21/dgacms-speech-bank-for-interpretation-training/#:~:text=The%20Bank%20is%20an%20e,evaluation%20purposes> (дата звернення: 28.05.2025).

interventions – such as mock translation exercises using real EU documents or internships in translation units – have been associated with measurable improvements in student readiness for employment in EU bodies and related sectors. The adoption of simulation-based training has also been linked to the development of procedural knowledge and pragmatic awareness of translation workflows, bridging the gap between academic preparation and professional performance.

Research from universities in Central and Eastern Europe also reveals the importance of scaffolding legal translation training in multilingual settings, where the official language of the member state must interact with English, French, or German as institutional working languages. This multilingual dynamic demands from future translators not only linguistic flexibility but also a nuanced understanding of legal harmonization processes and intertextual consistency across jurisdictions. Cross-institutional collaborations and joint curricula development projects under the aegis of the EMT and EMCI networks have proven particularly effective in fostering such intercultural and interlingual competence.

Additionally, academic discourse increasingly addresses the role of artificial intelligence, machine translation post-editing, and multilingual document alignment tools in reshaping translator training. While some authors caution against overreliance on automation, most agree that guided exposure to these technologies under the supervision of expert trainers enhances digital literacy and supports translation quality assurance. Integrating AI-driven tools into translation pedagogy also prompts critical reflection on issues of accountability, transparency, and the evolving role of human expertise in institutional translation.

In recent years, discussions have also expanded to include sustainability, accessibility, and inclusivity in translation training, reflecting broader EU policy priorities. Scholars argue that institutional translation education should not only meet professional standards but also promote social and linguistic equity across the Union’s multilingual landscape. Initiatives aimed at developing open-access resources, multilingual corpora, and cross-border digital repositories demonstrate a commitment to democratizing access to translation education and ensuring long-term institutional interoperability.

Furthermore, recent comparative analyses have highlighted the strategic alignment between translation education reform and the European Education Area (EEA) objectives, which aim to foster mobility, innovation, and cross-

¹⁰ Institute of Translation Studies. Faculty of Arts. Charles University. The European Masters in Conference Interpreting (EMCI). URL: <https://utr1.ff.cuni.cz/en/miscellaneous/emci/#:~:text=Following%20a%20pilot%20phase%20,2001%2F2002%20they%20were%20joined%20by> (дата звернення: 28.05.2025).

sectoral cooperation by 2030. Within this framework, translator and interpreter training institutions are encouraged to integrate lifelong learning mechanisms, micro-credential systems, and cross-border certification schemes that correspond to evolving professional realities. This policy-driven orientation reinforces the view that translation competence should be perceived as a dynamic and adaptive skillset that evolves alongside digital transformation and EU governance needs.

Another emerging theme concerns the ethical and deontological dimensions of institutional translation. Researchers have emphasized that EU translators not only convey information but also uphold the principles of legal certainty, linguistic equality, and democratic legitimacy. As multilingual lawmaking depends on translation fidelity and uniform interpretation across all official languages, educational institutions bear the responsibility of instilling ethical awareness and accountability in future professionals. Integrating modules on institutional ethics, transparency, and data protection has therefore become an essential aspect of competence-based curricula.

Pedagogical innovation in this domain is increasingly supported by digital platforms designed to simulate authentic EU translation environments. Recent initiatives, such as the development of interactive translation laboratories, blended learning environments, and AI-assisted feedback systems, have demonstrated significant pedagogical potential. These tools allow students to work with authentic datasets, receive immediate diagnostic feedback, and engage in peer evaluation, thereby bridging the divide between theoretical instruction and professional practice.

Finally, there is a growing recognition that the modernization of translator education within the EU framework is not merely a technical or curricular challenge but a broader institutional transformation. Universities are now repositioning translation studies within the interdisciplinary nexus of linguistics, law, information technology, and European governance. This transformation aligns with the EU's long-term objective of creating resilient knowledge ecosystems capable of supporting multilingual communication, policy implementation, and cross-border cooperation in an increasingly interconnected European space.

In general, this body of research underscores the pedagogical, technological, and institutional imperatives for reforming translator education to meet EU legislative and operational realities. It provides a theoretical and empirical foundation for the current study's focus on smart translator training approaches that integrate digital tools with curricular innovation, ensuring both academic excellence and alignment with the multilingual governance model of the European Union.

2. The analysis of existing methods for solving the problem and formulating a task for the optimal technique development

This paper begins with a comprehensive analysis of the institutional translation landscape within the European Union, focusing on the distinct but interrelated roles played by translators in key EU bodies such as the European Commission, the European Parliament, and the Court of Justice of the European Union. Each institution demands specialized linguistic competencies, domain knowledge, and adherence to strict procedural protocols, which collectively shape the profile of the professional EU translator¹¹. The European Commission, as the largest employer of translators in the EU, emphasizes multilingual communication and the precision of legislative texts. The Parliament requires translators adept at handling political discourse, while the Court of Justice stresses legal accuracy and interpretative clarity. Understanding these institutional requirements forms the foundational context for developing tailored translator training programs¹².

Following this institutional overview, the article delves into the critical digital and linguistic resources essential to modern translator education. Foremost among these is IATE (InterActive Terminology for Europe)¹³, the EU's terminology database, which serves as an indispensable reference for ensuring terminological consistency across multilingual EU documentation. EUR-Lex, the official portal for EU legislation, provides access to a vast corpus of authentic legal texts that serve as primary training materials. The integration of Computer-Assisted Translation (CAT) tools such as memoQ and SDL Trados into academic curricula is also examined, highlighting their role in improving translation efficiency and quality control. Additionally, the article explores the European Master's in Translation (EMT) competence framework, which offers a pedagogical structure defining the skills, knowledge, and attitudes necessary for translators operating in EU contexts^{14,15}.

To illustrate practical applications, the article presents several case studies from Ukrainian higher education institutions that have embarked on

¹¹ European Commission. Interpretation Training Toolbox. URL: https://commission.europa.eu/education/skills-and-qualifications/develop-your-language-skills/interpretation-training-toolbox_en#:~:text=Virtual%20classes (дата звернення: 28.05.2025).

¹² Ibid.

¹³ Ibid.

¹⁴ A Modern CAT Tool with AI agents & AI-human workflows. URL: <https://www.smartcat.com/cat-tool/> (дата звернення: 28.05.2025).

¹⁵ European Master's in Translation (EMT). URL: https://commission.europa.eu/education/skills-and-qualifications/develop-your-language-skills/european-masters-translation-emt_en (дата звернення: 28.05.2025).

pilot projects to align their translator training programs with EU standards. These case studies provide rich empirical insights into curriculum reform strategies. For example, one pilot initiative incorporated EUR-Lex-based translation tasks, engaging students with authentic EU legislative texts to develop both legal literacy and translation accuracy¹⁶. Another project implemented simulation environments using the memoQ platform to mimic real-life institutional translation workflows, allowing students to experience end-to-end translation processes including terminology research, quality assurance, and project management¹⁷.

These initiatives reveal several implementation challenges common to non-EU contexts, such as limited institutional experience with EU-specific materials, insufficient faculty expertise in EU legal translation, and technological infrastructure gaps. To overcome these barriers, the programs leveraged targeted faculty development workshops, collaborative knowledge exchange with EU partners, and utilized European funding instruments including Erasmus+ grants. These supports facilitated capacity building and helped embed sustainable digital and pedagogical innovations into the curriculum.

Building on these experiences, the article proposes a modular framework for “smart translator education” tailored to EU legal and institutional environments. This framework comprises four interconnected components:

1. EU Legal Literacy: Developing students’ understanding of EU institutional structures, legislative procedures, and domain-specific terminology through case-based learning and authentic materials.

2. Digital Tool Mastery: Training students in the effective use of CAT tools, terminology databases like IATE, and digital resources such as EUR-Lex to enhance translation quality and efficiency.

3. Institutional Workflow Simulation: Incorporating realistic translation project simulations that reflect the procedural and collaborative nature of translation work within EU bodies, including quality assurance and revision stages.

4. Continuous Feedback Mechanisms: Establishing iterative assessment and mentoring processes that allow learners to receive formative feedback

¹⁶ European Union. EUR-Lex. URL: <https://eur-lex.europa.eu/homepage.html> (дата звернення: 28.05.2025).

¹⁷ European Commission. Interpretation Training Toolbox. URL: https://commission.europa.eu/education/skills-and-qualifications/develop-your-language-skills/interpretation-training-toolbox_en#:~:text=Virtual%20classes (дата звернення: 28.05.2025).

from trainers and peers, fostering reflective practice and continuous improvement¹⁸.

The modular framework is designed to be adaptable to diverse educational settings and responsive to evolving EU translation standards. Recommendations for implementation are drawn from a triangulation of data sources, including qualitative interviews with academic trainers, feedback from program graduates now working in EU or EU-related institutions, and analysis of student performance outcomes from pilot projects.

In this model, each module functions both independently and synergistically, enabling institutions to tailor curricula according to available resources, regional priorities, and institutional profiles. The framework encourages modular scalability – from short-term professional courses and postgraduate certificates to full master’s programs aligned with the European Qualifications Framework (EQF). This structure allows universities across EU and partner countries to implement the model in a phased manner, ensuring coherence with existing accreditation systems while facilitating innovation and flexibility in delivery.

Furthermore, the framework operationalizes the key principles of the European Education Area (EEA) and the Digital Education Action Plan (2021–2027) by fostering digital readiness, cross-sectoral cooperation, and pedagogical innovation. The integration of smart learning technologies – such as automated feedback systems, collaborative digital workspaces, and adaptive assessment platforms – supports both individualized learning trajectories and large-scale program management. By emphasizing interoperability with existing EU digital infrastructures, the model promotes sustainable alignment between academic training and institutional translation practice.

A distinctive feature of the proposed framework lies in its interdisciplinary foundation. It positions translation training at the intersection of linguistics, law, information technology, and European governance, thereby reflecting the hybrid professional identity of modern EU translators. The module on EU Legal Literacy, for instance, not only equips students with conceptual knowledge of EU law but also cultivates critical awareness of legislative drafting styles, multilingual interpretation of legal norms, and the pragmatic implications of terminological variation across member states. This integrative perspective mirrors the multilingual legal reality of the EU, where meaning and authority are co-constructed through translation.

¹⁸ European Commission. Interpretation Training Toolbox. URL: https://commission.europa.eu/education/skills-and-qualifications/develop-your-language-skills/interpretation-training-toolbox_en#:~:text=Virtual%20classes (дата звернення: 28.05.2025).

The Digital Tool Mastery component addresses the growing demand for translators who can operate effectively in technologically mediated environments. Beyond familiarization with CAT tools, students are trained to critically evaluate translation memory systems, manage terminological consistency, and understand the ethical implications of machine-assisted translation. By embedding AI-assisted post-editing and data-driven terminology extraction into coursework, the module ensures that graduates acquire both technical competence and critical digital literacy – skills increasingly recognized in the EMT competence framework.

Institutional Workflow Simulation serves as the pedagogical core of the framework, bridging the gap between classroom learning and professional realities. Students engage in project-based tasks replicating EU translation unit workflows: document assignment, collaborative editing, terminology harmonization, and quality assurance processes. Such experiential learning fosters procedural competence, teamwork, and awareness of hierarchical revision systems – key components of the EU translation ethos. Collaboration with practicing EU translators and alumni enhances the authenticity of these simulations and strengthens institutional partnerships.

Finally, the Continuous Feedback Mechanisms module emphasizes reflective learning and evidence-based assessment. Through iterative evaluation cycles, students receive structured feedback from trainers, peers, and – where possible – professional mentors. This component reinforces the development of self-regulation, metacognitive awareness, and a professional mindset attuned to lifelong learning. The implementation of digital portfolios and analytics-based progress tracking ensures transparency in assessment and facilitates the measurement of competence progression.

From an institutional standpoint, the framework also encourages capacity-building and faculty development. Training the trainers is recognized as a prerequisite for sustainable implementation, particularly in regions where EU-oriented translation programs are newly emerging. Investing in faculty digital skills, interdisciplinary collaboration, and exposure to EU translation standards is essential for maintaining pedagogical consistency and quality assurance.

The proposed modular model also opens pathways for cross-border collaboration between universities, EU institutions, and professional associations. Joint degree programs, virtual exchange projects, and collaborative translation repositories can help harmonize learning outcomes and ensure equivalence of competence standards across Europe. This network-based approach aligns with the principles of the Bologna Process and supports the creation of a pan-European ecosystem for professional translator education.

In the broader perspective, the framework contributes to the long-term goal of developing a resilient, innovation-driven translation education ecosystem that aligns with the EU's digital and multilingual strategies. It underscores that smart translator education is not solely a response to technological change but a comprehensive pedagogical reform rooted in interdisciplinarity, adaptability, and quality assurance.

Ultimately, the framework positions translator training as a strategic component of the EU's knowledge infrastructure, ensuring that future professionals can effectively mediate communication, uphold legal certainty, and contribute to the democratic legitimacy of multilingual governance.

CONCLUSIONS

Smart translator education, which integrates cutting-edge digital tools with domain-specific EU legal and institutional content, offers a sustainable, scalable, and pedagogically sound model for training translators to meet the increasingly complex demands of European Union governance. By aligning curricula with the realities of multilingual EU institutional frameworks, incorporating advanced CAT tools, terminology databases, and authentic legislative materials, this approach not only improves translation quality and accuracy but also ensures that graduates possess relevant institutional awareness and professional readiness. The synergy between technological innovation and content specialization results in a more engaging, practice-oriented learning experience that better equips students for real-world challenges in EU translation services.

The findings underscore that embedding smart education principles within translator training programs contributes to narrowing the gap between academic preparation and professional requirements in EU contexts. This integration enhances students' competencies in legal literacy, technical translation skills, and digital fluency, which are essential for successful employment within European Commission services, the European Parliament, the Court of Justice, and affiliated agencies. Additionally, the adoption of simulation environments and workflow-based learning fosters collaboration, project management skills, and adaptability, which are critical soft skills in institutional settings.

In perspective, several avenues for further research and development emerge as priorities. First, longitudinal studies are necessary to evaluate the long-term impact of smart translator training on graduate employability, professional performance, and career progression within EU institutions and related organizations. These studies would provide robust evidence on the effectiveness of digital pedagogical innovations and inform continuous curriculum enhancement.

Also, faculty development remains a critical factor for successful implementation. Research into best practices for ongoing professional training and capacity-building of instructors – especially in emerging technologies and EU legal content – can ensure sustained quality and innovation in translator education.

Moreover, emerging technologies such as artificial intelligence (AI), machine learning, and virtual reality (VR) hold transformative potential for translator training. AI-driven translation aids, including neural machine translation and automated post-editing tools, could be integrated to enhance real-time decision-making skills. Virtual and augmented reality platforms offer immersive simulation possibilities, enabling students to experience authentic institutional environments and complex translation scenarios that are difficult to replicate in traditional classrooms.

Furthermore, cross-border academic and institutional collaborations represent a strategic pathway for expanding the reach and impact of smart translator education. EU-funded consortia, networks like EMT and EMCI, and partnerships involving candidate countries can foster shared educational standards, mutual recognition of competencies, and the development of scalable, open-access digital resources. Such collaborations would promote inclusivity, support linguistic diversity, and address resource disparities across member states.

Lastly, policy-oriented research is recommended to explore the role of EU funding mechanisms, accreditation processes, and institutional frameworks in facilitating the widespread adoption of smart translator training models. Understanding how to align national educational policies with EU priorities will be key to embedding these innovations sustainably.

In conclusion, smart translator education stands at the intersection of technological advancement and domain expertise, offering a dynamic and forward-looking approach to translator training in the EU legal and institutional sphere. Continued interdisciplinary research, strategic investments, and collaborative initiatives will be essential to harnessing its full potential and ensuring that the next generation of translators is fully prepared to support the multilingual and multicultural fabric of the European Union.

SUMMARY

This paper investigates the development and strategic integration of smart translator training adapted specifically to the legal and institutional frameworks of the European Union (EU). In light of the EU's multilingual policy and complex legal environment, translator education must go beyond traditional language instruction to include specialized legal-terminological training, institutional translation workflows, and the proficient use of digital

technologies. As such, this study examines how postgraduate translation programs can be reshaped to reflect these evolving demands through a “smart” pedagogical approach. The research explores the incorporation of digital tools – such as computer-assisted translation (CAT) software, multilingual terminology databases like IATE, and legislative document repositories such as EUR-Lex – into academic curricula. These tools, when effectively embedded within EU-oriented course modules, facilitate the development of core institutional translation competencies and enhance students’ professional readiness. Drawing on best practices from European institutions, the article also examines the EMT (European Master’s in Translation) competence framework as a guiding model for curriculum alignment. Case studies from EU member states and candidate countries (e.g., Ukraine) illustrate the implementation of legal translation modules, simulation-based exercises, and digital platform integration in higher education settings. These examples highlight the value of collaborative networks between universities and EU institutions in ensuring consistent educational standards and resource access. The article reviews recent scholarly literature on legal and institutional translation pedagogy, evaluating emerging trends such as AI-assisted translation, real-time feedback environments, and blended learning designs. Key findings underscore the need for academic programs to combine legal literacy, digital proficiency, and institutional awareness, thus fostering translator competencies suited to EU governance and communication structures. Ultimately, this article proposes a modular, scalable, and policy-aligned framework for smart translator training. It concludes with strategic recommendations for educational institutions seeking to enhance curriculum quality, foster multilingualism, and strengthen alignment with EU integration processes through innovative, future-ready translator education.

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