**2024**

# THEORETICAL AND APPLIED LINGUISTICS

**KYIV METROPOLITAN UNIVERSITY**

**UNIVERSITY OF BIAŁYSTOK**

# Language: Research, Teaching, Application

**THE 7ᵗʰ**
**KYIV AND BIAŁYSTOK CONFERENCE**

GRINCHENKO
UNIVERSITY

Kyiv - Bialystok

December, 6, 2024

**CONFERENCE PROCEEDINGS** of the VII International Conference on the Issues of Theoretical and Applied Linguistics 'LANGUAGE: RESEARCH, TEACHING, APPLICATION'. – Conference proceedings. – Publishing Center of BGKMU, Kyiv, 2024. – 59 p.

**Recommended for publication** by the Science and Research Council of the Romance-Germanic Philology Faculty, as of December, 17, 2024, minutes 11.

CONFERENCE LOCATION: Borys Grinchenko Kyiv Metropolitan University, Faculty of Romance-Germanic Philology

The conference began as part of a cooperation agreement between Borys Grinchenko Kyiv Metropolitan University and the University of Białystok, and is held annually, alternating between odd and even years in Białystok and Kyiv, respectively.

The first conference was hosted by the University of Bialystok in 2017, the materials for it can be found on the conference website.

6.      Stein, G. (2008). The art of racing in the rain. HarperCollins.

7.      Wiley, J., & Rayner, K. (2000). Effects of titles on the processing of text and lexically ambiguous words: Evidence from eye movements. Memory & Cognition, 28(6), 1011–1021. https://doi.org/10.3758/bf03209349

# TEACHING INTONATION IN TRANSLATOR TRAINING

Kseniia Tkachenko
*Borys Grinchenko Kyiv Metropolitan University*

The instruction of intonation in translator training represents a critical yet often overlooked aspect of language education, particularly in ensuring the accuracy and effectiveness of cross-linguistic communication. As a key prosodic feature, intonation encompasses variations in pitch, stress, and rhythm, all of which play a pivotal role in conveying meaning, emotion, and subtle nuances in spoken discourse. While translator training traditionally emphasizes lexical accuracy, grammatical competence, and cultural awareness, the significance of intonation in shaping communicative outcomes cannot be understated. Research by Öktem et al. (2018) and Mompeán (2019) has consistently underscored the importance of intonation in translation, highlighting both its impact on communicative success and the challenges associated with its acquisition.

A primary challenge in developing intonation skills among translators stems from the influence of first language (L1) prosodic patterns. These deeply ingrained patterns often interfere with the acquisition of second language (L2) intonation, leading to inaccuracies that can hinder effective communication. Addressing this issue requires targeted training programs that focus on the distinct intonational features of the target language. Nicora (2024) demonstrates the efficacy of combining prosodic-pragmatic training with free commentary, showing that such approaches not only improve intonational accuracy but also enhance overall language proficiency. This suggests that intonation training extends beyond mere pronunciation practice, contributing to a deeper understanding of the target language's phonological and pragmatic systems.

The role of intonation in preserving communicative intent is particularly salient in spoken language translation. Prosodic elements such as pitch variation and stress placement are essential for conveying the speaker's intended meaning and emotional tone. Öktem et al. (2018) emphasize the necessity of accurately transferring these features in translation to maintain the integrity of the original message. This is especially critical in contexts such as diplomatic or legal interpreting, where even minor intonational errors can lead to significant

misunderstandings. Thus, intonation training must equip translators with the skills to recognize and reproduce these prosodic cues accurately.

Effective methodologies for teaching intonation have been explored in various studies. Anumanchipalli, Oliveira, and Black (2012) highlight the importance of intent transfer in speech-to-speech translation, advocating for training techniques that focus on capturing and replicating the speaker's underlying intent. Practical exercises, such as the repetition of dialogues with correct intonation and role-playing scenarios, have proven effective in helping learners internalize intonational patterns. These methods are particularly relevant in light of the challenges posed by the transition to online learning during the COVID-19 pandemic. As Samad (2021) notes, the shift to virtual platforms underscored the importance of vocal training, as the nuances of intonation can be easily lost in digital communication.

In addition to its role in conveying meaning, intonation is crucial for expressing emotional and attitudinal content. Mompeán (2019) illustrates this in the context of dubbing, demonstrating that intonational patterns often carry more meaning than lexical choices alone. For translators, this underscores the need to develop a nuanced understanding of how intonation functions in both the source and target languages. This is particularly relevant in media translation, where the audience's emotional engagement depends on the accurate reproduction of tonal variations.

Cultural context further complicates the teaching of intonation, as different cultures employ intonation in distinct ways to convey politeness, authority, or emotion. Demyanchuk (2024) explores this issue in the context of translation strategies, emphasizing the need for translators to adapt intonational patterns to align with the target culture's norms. This cultural sensitivity is essential for ensuring that translations are not only linguistically accurate but also pragmatically appropriate.

In conclusion, the instruction of intonation in translator training is a multifaceted endeavor that requires a comprehensive approach. By addressing challenges such as L1 interference, leveraging evidence-based training methodologies, and emphasizing the cultural and pragmatic dimensions of intonation, educators can significantly enhance the intonational proficiency of future translators. The research by Anumanchipalli et al. (2012), Mompeán (2019), Nicora (2024), and others provides a robust foundation for developing effective training programs. Ultimately, a focus on intonation not only improves translation quality but also ensures that the subtleties of meaning and emotion are preserved in cross-linguistic communication.

**References**

1. Anumanchipalli, G., Oliveira, L., & Black, A. (2012). Intent transfer in speech-to-speech machine translation. *2012 IEEE Spoken Language Technology Workshop (SLT)*. https://doi.org/10.1109/slt.2012.6424214

2. Demyanchuk, Y. (2024). Dynamics of the post-Yugoslav and Ukrainian language landscape in the context of information warfare: Translation strategies in the context of cultural identification. *In* (Eds.), *Proceedings of the International Scientific Conference*. https://doi.org/10.30525/978-9934-26-393-4-9

3. Mompeán, S. (2019). Dubbing attitudes through tonal patterns: When tones speak louder than words. *Vigo International Journal of Applied Linguistics, 16*(1), 135-156. https://doi.org/10.35869/vial.v0i16.96

4. Nicora, F. (2024). Combining prosodic-pragmatic training and free commentary to develop intonation skills in Italian FL. *Journal of Audiovisual Translation, 7*(1). https://doi.org/10.47476/jat.v7i1.2024.307

5. Samad, I. (2021). Teaching in the pandemic COVID-19: Transition to online learning after spending years in class. *Proceedings of the International Conference on Education and Humanities Research.* https://doi.org/10.2991/assehr.k.210615.080

6. Öktem, A., Farrús, M., & Bonafonte, A. (2018). Bilingual prosodic dataset compilation for spoken language translation. *Proceedings of IberSPEECH 2018*, 20-24. https://doi.org/10.21437/iberspeech.2018-5

## THE POWER OF "WE": EXPLORING COLLECTIVE IDENTITY THROUGH DISCOURSE

Gryshchenko O.
*Borys Grinchenko Kyiv Metropolitan University*

The following set of features for the concept of 'discourse' is considered to be relevant: discourse as *communication*, *dialogue*; *an interaction between communicators*; *a process*; *a structure*; discourse as *a system*; *a distinct way of representing and perceiving the world*; *a special language and world* that preserves, conveys, and transforms information using its discursive units, categories, and rules; discourse as *an expression and manifestation of national identity*.

From the perspective of pragmalinguistic theory, pronouns are critical segments of discourse which play a special role and perform specific functions in speech acts. A pronoun is an integral part of discourse that significantly determines the nature of speech acts, conveys information about the pragmatic situation, and shapes the communicative one.