



Development of Interpretation Skills in Future Escort Interpreters for Work in International Tourist Activity

Ievgen V. Dolynskiy¹

Olesia O. Dolynska^{2*}

Tetiana H. Kharchenko³

Odarka O. Kravchenko⁴

Iryna V. Skril⁵

Journal for Educators, Teachers and Trainers, Vol. 13 (1)

<https://jett.labosfor.com/>

Date of reception: 02 Nov 2021

Date of revision: 14 Jan 2021

Date of acceptance: 16 Jan 2021

Ievgen V. Dolynskiy, Olesia O. Dolynska, Tetiana H. Kharchenko, Odarka O. Kravchenko, Iryna V. Skril (2022). Development of Interpretation Skills in Future Escort Interpreters for Work in International Tourist Activity *Journal for Educators, Teachers and Trainers*, Vol. 13(1). 310– 324.

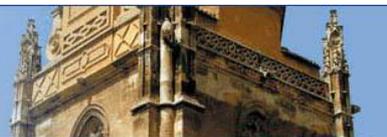
¹Department of Germanic Philology and Translation, Faculty of International Relations, Khmelnytskyi National University, 11, Instytut's'ka str., Khmelnytskyi, 29016, Ukraine.

²Tourism, Theory and Methods of Physical Culture and Valeology Department, Faculty of Humanities, Khmelnytskyi Humanitarian and Pedagogical Academy, 139, Proskurivske Pidpillia str., Khmelnytskyi, 29013, Ukraine.

³Department of Romance Philology and Contrastive-Typological Linguistics, Institute of Philology, Borys Grinchenko Kyiv University, 13-B, Marshala Timoshenko str., Kyiv, 04212, Ukraine.

⁴Department of Far Eastern and South Eastern Languages and Literature, Institute of Philology, Taras Shevchenko National, University of Kyiv, 14, Taras Shevchenko boulevard, Kyiv, 01601, Ukraine.

⁵Department of Foreign Languages, Institute of the Humanities and Social Sciences, Lviv Polytechnic National University, 12, S. Bandera str., Lviv, 79000, Ukraine.



Development of Interpretation Skills in Future Escort Interpreters for Work in International Tourist Activity

Ievgen V. Dolynskiy¹, Olesia O. Dolynska^{2*}, Tetiana H. Kharchenko³, Odarka O. Kravchenko⁴, Iryna V. Skril⁵

¹Department of Germanic Philology and Translation, Faculty of International Relations, Khmelnytskyi National University, 11, Instytut's'ka str., Khmelnytskyi, 29016, Ukraine.

²Tourism, Theory and Methods of Physical Culture and Valeology Department, Faculty of Humanities, Khmelnytskyi Humanitarian and Pedagogical Academy, 139, Proskurivske Pidpillia str., Khmelnytskyi, 29013, Ukraine.

³Department of Romance Philology and Contrastive-Typological Linguistics, Institute of Philology, Borys Grinchenko Kyiv University, 13-B, Marshala Timoshenko str., Kyiv, 04212, Ukraine.

⁴Department of Far Eastern and South Eastern Languages and Literature, Institute of Philology, Taras Shevchenko National University of Kyiv, 14, Taras Shevchenko boulevard, Kyiv, 01601, Ukraine.

⁵Department of Foreign Languages, Institute of the Humanities and Social Sciences, Lviv Polytechnic National University, 12, S. Bandera str., Lviv, 79000, Ukraine.

Email: olexyavorska@gmail.com ,tkharchenko@kubg.edu.ua , Odarchi@gmail.com , irynaskrill@gmail.com

ABSTRACT

The rapid development of international cooperation and interethnic contacts entails the need to improve training in the field of tourism, including training of escort interpreters. It is known that escort interpreters must not only have skills and abilities, but also constantly improve their knowledge of foreign languages. Thus, the problem of optimizing the development of translation competence in escort interpreters is gaining importance. The aim of the study is to substantiate the need to optimize the development of translation competence in escort interpreters to work in international tourism. The article involved the following methods: theoretical review and analysis of domestic and foreign literature on the problem of research, pedagogical observation and generalization of the experience of training escort interpreters in universities. It was found that optimization of translation competence in escort interpreters will be more effective in implementing the author's model and methodology presented in the professional. The theoretical significance of this article is that the theory and methodology of vocational education identified and established the content of translation competence and a model for optimizing its development. The practical significance lies in the focus on optimizing the translation competence in translation guides. Relevant methods and programmes have been identified, which provide for development and application in practice of professionally oriented language situations in improvement of foreign language skills. The results indicate the effectiveness of established models and methods of optimizing development of translation competence in escort interpreters to work in international tourism based on the improvement of foreign language skills.

Keywords: Escort Interpreter, Foreign Language, International Cooperation, Optimization of the Development Professional Activity, Translation Competence.

INTRODUCTION

The inbound and outbound international tourism are successfully developing in the modern world, which naturally requires highly qualified specialists in the field of tourist and excursion services, including escort interpreters. Within the framework of the international investment program "One Belt, One Road" (since 2013), KRN has started actively expanding the infrastructure in more than 70 countries and international organizations (Kyiv City Council, 2016). As a result, cooperation in the field of tourism has become a new bright side in the relationship of strategic partnership and cooperation between China and Ukraine. The research in the article revealed an unsolved problem in the training of escort interpreters: the need to optimize the development of translation competence in future escort interpreters to work in international tourism.

Escort interpreter is a rather narrow specialty, which requires not only a high level of knowledge of foreign language in the field of excursion activities, but also professional knowledge, skills and abilities in the field of tourism and excursion services (Beeby et al., 2005). Zorinand Zorin (2005) analyse the problems of developing the content of professional tourism education (hereinafter — PTE) in his work from the standpoint of a systemic approach. The theoretical background of PTE is developed on the basis of a number of concepts of tourism development and professional education. The method of the development of the qualification field and didactic

complex of training tourism specialists is presented. Following the researchers, we believe that the professional activity of escort interpreters is a complex set of actions, which is determined by their competencies and ability to implement them. Similar points were also expressed by foreign researchers, such as Pöchhacker (2003).

Professional competence generally means the ability of specialists to carry out successful professional activity, knowledge of the basics of the profession. Linguistic competence as a key in the structure of foreign language communicative competence is defined as language proficiency (Minnaert, Maitland & Miller, 2009). In this study, the key is the translation competence of future escort interpreters, which is interrelated with professional competence, and the statement of Belkin (2004) is important here: “the set of professional, personal traits of a specialist ensures effective implementation of competencies” (p. 58). So, the optimization of the development of translation competence in future escort interpreters is based on the competence approach.

The works on the competence approach deal with the topic of the development of translation competence in future escort interpreters in the system of additional professional education. Zimnyaya (2003) identified the basis of competence approach as follows: “Competence combines the intellectual component of education and skills. The concept of competence includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioural ones. It includes learning outcomes (knowledge and skills), system, habits, values, etc.; competence means the ability to mobilize the acquired knowledge, skills, experience, ways of behaving in a specific situation, specific activities; the concept of competence is based on the ideology of interpreting the content of education...” (p. 34).

Krasilnikova (2011) defines competence as “specific ability required to effectively perform a specific action in a particular subject area and includes specialized knowledge, special subject skills, ways of thinking, as well as understanding the responsibility for their actions” (p. 3). The statement of Pendyukhova (2006) is important for our study: “the integration model of professional foreign language competence of a specialist in multilevel education in higher educational institutions is implemented within a paradigm that takes into account not only the requirements of society but also individual psychological personality traits of the student” (p. 5). Prudnikova (2006) considers the development of foreign language competence and notes that “psychological and pedagogical factors of its implementation remain relevant, because the very concept of the development of foreign language competence is not exhaustive” (p. 129). These concepts resonate with those expressed previously in the works of foreign researchers, such as Savignon (1997).

Domestic and foreign scholars covered various aspects of professional competence in the study of a foreign language. For example, Apanasyuk and Kireeva (2008) analyse the psychological and pedagogical aspects of the development of professional competence of non-language specialists in improving a foreign language, emphasising the importance of the latter in modern international professional activity. Hutchinson (2002) presents his understanding of the essence of professional competence and justifies the relevance of its development in modern professionals in the light of current modernization of education. Based on the specifics of professional activity, they distinguish structural components of professional competence, which includes the development of personal qualities of specialists. Analysing the communicative tasks that specialists face in various fields, Hölec (2008) notes, that the translation activities of specialists are aimed at rendering information in full and to reflect certain, basic, key information of a document. Translation is always done for certain purposes. The translator always seeks to perform a task that he/she has chosen or received from the customer, in whose interests or on whose behalf the translation is carried out (Almeida, 2011). Hutchinson and Waters (2012) notes that linguistic professional competence provides for theoretical knowledge in the field of translation studies, knowledge of translation strategies, its tasks and goals, translation difficulties and principles of overcoming these difficulties, translation transformations.

The linguistic competence was also studied in multiple works by Zinukova (2015, 2016, 2017).

However, the study of domestic and foreign scientific literature on the problems of the development and improvement of translation competence showed that this aspect still remains poorly studied. According to Fedotova (2014), “translation competence is a meaningful component of the ability to perform professional translation activities in the form of a set of certain translation knowledge and skills to convert a work in one language into a work in another language, as well as the experience of such activities, which ensures success in solving translation problems” (p. 4). Dewey and Kilpatrick (1935) clarify that “the development of a translation competence is effective provided the observance of the main stages of translation activity: acquiring professional knowledge, analysis of the original before translation, translation itself, editing and evaluation of the translated text The following components of the translation competence are identified in accordance with these stages: psychological, analytical, synthesis, correctional and evaluative” (p. 22).

Lado (1957) notes that “the expected result of the educational process in the given conditions is the development of translation competence, which is a meaningful component of the ability to perform professional translation activities in the form of certain translation knowledge and skills, as well as experience of such activities. translation tasks” (p. 42). Besides, the researcher states that “translation competence provides for the ability to analyse the original, correctly apply translation transformations to solve translation problems, the ability to edit and critically evaluate the results is significant. The knowledge and skills included in it allow the escort

interpreter to accurately convey the semantic content of the original and create its full functional and stylistic correspondence, given the differences between the languages of the original and the translation” (Lado, 2000, p. 47).

Therefore, the structure and content of the translation competence of escort interpreters have not been determined so far, no special methodological materials, no effective model and method of its optimization have been developed. In most cases, the current recommendations on this competence are reduced to its development in the process of learning a foreign language in higher educational institutions (HEIs) (Kalina, 2005). However, to ensure competitiveness in the global tourism market, quality communication is needed, especially if the flows between China and Ukraine increase every year on a nequal footing (Shamara & Chetverikova, 2017). According to recent studies, the number of visitors from the country of the sun in 2017 was 29,530, compared to 12,699 people in 2015. In 2018, according to statistics, 11% of all foreign tourists in Ukraine are Chinese (Shapovalova, 2019). Our hypothesis is that in the modern market of the tourism industry of Ukraine and China it is necessary to create a positive image of the state in the cross-years of tourism and the above-mentioned international investment project.

METHODS AND MATERIALS

The survey was conducted from February to May 2019, involving 80 people divided into 4 groups: 60 Ukrainians with proficiency in English, German, Chinese for professional purposes, and 20 native speakers.

The main stages of the study.

1. Project planning: description of the desired result and areas of its application, deadlines. At this stage it is necessary to consider each step of work and to present the objective information on the future project to the managers and performers: the purpose of development of the model of competences, the necessary actions, expected consequences of model introduction.

2. Project implementation. The purpose of the stage is to gather as much information as possible about the work performed by employees in order to identify those standards of behaviour that determine the maximum result.

3. Verification of the validity of the project competencies. This step is necessary to make sure the following:

- competencies correspond exactly to all work roles that exist in the organization;
- the draft competency model has value for future users;
- examples of behaviour really distinguish between good and worse work.

4. Verification and completion of the competency model. Since the competency model cannot include all the information obtained at the collection stage and the optimal number of competencies is 10-15, the completion of the model is the final regulation, selection of the most necessary competencies and approval of the model based on the feedback received at the previous stage.

5. Launch of the study. Once the experiment model is “approved”, it can be implemented. The information about the model should reveal the objectives of the introduction of the competence system and be clear to the employees for whom the model is intended. This information should answer the following questions:

- why the model was created;
- how it was composed;
- how it will be implemented in this organization;
- what support will be provided to users in applying the competency model;
- how the model itself will be maintained so that it does not become obsolete. Let’s consider the second stage in more detail. The project is implemented in several stages:

Stage 1. Forming a project team. The composition of the project team: a mixed version of the team is effective to gather information: the association of company employees and external experts.

Stage 2. Choosing a specific method of collecting and analysing information. There are many different techniques specifically designed to gather information about jobs and positions, each having its pros and cons. The methodology is chosen in accordance with the objectives and scale of the project.

Stage 3. Information collection. The main objectives of this step: collect examples of standards of conduct that ensure effective (excellent) performance; identify standards of behaviour that may be required for effective (excellent) performance in the future.

The sources of information included:

- employee activity patterns;
- training materials;
- job descriptions, qualification requirements, standards;
- opinion of customers and suppliers about the organization;
- opinions of customers and suppliers about employees of the organization, etc.

Step 4. Preparation of information for analysis.

Conversion to one format, archiving, translation, calculation, coding (preparation for processing by mathematical methods), etc.

Step 5. Analysis of information.

At this stage, the working hypothesis is formulated and the data obtained in the previous stages are processed through the methods selected for the study. Related examples of behaviour are grouped into voluminous categories (no more than 4 categories), grouped by category, grouped into clusters, etc. (if necessary).

Step 6. Conducting an experiment of competencies.

This step of the information analysis stage in the development of the draft competencies includes the following actions:

a) Selection of names that correspond to specific competencies, the final “grouping” of data. The names of clusters of competencies are then attributed.

b) Assignment of examples to specific categories (to competencies with one name).

The full team decides only what examples should be:

- moved to another, more appropriate competence;
- removed completely due to uncertainty and obvious futility;
- simplified because they are too complicated;
- generalized because they are too specific;
- divided, because they are very different from each other in terms of content.

The information will be collected using the survey method and subsequent evaluation of the results of the scoring method. Employees, managers and customers of the travel company SPB-Travel are involved in the project group (to participate in the survey).

RESULTS

To simplify the process of collecting examples and standards of behaviour in intercultural communication, providing effective (excellent) performance of an escort interpreter, we took CEFR (Common European Framework of Reference) as a basis of the description of language communicative competences, compiled tables of linguistic and general communicative competences of escort interpreters, and proposed to our experts from two groups:

- (1) Group of employers, both men and women, 20 people: aged 30 to 55, formerly experienced escort interpreters with higher education and a high level of language proficiency;
- (2) A group of tourists, both men and women, 20 people: customers of travel companies, aged 30 to 60, with higher education, native speakers.

The importance of the competences in the work of escort interpreters was first assessed on the “yes-no” principle (to exclude competencies that are not important). As the experts were no unanimous about such competencies, the next round of assessment was required. The experts assessed the competencies on a five-point scale in the second round of the survey, which allowed combining the method of direct attributes and the survey to assess the competencies of escort interpreters (www.shl.ru). Questionnaires are presented in Appendices.

The experts were then asked to rate personal competencies in more detail on a scale of importance from 0 (“absolutely not important”) to 2 (“really important”). Tables 1 and 2 of the Appendices (see Appendix B) with the description of competencies and their content were compiled for levels B2-C1, the data of questionnaires of each group were entered in special tables for each group of competencies (linguistic and other communicative competencies), the names of competencies were translated into Ukrainian, abbreviated to one-two-syllable code names. The sum of the scores of all experts of the group in this competence was divided by the number of experts (const = 20). The total expert assessments were calculated by the method of arithmetic mean for each competence (see Tables 1-3).

Table 1: The importance of proper linguistic competencies for a group of tourists (native speakers)

General linguistic competences (LCs)	Mean
General linguistic competence	4.14
Vocabulary	4.11
Vocabulary control	4.02
Theme development	3.97
Socio-linguistic necessity	3.86
Flexibility	3.83
Word transition	3.83
Consistency	3.85
Use of grammar	3.80
Pronunciation control	3.79
Orthography	3.77
Speech rate	3.85

Overall language performance	3.80
Accuracy of expression	3.74
Description experience	3.76
Long monologue	3.61
Public speaking skills	3.40
General understanding (listening)	3.16
Hearing as a participant	3.04
Understanding the conversation of native speakers	2.70
Listening to notifications	2.63
Listening to audio	2.35

Table 2: The importance of the linguistic competencies for employers

General linguistic competences (LCs)	Mean
Long monologue	4.85
Public speaking skills	4.75
General linguistic competence	4.65
Theme development	4.65
Overall language performance	4.65
Description experience	4.65
Hearing as a participant	4.65
Speech rate	4.60
Flexibility	4.55
Consistency	4.50
Accuracy	4.35
Pronunciation control	4.25
Listening to notifications	4.20
Vocabulary	4.10
Socio-linguistic necessity	4.00
Vocabulary control	3.95
Use of grammar	3.95
Word transition	3.85
General understanding (listening)	3.70
Understanding the conversation of native speakers	2.80
Orthography	2.65
Listening to audio	2.55

Table 3: Importance of other communicative competencies for employers

Other communicative competencies (OCCs)	Mean
General erudition	4.30
Socio-cultural knowledge	4.30
Knowledge of everyday life	4.15
Knowledge of living conditions	3.95
Interpersonal relations k2	3.80
Values and relationships k1	3.90
Body language	3.60

Social consents	4.30
Ritual behaviour	3.25
Intercultural awareness	4.55
Social skills	4.05
Life skills	4.25
Professional skills	5.00
Leisure skills	4.25
Finding connection K1-K2	4.05
Cultural sense	3.90
The role of the mediator	4.40
Overcoming stereotypes	4.05
Relationships (openness, interest)	4.50
Being ready and willing	3.55
Focus on communication and dialogue	4.80
Distancing from traditional approaches to K1vsK2	3.80
Values (moral and ethical)	4.00
Belief	2.90
Personal qualities	3.75
Ability to learn	4.55
Heuristic inclinations	4.45
∑mean/Q	3.87

DISCUSSION

As a result of the research, the article presents a scientific and practical justification for the need to optimize the development of translation competence in escort interpreters for work in international tourism, where optimization of the development of translation competence is achieved by using the developed model and method. The main methodological and practical provisions for optimizing the development of the translation competence in escort interpreters were presented based on the results of studying and generalizing the experience of training escort interpreters.

The analysis of the information obtained during the survey and data processing gave the following results: according to the tables of importance of competencies for the escort interpreter, the total average scores were equal for both groups (8.22 and 8.23), but differed significantly by competency groups:

The total average score of linguistic competencies for tourists was lower than for employers (3.87 and 4.13, respectively).

The total average score for other communicative competencies was higher in both groups than the score for linguistic competencies; moreover, in the group of tourists it was higher than in the group of employers (4.36 and 4.09), respectively.

The study of expert opinions from two groups confirmed the hypotheses of the study that employers and customers differently assess the importance of linguistic and general communicative competencies.

While professional competencies come to the fore for employers — knowledge of the touristic objects and excursion techniques (5 points); linguistic:

- general LC, overall language performance (4.65 points);
- speech rate 4.6 (points);
- consistency and consonance (4.5 points);

as well as general communicative skills related to public speech:

- long monologue (4.85 points);
 - public speech skills (4.75 points);
 - Description experience (4.65 points);
- and intellectual: the ability to learn and remember, flexibility (4.55 points);

for tourists communicative competencies are more important:

- leisure skills, attitude and interest, ability to diverge from traditional approaches in understanding cultural differences (4.85 points),

- ability to overcome stereotypical relationships (4.75 points),
- moral and ethical values, heuristic abilities (4.65 points),
- socio-cultural knowledge, life skills and readiness to shift the cultural point of view (4.65 points);
- ability to learn (4.6 points);
- intercultural awareness, the ability to find connections between cultures (4.55 points);

Professional skills and personal competencies are equally important — 4.7 points.

Systematization of data assessing the importance of personal competencies on a scale showed that most experts from the group of employers (14 people) rate intellectual competencies above psychological (average score above 4.5), while most experts (16) from the group of tourists rate psychological competencies higher (score higher than 4.5) than intellectual.

The hypotheses of the study were proved based on the study of expert opinions:

Hypothesis 1: If native speakers and non-native speakers are asked to assess the importance of language communication competencies in the work of an escort interpreter, the aggregate results of expert assessments will be different for the group of native and non-native speakers.

Hypothesis 2: While for employers (non-native speakers, but confident users) the priority in the assessment of applicants are proper linguistic, professional and intellectual competencies, for customers (native speakers) general communication competencies, intercultural communication skills and psychological qualities (communicative potential) are more important.

CONCLUSIONS

The study of the specifics of professional activities of escort interpreters showed that a necessary condition for their successful professional training is a combination of competencies with the strategies necessary for escort interpreters in their professional activities, which becomes possible through the development of translation competence of escort interpreters.

The methodological background includes:

1. specially developed methodology, which is based on the dialogical concept of improving a foreign language, which provides for equal interaction of all participants in the educational process;
2. simulation and analysis of educational situations of professional activity in a foreign language;
3. active methods of teaching a foreign language;
4. interactive teaching methods;
5. use of specialized electronic teaching aids in the preparation of escort interpreters.

The practical significance of the study lies in the development and implementation in educational practice of an appropriate program to optimize the process of translation competence of translation guides, which involves working out and applying in practice professionally oriented language situations in improving foreign languages that contribute to the translation competence of escort interpreters.

The competencies that are most important from the standpoint of consumers of the tourist product were identified (based on the calculation of the average score of expert assessments in a group of tourists). As we assume application of results of work within the customer-oriented approach, these skills and qualities formed the basis of the model of competences developed for SPb-Travel:

- Thriving for communication and dialogue;
- Leisure skills;
- Relationships (openness, interest);
- Ability to diverge from traditional approaches to K1 vs K2;
- Overcoming stereotypical relations K1 vs K2;
- Professional skills;
- Personality qualities;
- Values (moral and ethical);
- Heuristic abilities;
- Socio-cultural knowledge;
- Life skills.

The findings are important for future research in tourism and foreign language teaching methods, including Chinese, due to the strengthening of economic and tourism ties between the two countries, including some direct flights and visa-free travel top arts of China.

REFERENCES

1. Almeida, M. (2011). Case study: the development of social tourism in Brazil. *Current Issues in Tourism*, 14(5), 483-489. <https://doi.org/10.1080/13683500.2011.568057>
2. Apanasyuk, L. A., & Kireeva, I. A. (2008). Statement of the problem of intercultural pedagogical integration of non-linguistic specialists. *Nauchnaya Zhyzn'*, 3(5), 104-105. Retrieved from

- http://www.sced.ru/ru/index.php?option=com_content&view=article&id=489:nj-archive-2&catid=21&Itemid=156 Accessed 27 October 2021.
3. Beeby, A., Fernández, M., Fox, O., Kozlova, I., Neunzig, W., Presas, M., ... & Romero, L. (2005). Investigating translation competence: conceptual and methodological issues. *Meta*, 50(2), 609-619. <https://doi.org/10.7202/011004ar>
 4. Belkin, A. S. (2004). *Competence. Professionalism. Skills*. Chelyabinsk, Russia: South Ural Book Publishing.
 5. Dewey, J., & Kilpatrick, W. H. (1935). *Der Project Plan. Grundlegung und Praxis [The project plan. background and practice]*. Weimar, Germany: Hermann Böhlau Nachfolger.
 6. Fedotova, O. V. (2014). *Formation of the operational competence of translators in the field of professional communication*. PhD thesis. Northern (Arctic) Federal University, Arkhangelsk, Russian Federation. Retrieved from <https://www.dissercat.com/content/formirovanie-operatsionalnoi-kompetentsii-perevodchikov-v-sfere-professionalnoi-kommunikatsii> Accessed 27 October 2021.
 7. Hölec, H. (2008). *Autonomy and foreign language learning*. Oxford, UK: Oxford University Press.
 8. Hutchinson, M. (2002). *Competency-based teacher education: progress, problems and prospects*. Chicago, IL: Science Research Association.
 9. Hutchinson, T., & Waters, A. (2012). *English for specific purposes. A learning-centred approach*. Cambridge, UK: Cambridge University Press.
 10. Kalina, S. (2005). Interpreting competences as a basis and a goal for teaching. *The Interpreter's Newsletter*, 10, 3-32. Retrieved from https://www.researchgate.net/publication/255580709_INTERPRETING_COMPETENCES_AS_A_BASIS_AND_A_GOAL_FOR_TEACHING Accessed 27 October 2021.
 11. Krasilnikova, E. V. (2011). *Methodology for the formation of linguistic and professional competence among future guides-translators in the system of additional professional education*. PhD thesis. Yaroslavl State Pedagogical University named after K. D. Ushinsky, Yaroslavl, Russian Federation. Retrieved from <http://nauka-pedagogika.com/pedagogika-13-00-02/dissertaciya-metodika-formirovaniya-lingvo-professionalnoy-kompetentsii-u-buduschih-gidov-perevodchikov-v-sisteme-dopolnitelnogo-prof> Accessed 27 October 2021.
 12. Kyiv City Council. (2016). *About approval of the city target tourism development program in Kyiv 2016-2018*. Retrieved from <http://kmr.gov.ua/uk/rishenya> Accessed 27 October 2021.
 13. Lado, R. (1957). *Linguistics across cultures: Applied linguistics for language teachers*. Ann Arbor: University of Michigan Press.
 14. Minnaert, L., Maitland, R., & Miller, G. (2009). The value of social tourism foundations. *Annals of Tourism Research*, 36(2), 316-334. <https://doi.org/10.1016/j.annals.2009.01.002>
 15. Pandyukhova, G. K. (2006). *Methodological foundations of formatting a foreign language professional and communicative competence in a non-linguistic university*. PhD thesis. Samara State Pedagogical University, Samara, Russian Federation. Retrieved from <https://www.dissercat.com/content/metodologicheskie-osnovy-formirovaniya-inoyazychnoi-professionalno-kommunikativnoi-kompetent> Accessed 27 October 2021.
 16. Pöchlacker, F. (2003). *Introducing interpreting studies*. London, UK; New York, NY: Routledge.
 17. Prudnikova, N. N. (2006). *Formation of foreign language competence of students in line with an integrated approach to the interactive method*. *The Bulletin of the Saratov State Vavilov Agrarian University*, 6, 127-131.
 18. Savignon, S. J. (1997). *Communicative competence theory and classroom practice*. New York, NY: McGraw-Hill.
 19. Shamara, I., & Chetverikova, I. (2017). The current condition and problems of tourism development in China. *The Bulletin of the V. N. Karazin Kharkiv National University. Series: International Relations, Economy, Regional Studies, Tourism*, 6, 206-221. Retrieved from <https://periodicals.karazin.ua/irtb/article/view/10027/9550> Accessed 27 October 2021.
 20. Shapovalova, O. (2019). *Tourism between China and Ukraine: The stable development aimed to the perspective*. Retrieved from <https://sinologist.com.ua/shapovalova-o-o-turyzm-mizh-kytayemta-ukrayinoyu-stalyj-rozvytok-na-perspektyvu/> Accessed 27 October 2021.
 21. Zimnyaya, I. A. (2003). Key competences as a new paradigm of the education results. *Vysshee Obrazovanie Segodnya*, 5, 34-42.

22. Zinukova, N. V. (2015). Interaction of translation and interpreting competences in future interpreters' training. *Science and Education a New Dimension. Pedagogy and Psychology*, III(34/69), 17-20. Retrieved from https://seanewdim.com/uploads/3/4/5/1/34511564/zinukova_n_interaction_of_translation_and_interpreting_competences_in_future_interpreters%E2%80%99_training.pdf Accessed 27 October 2021.
23. Zinukova, N. V. (2016). Acquiring translation and interpreting competences: integrated approach. *Foreign Languages*, 3(87), 18-25. <https://doi.org/10.32589/im.v0i3.122557>
24. Zinukova, N. V. (2017). Interpreters in multilingual society: aspects of bilingualism. *The Bulletin of The Alfred Nobel University. Series: Philological Sciences*, 2(14), 217-222. <https://doi.org/10.32342/2523-4463-2017-0-14-217-222>
25. Zorin, I. V., & Zorin, A. I. (2005). *Professional education and career in tourism*. Moscow, Russia: Sovetskiy Sport.

APPENDICES

APPENDIX A: CATEGORIES OF ESCORT INTERPRETERS

Category of guides and escort interpreters	Work experience	Prerequisites for issuing an accreditation certificate
Category III (probationer)	Up to 2 years	Higher education; passing of the first and second stages of training in the organizations (courses, centers, higher educational institutions) which are engaged in preparation of guides and escort interpreters
Category II	2 to 7 years	Higher education; passing of the first and second stages of training in the organizations (courses, centers, higher educational institutions) which are engaged in preparation of guides and escort interpreters, confirmation of qualification at Expert Council
Category I	Above 7 years	Higher education; passing of the first and second stages of training in the organizations (courses, centers, higher educational institutions) which are engaged in preparation of guides and escort interpreters, confirmation of qualification at Expert Council

Source: <http://ispb.info/guide>

APPENDIX B: QUESTIONNAIRE FOR EMPLOYERS

Dear respondent,

We invite you to participate in the study of language and general communicative competencies of escort interpreters conducted to identify the most important competencies described in the Common European Framework of Reference (CEFR), and to develop a competence model that we hope will improve the quality of travel services in Lviv. The research is conducted as part of the diploma project of a student of the Faculty of Foreign Languages of Ivan Franko National University of Lviv. You will be asked to study the list of competencies and evaluate them in order of importance for the work of an escort interpreter. It will take you about 10 minutes to complete the questionnaire.

The results of the study will be used to build a model of professional competencies of escort interpreters and make practical recommendations to specialists and students. The conclusions will be published on the Internet and anyone will be able to use them. Participating in the survey does not carry any risks for you (or at least known to us). Participation also does not bring any direct benefit to you. Participation in the survey is completely voluntary, any sanctions for refusal to participate are not implied. Placing your name in the completed application form is also voluntary.

If you do not want to give the results of the study to me personally, you can send them by e-mail:

If you have any questions about the survey and your participation in the study, as well as if you want to see its results, you can contact me by e-mail:

or by phone +

Regards,

Section 1. Close-ended questions: “yes-no”

Please match the answer with an X or V in the appropriate columns of Tables 1 and 2 (“Yes” or “No”) to the question: Do you consider this competence important for the work of an escort interpreter?

Table 1: Linguistic competencies

Competence name	Description (what the speaker can say)	Yes	No
GENERAL LINGUISTIC COMPETENCES			
General linguistic competences	Can choose the necessary wording from a wide range of language tools to express an opinion clearly, without the need to limit the expressed idea. Can clearly describe, express points of view and give arguments without additional selection of words, using complete sentences.		
Lexical competencies: Vocabulary Vocabulary control	Has a wide vocabulary that allows speaking without long pauses and reservations; the search for expressions is not obvious to the interlocutor, avoidance strategies are not applied. Good knowledge of idiomatic and colloquial expressions.		
	The choice of words and expressions is correct, sometimes inaccuracies are made, but not gross errors that lead to distortion of the content of the statement (do not affect the understanding of the language as a whole in the communication process)		
Correct use of grammatical means	Mostly the correct choice of grammar, mistakes are rare and difficult to notice (often corrected by the speaker). Does not make serious mistakes that lead to misunderstanding.		
Pronunciation control	Achieved clear, natural pronunciation and use of intonations. Able to change the intonation and correctly emphasize the utterance to accentuate the shades of meaning.		
Spelling control	Can create clear long texts (fragments of text) that meet the standards of combination and division into paragraphs. Writing and punctuation are correct, except for errors (there may be a slight influence of the native language on the style of presenting information).		
OTHER COMMUNICATIVE COMPETENCES			
Sociolinguistic expediency	Can use language flexibly and effectively for social interactions, including the expression of emotions, allusions and humor, using idiomatic language and slang. Can recognize idioms and proverbs, distinguish registers of language, but may, however, feel the need to clarify the details, especially if the speaker’s accent is unfamiliar.		
Pragmatic (discursive) competence: flexibility word transfer theme development	Can connect utterances and ways of expressing its content with a communicative situation and choose the appropriate register and style.		
	May properly join the discussion, support or initiate the discussion, using the appropriate language for this purpose. Can choose the appropriate phrase from the available range of functional vocabulary to voice his/her comments, get the floor, or gain time and formulate statements (can use phrases such as “This is a difficult question to answer” to gain time and keep the right to speak in wording statements).		
Consistency and consonance	Can give clear and detailed descriptions and build a story, integrate subtopics, develop certain points and summarize with the appropriate conclusion.		
	Can reproduce clear, fluently flowing, well-structured language, appropriately using the techniques of structuring and connecting parts of speech, copula, etc.		
Functional competencies: speech rate accuracy of statements	Can express himself/herself fluently and spontaneously, without appreciable difficulties. Only the need to discuss difficult subjects and concepts can hinder the natural, smooth flow of language.		
	Can give their assessment of opinions and statements according to the degree of, for example, reliability/uncertainty, beliefs/doubts, probability, etc.		

PRODUCTIVE SKILLS			
Overall language performance	Can give clear, detailed descriptions and make presentations on complex issues, integrate subtopics, develop specific points of expression and summarize the story with the appropriate conclusion.		
Description experience	Can give clear, detailed descriptions of complex objects or phenomena. Can build statements and stories, integrating subtopics, develop certain points of speech and summarize the story with the appropriate conclusion.		
Long monologue	Can systemically formulate arguments with appropriate coverage of important points and the use of auxiliary details.		
Public speech skills	Can convey the content of the announcement/speech fluently, almost effortlessly, using emphasis and intonation to accurately convey the subtle nuances of meaning.		
RECEPTIVE SKILLS			
General understanding when listening	Can understand enough to follow a detailed statement on abstract and complex topics outside of his/her field, although he/she may need to clarify some details, especially if the emphasis is unfamiliar. C1: Can recognize a wide range of idiomatic and colloquial expressions, indicating the ability to select different language registers. Can follow the content of a detailed statement, even if it does not have a clear structure and when the relationship is meant only and not explicitly stated.		
Understanding of native speakers	Can easily understand speakers in the course of discussions and debates, even on complex, abstract and unfamiliar topics.		
Listening as an audience participant	Can understand the meaning of most lectures and speeches with relative ease.		
Listening to notifications and instructions	Can extract certain information from loudspeaker announcements, including poor quality distortion, such as at a train station, sports stadium, etc. Can understand announcements and messages on specific and abstract topics that are pronounced with a standard dialect at normal speed.		
Listening to audio records and multimedia	Can understand a wide range of audio materials and records, and identify subtleties such as the relationship (including informal) between speakers.		

Table 2: General competencies

1.1 Nominal knowledge (“I know”):			
1.1.1 Knowledge (general) about the world.			
1.1.2. Socio-cultural knowledge. Knowledge of the cultural realities of the country the language of which is used for communication.			
1.1.2.1. Knowledge of everyday life: • food and drink, meal times, • table manners; • mass holidays; • duration and schedule of the working day; • leisure, hobbies (sports, reading culture, media);			
1.1.2. 2. Living conditions: • quality of life standards (including regional, class, ethnic differences) • living conditions • social security mechanisms.			
1.1.2.3. Interpersonal relations (family, between men and women, between generations, between classes, interracial and interethnic, between society and law enforcement/government agencies, with the law, with the authorities, etc.)			
1.1.2.4. Values, beliefs and attitudes towards wealth, religion; public safety, history, national identity, art, politics, humour)			
1.1.2.5. Body language (knowledge of features and rules of non-verbal contact)			
1.1.2.6. Social agreements (punctuality, gifts, exchange of business cards, dress code, context in culture);			
1.1.2.7. Ritual behaviour (religious rites, birth, marriage, death; behaviour in the audience, acquaintance procedure, etc.)			
1.1.2.8 Intercultural awareness: knowledge and understanding of the relationship (similarities and differences) between the culture of the country from which the guests came and the culture of the host country			
1.2. Skills and know-how			
1.2.1 Social skills: the ability to act in accordance with the knowledge of the usual standard of			

living for foreign guests)		
1.2.2 Life skills (interaction with society, government officials, organizers, superiors, daily procedures, etc.), the ability to effectively prevent conflict situations		
1.2.3 Professionalism and professional skills: the ability to conduct excursions, introduce guests to the objects of the show and local customs, realities, etc.)		
1.2.4 Leisure skills: the ability to effectively perform the activities necessary for leisure (restaurants, hobbies, entertainment)		
1.3 Intercultural competencies, skills and know-how		
1.3.1 Ability to find links between the “culture of origin” (the culture of the social group with which the guests identify themselves) and the external culture (the culture of the host country);		
1.3.2 Cultural sense and the ability to identify and use different strategies to communicate with the representatives of other cultures;		
1.3.3 The ability to act as a cultural mediator between one’s own external culture and to effectively overcome intercultural misunderstandings and prevent conflicts that arise on this basis.		
1.3.4 Ability to overcome stereotypical relationships.		
1.4 Existential competence		
1.4.1 Relationships (openness, interest in new experiences, other people, ideas, peoples, societies and cultures);		
1.4.2 Willingness to discuss and shift one’s own cultural point of view and cultural value system; ability to respond quickly to changes in the communicative situation, read the interlocutor’s signals and apply different communication strategies		
1.4.3 Communicative drive, thrive for communication and dialogue, understanding the human need for communication and thrive to meet this need, realizing communicative competencies;		
1.4.4 Willingness and ability to diverge from traditional approaches to cultural differences.		
1.4.5 Values (moral and ethical, aesthetic, material and moral).		
1.4.6. Beliefs (religious, ideological, philosophical, patriotic) and willingness to defend them without affecting the interlocutor’s feelings.		
1.4.6 Personal qualities: communicative potential, willingness to enter into communication and maintain it		
1.5. Ability to learn and work independently with new material in preparation for new tasks		
1.6 Heuristic skills and abilities (ability to respond quickly to changing communicative and external situations, quickly develop independent solutions for non-standard tasks, select the most appropriate version of the statement, apply different communication strategies, switch from topic to topic, etc.)		

Compiled on the basis of CEFR, (<http://www.coe.int>)

Section 2. Ranking

Thanks for the answers! Now, please read the list again and rate the competencies (according to the degree of importance for the escort interpreter in your opinion) on a 5-point scale, where 1 is the least important, 3 — rather important, 5 — very important. Only those competencies that you have marked in the “Yes” column should be rated.

Section 3. Special questions for ranking

Here you are asked to rate personal competencies for in-depth study of the aspect “Personal communicative competencies and communicative potential” (paragraph 1.4.6 of Table 2) on a 5-point scale, where opposite states of the same quality are at different poles of the scale. Please circle the mark corresponding to your choice, thus placing the desired degree of manifestation of each quality in the work of the escort interpreter between two opposite states of the same quality:

Table 3

	Very important	Rather important	Absolutely not important	Rather important	Very important			
Character traits						Opposite		P/I
Reticence	2	1	0	1	2	Loquacity	1-5	P
Shyness	2	1	0	1	2	Courage, initiative	1-5	P
Pessimism	2	1	0	1	2	Optimism	1-5	P
Introversion	2	1	0	1	2	Extraversion	1-5	P
Reactivity	2	1	0	1	2	Proactivity	1-5	P
Fear or shame	2	1	0	1	2	Lack of fear or shame	1-5	P
Rigidity	2	1	0	1	2	Flexibility	1-5	P
Closeness	2	1	0	1	2	Openness (including for something new)	1-5	P
Self-control	2	1	0	1	2	Spontaneity	1-5	P
Diligence	2	1	0	1	2	Carelessness	5-1	P
Initiative	2	1	0	1	2	Laziness	5-1	P
High ambitions	2	1	0	1	2	Low ambitions	5-1	P
Security	2	1	0	1	2	Insecurity	5-1	P
Self-confidence	2	1	0	1	2	Self-doubt	5-1	P
High self-esteem	2	1	0	1	2	Low self-esteem	5-1	P
High intellectual talents (including clarity, intelligence)	2	1	0	1	2	Low intellectual talents	5-1	I
High memory capacity	2	1	0	1	2	Low memory capacity	5-1	I
High degree of self-knowledge	2	1	0	1	2	Low level of self-knowledge	5-1	I

Empl oyers	1	2	3	4	5	6	7	8	9	11	11	11	11	11	11		Result
P (15)	5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	∑/15	4.67
	1	2	3														
I (3)	5	5	5										5			∑3	4.33

Section 4. Open-ended questions.

What communicative competencies, in addition to those listed above, do you consider important for the successful work of an escort interpreter?

Thank you for participating in the survey!

APPENDIX C: REQUIREMENTS FOR FOREIGN COMPANIES TO THE STANDARD AND QUALITY OF GUIDE SERVICES

1. Guides must be fluent in the language to be able to tell about the history, traditions and culture of the country, answer questions from tourists in an interesting way, entertain in case of delay or traffic jam, talk interesting things about everyday life.
2. Guides should be knowledgeable, active, friendly, with a positive attitude to life. They must be able to lead the group. The guide must introduce himself/herself and always wear a badge with his/her name. The guide must have all the necessary accreditations and work permits for museums.
3. The guide must clearly follow the programme and schedule. The guide must inform the company about the delay.
4. The political, religious beliefs of the guide should not be the subject of long discussion in the group.
5. Private telephone conversations should be excluded during the excursion.
6. Guides must clearly understand how to act in extreme cases. Immediately inform the company of all emergency situations.

7. Guides must be neat, they shall not smoke in the presence of tourists.
8. Guides should never use the following phrases: “if we had more time, if you came another day, etc.” They should always create a positive attitude to events and use every opportunity to create a positive impression of the country, the city, museums, etc.
9. Discussions of problems with drivers, employees of museums in an unfriendly form in the presence of tourists are inadmissible.
10. The guide should remain friendly and polite in any situation.