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Факультет іноземних мов

Кафедра перекладознавства і контрастивної лінгвістики імені Григорія Кочура

МЕТОДИЧНІ ВКАЗІВКИ ДО НАПИСАННЯ ТА ОФОРМЛЕННЯ МАГІСТЕРСЬКИХ РОБІТ

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"How to Write a Master's Thesis"

Guidelines for writing

CONTENTS

Вступ

Кваліфікаційна робота на здобуття другого (магістерського) рівня вищої освіти є роботою, що підсумовує здобуті магістрантом концептуальні знання та навики упродовж навчання та проходження практик, а також перевіряє вміння будувати і втілювати власну стратегію дослідження та професійного вдосконалення.

У результаті здобувач формує такі компетентності:

Загальні компетентності

ЗК 2. Здатність бути критичним і самокритичним.

ЗК 3. Здатність до пошуку, опрацювання та аналізу інформації з різних джерел.

ЗК4. Уміння виявляти, ставити та вирішувати проблеми.

ЗК7. Здатність до абстрактного мислення, аналізу та синтезу.

ЗК8. Навички використання інформаційних і комунікаційних технологій.

ЗК11. Здатність проведення досліджень на належному рівні.

ЗК12. Здатність генерувати нові ідеї (креативність).

Фахові компетентності

ФК 1.Здатність вільно орієнтуватися в різних лінгвістичних напрямах і школах.

ФК 3. Здатність критично осмислювати історичні надбання та новітні досягнення філологічної науки.

ФК 4. Здатність здійснювати науковий аналіз і структурування мовного / мовленнєвого й літературного матеріалу з урахуванням класичних і новітніх методологічних принципів.

ФК 5. Усвідомлення методологічного, організаційного та правового підґрунтя, необхідного для досліджень та/або інноваційних розробок у галузі філології, презентації їх результатів професійній спільноті та захисту інтелектуальної власності на результати досліджень та інновацій.

ФК 8. Усвідомлення ролі експресивних, емоційних, логічних засобів мови для досягнення запланованого прагматичного результату.

Програмні результати навчання

ПРН 2. Упевнено володіти державною та іноземною мовами для реалізації письмової та усної комунікації, зокрема в ситуаціях професійного й наукового спілкування; презентувати результати досліджень державною та іноземною мовами.

ПРН4. Оцінювати й критично аналізувати соціально, особистісно та професійно значущі проблеми і пропонувати шляхи їх вирішення у складних і непередбачуваних умовах, що потребує застосування нових підходів та прогнозування.

ПРН 7. Аналізувати, порівнювати і класифікувати різні напрями і школи в лінгвістиці.

ПРН 9.Характеризувати теоретичні засади (концепції, категорії, принципи, основні поняття тощо) та прикладні аспекти обраної філологічної спеціалізації.

ПРН 11. Здійснювати науковий аналіз мовного, мовленнєвого й літературного матеріалу, інтерпретувати та структурувати його з урахуванням доцільних методологічних принципів, формулювати узагальнення на основі самостійно опрацьованих даних.

ПРН 12. Дотримуватися правил академічної доброчесності.

ПНР 13. Доступно й аргументовано пояснювати сутність конкретних філологічних питань, власну точку зору на них та її обґрунтування як фахівцям, так і широкому загалу, зокрема особам, які навчаються.

ПРН 15. Обирати оптимальні дослідницькі підходи й методи для аналізу конкретного лінгвістичного чи літературного матеріалу.

ПРН16. Використовувати спеціалізовані концептуальні знання з обраної філологічної галузі для розв’язання складних задач і проблем, що потребує оновлення та інтеграції знань, часто в умовах неповної/недостатньої інформації та суперечливих вимог.

ПРН 17. Планувати, організовувати, здійснювати і презентувати дослідження та/або інноваційні розробки в конкретній філологічній галузі.

ПРН18. Володіти основними засадами й принципами проведення наукових досліджень, застосовувати методологію наукових досліджень у галузі перекладу.

INTRODUCTION

The guidelines are designed for students at the master's (second) level of higher education studying at Hryhoriy Kochur Department of Translation Studies and Contrastive Linguistics. Master's Essay is a mandatory component of their learning program. Upon successful completion of the component of the program, the student is to obtain the following learning outcomes:

1. Evaluate one's own educational and scientific-professional activities, develop and implement an effective self-development strategy, and engage in professional self-improvement.
2. Proficiently master both the national and foreign languages for the purpose of written and oral communication, especially in professional and scientific contexts; present research results in both the national and foreign languages.
3. Apply modern methodologies and technologies, including information technologies, for the successful and effective execution of professional activities and ensuring research quality in a specific philological field.
4. Assess and critically analyze socially, personally, and professionally significant problems, and propose solutions in complex and unpredictable conditions, which require the application of new approaches and forecasting.
7. Analyze, compare, and classify various trends and schools in linguistics.
8. Evaluate historical achievements and recent developments in literary studies.
9. Characterize the theoretical foundations (concepts, categories, principles, key terms, etc.) and applied aspects of the chosen philological specialization.
10. Collect and systematize linguistic, literary, and folkloric facts and interpret and translate texts of different styles and genres (depending on the chosen specialization).

11. Conduct scholarly analysis of linguistic, speech, and literary materials, interpret and structure them considering relevant methodological principles, and formulate generalizations based on independently processed data.
12. Adhere to academic integrity rules.
13. Explain the essence of specific philological issues in an accessible and well-argued manner, presenting one's own perspective and its justification to both experts and the general public, especially to students.
15. Choose optimal research approaches and methods for analyzing specific linguistic or literary materials.
16. Utilize specialized conceptual knowledge from the chosen philological field to address complex problems and challenges, often requiring knowledge integration and updating, even in conditions of incomplete or contradictory information.
17. Plan, organize, conduct, and present research and/or innovative developments in a specific philological field.
19. Possess specialized skills in creating a translation product and verifying its quality, including in cases of limited or incomplete information.

The overall aim of the manual is to provide instructions regarding the essence and the process of research, the means of its presentation, and structuring in the form of a thesis, an abstract, and a public presentation (Chapters 1-2). Additionally, key categories of the most innovative methodology frameworks in translation studies and contrastive linguistics are characterised, which the students may ground their research on responding to the most recent demands in translation research and development (Chapters 3-4). Appendices provide samples and normative documents regarding the process of paper preparation and presentation.

CHAPTER 1. THE NOTION OF RESEARCH. RESEARCH PROCESS. TYPES OF RESEARCH

1.1 The Notion of Research

"Research is an endeavour to discover, develop and verify knowledge. It is an intellectual process that has developed over hundreds of years ever changing in purpose and form and always researching to truth" (J. Francis Rummel)

"Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem. The product or findings of a given piece of research should be an authentic, verifiable contribution to knowledge in the field studied" (P.M. Cook)

"Research may be defined as a method of studying problems whose solutions are to be derived partly or wholly from facts" (W.S. Monroes)

"Research is considered to be the more formal, systematic intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results or conclusion" (John W. Best)

"Research is a systematic effort to gain new knowledge" (Redman & Mori)

Research is a systematic investigation or activity to gain new knowledge of the already existing facts. It is an intellectual activity responsible for bringing to light new knowledge, correcting the present mistakes, removing existing misconceptions and adding new learning to the existing fund of knowledge. It is viewed by different scholars from a variety of angles.

The genre of Master's research paper is utilized to present the research findings. The primary objective of research is to uncover solutions to inquiries by employing scientific methodologies. The fundamental goal of research is to unearth concealed truths that remain undiscovered. While each research study possesses its own distinct purpose, there are several **general objectives of research** outlined below:

- To become acquainted with a phenomenon or gain fresh insights into it. (Studies with this aim are referred to as exploratory or formative research studies.)
- To accurately depict the characteristics of a specific individual, situation, or group. (Studies with this aim are termed descriptive research studies.)
- To ascertain the frequency of occurrence of something or its association with another factor. (Studies with this aim are referred to as diagnostic research studies.)
- To evaluate a hypothesis proposing a causal connection between variables. (Such studies are identified as hypothesis-testing research studies.)

Among the multiple **aspects of research characteristics,** the most essential are:

- Research is focused on addressing a problem.
- Research necessitates specialized knowledge and skills.
- Research places importance on formulating generalizations, principles, or theories that aid in predicting future events.
- Research is grounded in observable experiences and empirical evidence.
- Research demands precise observation and meticulous description.
- Research entails the collection of new data from primary sources or repurposing existing data for novel objectives.
- Research is characterized by thoughtfully designed procedures that employ rigorous analysis.
- Research involves a quest to unravel solutions for unresolved issues.

- Research strives for objectivity and logic, subjecting procedures, collected data, and conclusions to thorough validation.
- Research is marked by patient and deliberate engagement.
- Research is diligently recorded and compiled.
- Research occasionally calls for courage.

1.2 Types of research and stages of a research process

Research can be conducted with a variety of purposes that lay the ground for the differentiation of its types (Panday, 2015).

According to the *nature of information*:

1. Qualitative Research: When information is in the form of qualitative data.
2. Quantitative Research: When information is in the form of quantitative data.

According to the *utility of content or nature of subject matter of research*:

1. Basic/ Fundamental /Pure or Theoretical Research: Its utility is universal.
2. Experimental or Applied Research: Its utility is limited.

According to the *research method*:

1. Philosophical Research: purely qualitative in nature, focusing on the vision of others on the content of research.
2. Historical Research: both qualitative as well as quantitative and deals with past events.
3. Survey Research: It deals with present events and is quantitative in nature.
4. Experimental Research: purely quantitative in nature and deals with future events.
5. Case-Study Research: It may be qualitative as well as quantitative in nature depending upon the content.

Upon the completion of the first semester of studies at the master's program, it is mandatory that a student starts working on the master's essay due at the end of the third semester. The student is assigned a supervisor by the Department. The process launches as soon as the student addresses the potential supervisor regarding the field and scope of research. Further steps are scaffolded in the list below (Panday, 2015):

1. **Formulating Research Problem.**

The process usually begins by selecting a broad area of interest and defining the specific research problem to investigate. Upon this moment the student is to consult the potential supervisor and seek further assignment to the research group.

2. **Extensive Literature Review.**

Conducting a comprehensive survey of existing literature related to the problem is the next step in the process, utilizing academic journals, books, and reports as information sources.

3. **Developing Working Hypotheses.**

After reviewing literature, the student must state tentative hypotheses that guide research. These hypotheses serve as the basis for investigation.

4. **Creating Research Design.**

The next step is designing a conceptual plan for the research. This blueprint outlines how data will be collected and maximizes efficiency and information gathering.

5. **Choosing Sample Design.**

Upon this stage the student is to be aware of the most essential categories and criteria that will define the data collection (corpus of samples for analysis). Plan how to obtain a sample from a population. Consider probability and non-probability methods, acknowledging their varying reliability.

6. **Data Collection.**

Gather data through reading, experiments, or surveys. Employ methods like observation, interviews, questionnaires, or schedules.

7. **Project Execution.**

Execute the research project meticulously. Monitor for unexpected factors that might influence outcomes.

8. **Data Analysis.**

Analyze data by categorizing, coding, tabulating, and applying statistical techniques. Assess relationships and significance.

9. **Hypothesis Testing.**

Test formulated hypotheses using statistical tests like ‘t’ and ‘F’ tests*. Accept or reject hypotheses based on results.

10. **Generalization and Interpretation.**

Draw conclusions and generalize findings based on hypotheses testing. Interpret results to explain their theoretical implications.

11. **Report or Thesis Preparation.**

Compile a structured report detailing the research. Include preliminary sections, main content with introduction, literature review, methodology, and end matter like an index.

12. **Present your research.**

This stage consists of three stages at the learning program “Translation (English and the second foreign language)” that are recommended for the students to get the highest grade:

1. Participation in a students’ conference.
2. Preliminary presentation.
3. Essay Presentation.

1.3 Stages of the research paper preparation

Stage 1: Introduction to Translation Studies Research

1.1 The field of translation studies and its relevance

- Explain the importance of research in advancing translation practice and theory within a specific field of translation studies (e.g., poetry translation, audiovisual translations, localization, etc).

1.2 Research Objectives and Questions

- State the goals of your research paper.
- Formulate clear, focused research questions or tasks to guide your investigation.

1.3 Scope and Relevance

- Define the scope of your research, considering cultural, linguistic, and historical dimensions.
- Discuss why your chosen topic is relevant to contemporary translation studies.

Stage 2: Reviewing Translation Theories and Literature

2.1 Overview of Translation Theories

- Present an overview of key translation theories, both historical and modern.
- Highlight theories that have shaped the understanding of translation processes.

2.2 Synthesizing Existing Research

- Summarize previous research studies in your chosen area of translation studies.
- Identify gaps or unresolved questions in the literature.

Stage 3: Designing Methodology for Translation Research

3.1 Choosing Research Approaches

- Explore different research methodologies (qualitative, quantitative, mixed-methods).
- Justify your chosen approach based on your research objectives.

3.2 Data Collection Strategies

- Detail methods for gathering relevant data, such as textual analysis or participant interviews.
- Discuss the ethical considerations related to data collection.

3.3 Analyzing Translation Data

- Explain how you'll analyze translation texts or linguistic data to derive insights.
- Describe any software tools or frameworks you'll use for analysis.

Stage 4: Applying Theoretical Frameworks to Translation Analysis

4.1 Integrating Theories into Analysis

- Describe how you'll apply relevant translation theories to your data.
- Illustrate the practical application of theories in translation analysis.

4.2 Adapting Theories for Context

- Discuss any adaptations or modifications you'll make to fit the specific cultural or linguistic context.
- Justify these adaptations based on the nature of your data.

Stage 5: Presenting Translation Research Findings

5.1 Presentation of Analyzed Data

- Present your findings based on the analysis of translation texts or data.
- Use visual aids or examples to enhance the clarity of your presentation.

Stage 6: Interpretation and Discussion of Findings

6.1 Interpreting Translation Insights

- Analyze the implications of your findings for translation practice and theory.
- Interpret how your findings shed light on the translation process.

6.2 Bridging Theory and Practice

- Discuss how your research findings contribute to both theoretical and practical aspects of translation studies.
- Explore how your insights can be applied by professional translators.

Stage 7: Conclusion and Perspectives of the research

7.1 Recapitulation of Research Journey

- Summarize the main objectives, research questions, and findings of your study.
- Reflect on how you addressed the initial research problem.

7.2 Advancing Translation Studies

- Emphasize the contributions of your research to the broader field of translation studies.
- Suggest areas for future research and exploration within translation studies.

Stage 8: Compiling References

- Compile a comprehensive list of all sources cited in your paper, adhering to recognized citation styles.

CHAPTER 2. THE STRUCTURE OF A RESEARCH PAPER AND PRESENTATION

2.1 The structure and format of a master's paper

1) Cover letter (see the template in the appendix)
2) Title page in English and Ukrainian (see the template in Appendix 5)
3) Contents (listing all the sections, abstracts, reference list, and appendices)
4) Theoretical section and section(s) conclusions
5) Methodological section (or subsection).
6) Analytical section (or sections) and section(s) conclusions.
7) Conclusions (general).
8) List of references (40-60 items).
9) Appendix (appendices) – optional.
10) Abstracts in Ukrainian and German/French/Spanish (at least 3000 printed characters) with keywords (5-7).

Formatting details:

- interval - 1.5,
- size -14,
- font - Times New Roman;
- borders: top and bottom - 2 cm, right - 1 cm, left - 3 cm.
- Minimum length of the paper is 75-90 pages (15000 words) (this includes only the text of the research presented without abstracts, references, appendices, etc.)

2.2 The title, subject and object of a research paper

In the context of an academic paper title, the subject-object interrelation pertains to the connection between the main topic being studied and the specific aspect or element it's being applied to. This relationship helps readers understand the core focus of the research.

In the field of translation studies, the subject-object interrelation can be exemplified as follows:

Example 1

Original Title: “The Influence of Cultural Factors (subject) on the Translation of Idioms (object) in Literary Texts (interrelation).”

In this example:

Subject: The main theme is “Cultural Factors.”

Object: The specific focus is on “Translation of Idioms.”

Interrelation: The paper investigates how the subject (cultural factors) is connected to the object (translation of idioms) in the context of literary texts.

Example 2

Original Title: “Exploring Gender Representation (subject) in Audiovisual Translation (object) of Foreign Films (interrelation).”

Paraphrased Title: “Investigating How Gender Depiction (subject) is Handled in the Subtitling (object) of International Movies (interrelation).”

In this case:

Subject: The primary area of interest is "Gender Representation."

Object: The specific aspect is “Audiovisual Translation.”

Interrelation: The study delves into how the subject (gender representation) is managed in the context of the object (audiovisual translation) for foreign films.

2.3 Writing an introduction according to the C.A.R.S. Model by John Swales.

The C.A.R.S. Model, developed by John Swales, is a framework designed to help writers structure the introduction section of their research papers in the field of academic writing. The acronym "C.A.R.S." stands for "Creating a Research Space," and the model outlines a set of rhetorical moves that authors typically make to establish the context and relevance of their research within a broader academic conversation (Swales, 2000). The breakdown of the C.A.R.S. Model is the following:

- **Establishing a territory**: In this first move, the author highlights the general field of study, identifying the broader topic and its significance. The goal is to establish a context that readers can understand and appreciate.
- **Establishing a niche**: In this move, the author narrows down the focus from the general field to a specific aspect or gap in the existing research. The goal is to identify the specific problem or question that the author's research addresses.
- **Occupying the niche**: This move involves presenting the author's own research as a response to the identified gap or problem. The author outlines the purpose of the study, its objectives, and how it fits into the existing academic conversation.
- **Articulating the significance of the research**: In this final move, the author explains the potential contributions and implications of their research. This could involve discussing the benefits of addressing the identified gap, explaining how the study advances the field, and indicating the potential impact of the findings.

The C.A.R.S. Model is commonly used in academic writing to structure the introduction section of research papers, especially in fields where research is highly specialized and has a well-defined academic discourse. It helps authors guide readers through the thought process behind their research, showing how their work fits into the larger scholarly context.

For further details, please, consult Appendix 6.

2.3.1 The structure of the introduction section of a master's paper

1) Moves 1,2,3 compressed in 3-4 paragraphs.

2) The topicality of the paper.

e.g., *The topicality of the paper lies in the fact that techniques and procedures of reproducing expressive syntax are mainly viewed from a merely stylistic angle while it seems mandatory to take into account pragmatic functions of those structures, especially in the genre of a detective story with an entangled plot line*.

3) the overall aim of the Master's paper.

e.g., *The paper aims to identify and classify pragmatic functions of the expressive syntactic means as actualized in Christie's Five Little Pigs and outline translation procedures employed by the Ukrainian translators*.

4) the objectives of the diploma paper.

e.g., *to provide information about the detective genre: general and Translation Studies oriented;*

to outline the main theoretical views on the expressive syntax;

to provide the definitions and characteristics of the most widely used expressive syntactic structures in the analysed detective story;

to elucidate pragmatic effects produced by expressive syntactic structures;

To analyze expressive syntactic structures in translation;

to describe procedures of expressive syntax reproduction.

5) The object of research is an object or phenomenon that exists in the world a part of the knowledge that you are working on. Often the object is tightly connected with the topic but does not duplicate it.

The subject of the research reflects certain properties of an object you focus your analysis on.

e.g., *The object of this Master's essay is the pragmatic functions of expressive syntax in Agatha Christie's detective story Five Little Pigs. The subject of this research is the translation strategies for reproducing pragmatic functions of expressive syntax.*

The object of this paper is the dominants of Serhiy Zhadan's style. The subject of this study covers translation strategies and techniques employed by English translators of Zhadan's writings

The object of this research paper is the lingual play as actualized in British, American and Ukrainian printed media headlines. The subject of this research paper is the divergent and convergent features of lingual play on different lingual levels: graphological, phonological, lexical, phraseological and intertextual.

6) The corpus of the research comprises..

7) The novelty of the research ……

8) The theoretical value … (optional)

9) The practical value

e.g. *The practical value of the given study is that its results may be used for better performance of editorial and critical work as well as developing criteria for retranslations and possible degree of translator's visibility in the canonical works of literature.*

10) The paper consists of ……

11) The research perspective…..

2.4 Writing an abstract

The abstract is perhaps the most important section of your manuscript for several reasons. The abstract emerges as a tool to communicate your research succinctly while highlighting its most important facets.

1. Write the paper first.

Writing the paper first solves this problem, effectively refreshing your memory as you condense all of the aspects of your work into a single document. The manuscript can then be used as a guide to write the abstract, which serves as a concise summary of your research.

If you are having a hard time figuring out where to start, consider going through your paper and highlighting the most important sentences in each section (introduction, methods, results, and discussion/conclusions). Then, use these sentences as an outline to write your abstract. At this point, it is also important to check your target journal's style guide to examine their abstract guidelines. For example, some journals require a structured abstract with discrete sections, and most journals impose a strict word count limit.

2. Provide introductory background information that leads into a statement of your aim.

The first section of your abstract is very valuable real estate. These 1-3 sentences must inform the reader about why you have undertaken this research. The next sentence might go on to describe what information is lacking in the field or what previous researchers have done to try to address the problem. Such statements can lead very naturally into a statement of how your research uniquely addresses the issue. Use of introductory phrases such as “Here, we aimed to…” or “Here, we demonstrate that…” indicates to the reader that you are stating the aim or purpose of your work. AJE’s abstract editing service is specifically designed to help you polish your abstract and meet word count limits.

3. Briefly describe your methodology.

The methods section of your abstract is your chance to summarize the basic design of your study. Excessive detail is unnecessary; however, you should briefly state the key techniques used.

4. Clearly describe the most important findings of your study.

Just as the abstract may be the most important part of your paper, the results subsection is likely the most important part of your abstract. This is because the main reason that people are reading your abstract is to learn about your findings. Therefore, the results subsection should be the longest part of your abstract, and you should try to maximize the amount of detail you include here.

5. State the conclusion concisely and avoid overstatements.

The last 1-2 sentences of your abstract should be devoted to the overall take-home message of your study: your conclusions. A good way to begin this section is with phrases such as “Our study revealed that…” or “Overall, we conclude that…”. Then, state your main finding as concisely as possible. If you have other interesting secondary findings, these can be mentioned as well. Finally, consider including a sentence that states the theoretical or practical implications of your work and/or describes how your work has advanced the field. This will help readers to more clearly understand the importance of your findings.

6. Things to avoid in an abstract.

The abstract is meant to be a summary of your research; as such, it usually carries a strict word count limit. Combining all of the most important aspects of your work into a text of 3000 printed characters can be a challenging task. However, knowing what to avoid when writing the abstract can make the job a little easier. For example, the abstract should NOT contain:

- Lengthy background information (readers peruse your abstract to learn about your current work, not the previous work of other researchers)
- Citations
- Details about routine laboratory procedures
- Details about the statistical methods or software used (unless this is the focus of your study)
- Undefined abbreviations or acronyms (most journals will provide a list of common abbreviations/acronyms that do not need to be defined.
- Results or interpretations that are not discussed in the text.

Once you have completed the abstract, it is important to check that all of the information you have included here agrees with the information in the main body of your paper. After working on it for so long, it can sometimes be difficult to objectively evaluate whether your abstract is clear, especially because you are likely to be very familiar with the conventions within your discipline.

2.4.1 Other things to consider

Identify key terms

Key phrases are important to letting your abstract, as well as the full paper, be found. Incorporate key words found in your journal article so a search engine can discover them.

Consider the type of abstract

The type of abstract depends entirely on the publications. Be sure to learn the specific guidelines before writing an abstract. 1) *Descriptive abstract*. A descriptive abstract acts more like an outline. Descriptive abstracts are usually short summaries of your main point and findings. Typically, it is one paragraph of around 100 words. 2) *Informative abstract*. Informative abstracts go into more detail than a descriptive abstract and acts as a detailed summary of the main finding. It goes beyond a descriptive abstract to tell more of the whole story.

References making

You are to provide the resources used in the paper in three sections:

1. Theoretical sources
2. Lexicographic sources
3. Data sources

English and other languages resources are to be listed according to the Chicago Style author-date-page system. Ukrainian sources referenced are to be listed as transliterated (proper names only, everything else is to be translated, e.g. С. – pp.). Please, use this source for transliteration - http://litopys.org.ua/links/intrans.htm.

For samples of bibliographic description, please, consult Appendix 9.

2.5 Master's paper presentation

The procedure for defending a master's thesis is presented according to the manual by Mazur et al (2018) and consists of the following stages:

• A brief presentation (up to 15 minutes) by the author (presenting the research objective, its main points, scientific and practical significance, key findings, conclusions, and recommendations).
• Responding to questions from the committee members.
• Addressing comments from the academic advisor and reviewers.
• Summing up the defense of the master's thesis.

If necessary, the student (participant) prepares and provides each committee member with supplementary materials that are referenced during the presentation, including digital data, graphical illustrations, etc.

Based on the results of the master's thesis defense, the committee makes decisions regarding the evaluation of the work and its defense, as well as conferring the qualification of a master in the relevant field and issuing a state-issued diploma. The defense results of the master's theses are announced on the day of the committee meeting following the protocol's preparation.

Graduates who have scored at least 75 percent of excellent grades in all academic disciplines and practical training, with at least "satisfactory" grades in other subjects and excellent grades in the results of the state examination, may receive a diploma with honors and may be recommended for further study in a postgraduate program.

Students (participants) who have not successfully defended their master's thesis have the right to defend it within the next three years. These students (participants) will not receive a master's diploma but will be issued a certificate confirming their completion of the master's degree program.

Recommendations of successful presentation

- Presentations aid in visually supporting research defenses, reports, and abstracts.
- The foundation of a successful presentation lies in logically analyzing material sequence, anticipating questions, and planning responses.

- Factors influencing presentation success include organization, audience considerations, and structuring the presentation.
- Proper planning involves defining the core message, understanding the audience, and structuring the presentation.
- Common mistake: Overloading presentations with excessive information, graphics, and animations that distract from the content.
- Steps for effective creation: Define the topic and purpose, develop a scenario, and plan slide content, style, and design.

Requirements for Structure and Content (according to N. Pidluzhnyak):

- Present the material concisely, with maximum informativity.
- Avoid accumulation of information; maintain a clear order in the presentation.
- Carefully structure the information.
- Use short and meaningful headings and bulleted and numbered lists.
- Incorporate important details into the text (such as conclusions, definitions, rules, etc.), formatting them in bold and placing them in the upper left corner of the screen.
- Utilize tabular data presentation forms (diagrams, schematics) to illustrate critical facts, making the material compact and visual.
- Graphics should complement the text organically.
- Explanations should be positioned as close as possible to the illustrations they correspond with, appearing simultaneously on the screen.
- Thoroughly proofread all textual data for spelling, grammar, and stylistic errors.
- Adhere to accepted abbreviation rules [19].

Slide Format. Page Settings:

Slide size should match the screen size.

Slide orientation - landscape.

Slide width - 24 cm.

Slide height - 18 cm.

Number the slides with Arabic numerals without any punctuation marks, dashes, etc.

Slide show format - "Presentation."

Guidelines for Effective Font and Visual Presentation:

- Use fonts suitable for screen readability such as Verdana, Tahoma, Bookman, Arial, or Times New Roman.
- Ensure text color contrasts with the background for clarity.
- Limit the use of bold and italic fonts for emphasis.
- Maintain consistency in font choices throughout the presentation.
- Verdana is recommended for screen reading due to its positive impact on visual acuity.
- Avoid small font sizes; 22 pt is the smallest suitable for presentations.
- Minimize or avoid italics as they can hinder reading speed.
- Set line spacing to 1.5 for improved readability.
- Present tabular data as tables from word processors or spreadsheet software.
- Tables and diagrams should be placed on light or white backgrounds.
- Complex tables are better replaced with graphs to enhance comprehension.
- If displaying tables, include only essential data and maintain a font size of at least 18 pt.
- Create diagrams using chart wizards in spreadsheet software.
- Avoid overlapping labels or data with graphical elements in diagrams.
- Highlight the most important aspects of diagrams.
- Resize diagrams proportionally, adjusting font size to maintain readability.
- Use sound effects for animations and transitions sparingly.
- Do not include macros in presentation materials.

- Avoid text overload on slides; limit information to three key points.
- Present key points one by one on separate slides for better impact.
- Avoid extensive small text on slides; prioritize clarity over detail.
- Aim for simple, concise text resembling bullet points, avoiding excessive complexity.

Overall recommendation is to adhere to font guidelines, maintain visual clarity, use visuals effectively, and prioritize readability for a successful presentation.

CHAPTER 3. METHODOLOGY AND METHODS OF RESEARCH

3.1 The notions of research method and methodology

Methodology is the study of how research is done, how we find out about things, and how knowledge is gained. In other words, methodology is about the principles that guide our research practices. Methodology, therefore, explains why we're using certain methods in our research.

Research methods are the tools, techniques, or processes that we use in our research. Methods and how they are used are shaped by methodology.

Methodology ('HOW-did-the-researchers-complete-their-study' part) vs *methods* ('WHAT-did-they-use-in-the-study?)

"The word methodology comprises two nouns: method and ology, which means a branch of knowledge; hence, methodology is a branch of knowledge that deals with the general principles or axioms of the generation of new knowledge. It refers to the rationale and the philosophical assumptions that underlie any natural, social, or human science study, whether articulated or not. Simply put, methodology refers to how each of logic, reality, values and what counts as knowledge inform research" (McGregor and Murname)

A research method is used to find out solution to the problem at focus. Research methodology involves applying proper procedures for the purpose of finding solutions.

A research methodology is a part of the huge research method. Research methodology is the analysis of the methods to solve the issue. It propels the methods that will be applied in the research in an organized manner.

e.g. *The complex methodology of the research is based on the principle of anthropocentrism and interdisciplinarity, a differentiated and multidimensional space where TrS intertwines with a number of other disciplines: sociology, cultural studies, linguistics, historiography, philosophy and literary studies. The aims of the research and the specificity of its object determine the following research methods: 1) general; 2) specific (linguistic) methods.*

A scientific procedure is a procedure through which a given task related to the research and reaching the research aim is successively implemented. A scientific procedure is based on a certain methodology. At the same time, a scientific procedure means the implementation of research methods.

From the point of view of generality, the most general methods are referred to as general scientific methods. They can be used in any scientific research universally. The most important are analysis, synthesis, induction, deduction, comparing, specifying and analogy. An individual field of study may use its own (specific) research method.

3.2 Methods of research.

3.2.1 General scientific methods of research

Types of methods	Kinds of methods	Example of individual kinds of methods
Explanation	Empiric	Observation
		Measuring
		Experiment
	General theoretical	Analysis
		Synthesis
		Induction
		Deduction
		Analogy
		Comparing
		Specific
Interpretation	Narrative	Narration
	Hermeneutic	Understanding a text

QUANTITATIVE method – uses deduction (Theory – forming hypotheses – observation – testing hypotheses – interpretation and generalization). It is based on theory and presupposes a research project.

QUALITATIVE method – uses induction (observation – revealing regularity – conclusions – theory). It is a numeric examination and interpretation.

Analysis is a research method that involves studying a subject through the imaginary or practical breakdown of its constituent elements (object parts, attributes, properties, relationships). Each identified part is analyzed separately within the context of the whole.

Synthesis (from Greek "synthesis" – combination, connection, composition) is a method of studying an object in its entirety, in the unified and mutual relationship of its parts. Analysis combined with synthesis helps establish connections between individual parts and comprehend the object as a unified whole.

Comparison is a method used to establish similarities or differences between objects and properties through the use of sensory organs and specialized tools.

Generalization is a logical process of transitioning from individual to general or from less general to more general knowledge. The method of generalization is realized through grouping, classifying objects based on a specific feature (syncretic grouping).

Induction is a research method through which a general conclusion about the attributes of a set of elements is derived based on the examination of these attributes in a subset of elements within a set.

Deduction is a research method that involves studying the object as a whole and then its components. Specifically, this refers to applying general scientific principles when investigating specific phenomena.

Progression from abstract to concrete is a method of knowledge acquisition from abstract definitions of a concrete object, obtained through its breakdown and description using concepts, to a concrete holistic understanding of the object.

Analogy is a scientific research method through which we understand certain objects and phenomena based on their similarity to others and the likeness of certain aspects of different objects and phenomena.

Abstraction (from Latin "abstrahere" – "to draw away") is a method of scientific knowledge based on forming an image of a real object through the mental extraction of specific attributes, properties, relationships, and connections that interest the researcher, while simultaneously ignoring many other secondary properties.

Concretization (from Latin "concretus" – "dense," "solid") is a method of studying objects in all their complexity, in the qualitative multiplicity of real existence as opposed to abstract object study. In the process, we examine the state of objects in relation to certain conditions of their existence and historical development.

3.2.2 Specific methods of research

3.2.2.1 Linguistic versus literary approach to text analysis

Working with texts of a variety of natures and genres and analyzing them from the viewpoint of translation studies invites a broader perspective, making a literary approach one of the most elaborate in methodology variety. Thus, let us differentiate the two approaches.

Linguistic analysis aims to search for meanings encoded in expressive means of the literary language. Linguistic analysis tackles lingual units that constitute a text and examines their functions and systemic links. The main focus of linguistic analysis is on the specificity of the text and its communicative strategy, which reflects the author's intention. This analysis concentrates on semantically and pragmatically most representative lingual means, especially lexical ones, taking into account stylistic parameters (*Complex linguo-stylistic analysis*).

Linguistic analysis as a systemic approach is level-structured: phonetic, morphological, lexical, and syntactic levels are most typical for the analysis. Other levels comprise ideational and aesthetic; genre and compositional;

supersegmental: rhythmical, rhythmic and melodical; metrical; compositional and syntactic; story level etc.

The methodology of linguistic stylistic research involves a complex approach that combines various types of analysis within a specific study. The methods used in functional stylistics include experimental analysis, contextual analysis, componential analysis, and modelling of text paradigms and associative semantic fields of concepts. The main trends in functional stylistics include studying the language's functional aspect, its role in expressing ideas, concepts, and genres, and the communicative approach. Literary text analysis usually implies a sophisticated methodology that unveils the intricate dimensions of meaning within literary works. Overall, they entail a meticulous examination of narrative structure, characters, themes, and literary techniques. By scrutinizing character motivations, identifying themes, and decoding literary devices such as symbolism and metaphor, the reader gains insight into the author's intentions and the text's underlying complexities. Consideration of historical context, genre conventions, and reader response enriches the analysis. Ultimately, this approach enables readers to unearth the subtleties of language style, interpret intertextual connections, and offer a synthesized interpretation that delves beyond the surface, yielding a profound understanding and appreciation of the work's artistic and thematic significance. Thus, one may not draw a clear distinguishing line between the two and both approaches may help utilize the resources to make the analysis more coherent and profound in terms of drawing certain conclusions as to the translation and its relevance to the original. Ultimately, translation studies analysis benefits from the combination of both with linguistic analysis being at the forefront.

The methods used in researching artistic texts are grounded in the deep connections between stylistics, poetics, literary language history, and cultural history. *Functional stylistic analysis methodology* involves a comprehensive approach that combines various types of analysis within a specific study. The methods used in functional stylistics include experimental analysis, contextual analysis, component analysis, and modelling of text paradigms and associative semantic fields of concepts. The main trends in functional stylistics are the study of the functional aspect of language, its role in expressing ideas, concepts, and genres, as well as a communicative approach. The methods used to study literary texts are based on deep connections between stylistics, poetics, the history of literary language, and cultural history. (Bohdan, 2011)

3.2.2 Linguistic research methodology. The field of linguistics has an elaborate array of analytical methods, each offering a unique lens through which languages can be understood and decoded. They were developed within a range of frameworks (Sukhorolska et al., 2009). Among the key frameworks of analysis are the following: comparative, structural, semantic, communicative functional, cognitive and quantitative

Within the approach of **comparative methodology** one may differentiate the historical, areal, and typological comparative approaches reveal the origins and evolution of languages. At this point one should differentiate between comparative and contrastive methods of analysis.

The contrastive method is a totality of research procedures and description of the language through its systemic comparison with another language to reveal its specificity. This method is used to contrast both cognate and non-cognate languages and aims to determine differences between these languages synchronically disregarding similarities because they tone down the individual and specific. Three statements: 1) idiomatic character of languages, i.e. each language is specific not only in its separate features but systemically; 2) systemic character of all levels of language structure and a language as the whole; 3) contrastive analysis cannot rely on separate random facts but on the systemic binary oppositions (e.g. realia, idioms).

Levels of contrastive analysis: phonological divergences (diaphony), grammatical ones (diamorphs), semantic ones (diasemy) and lexical ones (dialexy).

Comparative method aims to find similarities in languages discarding their divergent features. It is connected with comparative and historical method which is the key tool to determine the affinity between languages.

Main principles of comparative analysis according: 1) it consists of procedures which are to prove the historical affinity and identity of words and morphemes when it does not seem obvious; 2) these procedures are identical in monolingual or bilingual plane; 3) these procedures are based on rigid phonetic correspondences and word-building paradigms. The totality of these procedures helps to elucidate the history of the development of a language.

The comparative method is applied to translation studies as comparative translation studies analysis.

Transitioning to **structural methods**, one should mention oppositional and distributional analyses that unveil the structural underpinnings of linguistic systems. Immediate Constituents (IC) analysis then exposes the hierarchical arrangement of language units.

The distributional analysis aims at analyzing lingual elements in terms of their distribution, setting up elements, and making statements about the distribution of these elements as related to each other. It is elaborated by a representative of the American linguistic school of the 1950s within the framework of descriptive linguistics (L. Bloomfield, Ch. Fries, Z. Harris. Stages: 1) segmentation of the text into units of the same level (morphemes, lexemes); 2) their unification into classes; 3) finding relations between classes. It is facilitated by coding: words are replaced by conventional symbols; e.g. let + N^p+V (distributional formula, contextual patterning of environmental characteristics of ta lingual unit).

Types of distribution: 1) complementary distribution when two variants cannot appear in the same environment (noun suffixes); contrastive distribution: if units that occur in the same environment signal different meanings (book-books, interesting – interested); non-contrastive distribution: variant forms: hoofs-hooves. This analysis is used to find the sameness or difference of meaning, opposition between synonyms (bare is used attributively, naked – predicatively and attributively, lonely-alone); lexical and syntactic collocability.

Valency analysis is the study of combining the ability of lingual units: categorical and individual; grammatical or syntactic and lexical, obligatory and optional; external (notional words) and internal (stems and affixes).

Oppositional (differential) analysis was introduced as based on the principle of F. de Saussure who maintained that the system of language is to be studied on the basis of the oppositions of its units. Opposition is a functionally relevant relationship of partial difference between two partially similar elements of language; e.g. b-p (voiceless), m-p (non-nasal); girl-girlish, negation-affirmation, handsome -beautiful. The common features of the members of the opposition make up its basis, the features that serve to differentiate are distinctive features.

Types of opposition: privative (marked member is characterized by the presence of a feature, unmarked member – by its absence); gradual opposition – members are distinguished not by the presence or absence of a feature but a degree of it (e.g., affect-torment-torture); equipollent opposition – members are logically equal but differ according to the changes in their distinctive feature (e.g., girl- maiden-lass –stylistic colouring).

An Immediate Constituent (IC) denotes a collection of linguistic components that operates as a cohesive entity within a broader context. The process of deconstructing a construction initiates from the more extensive constituents and proceeds systematically. This segmentation eventually yields Ultimate Constituents (UC), constituting dual-component units that resist further subdivision into smaller entities, encompassing both sound-form and significance. For instance, the sequence “a / black / dress / in / severe / style.”

An essential objective of segmenting into ICs is to spotlight a formal distinction intertwined with a semantic divergence. An illustrative case is "The King of England’s people,” which embodies dual meanings and, correspondingly, dual IC analyses: 1) “the / President // of Ukraine’s people,” clarifying a reference to a specific people, namely the English, and 2) "The President of Ukraine/’s people,” signifying a distinct notion – the people associated with a particular President, the President of Ukraine. Accurate IC analysis facilitates a more profound comprehension of the intrinsic relationships among the elements forming the sequence. This analysis is rooted in the premise that, despite the linear appearance, language comprises layered structures, each layer characterized by its inherent structure, treated as a single unit upon entering the subsequent layer of structural interconnection. [Fedorenko]

Within a range of **semantic analyses, t**here is **a** componential analysis that dissects meaning, and a semantic-syntactic analysis that delves into the intersection of semantics and syntax. Contextual analysis bridges meaning and context.

Componential analysis (American ethnolinguistics of the 1950s). Types of semes: claseme (categorical seme which refers the word to a class), archeseme, differential semes (differentiate the meaning from other words), integrative semes (common semes within one thematic group), denotative versus connotative semes (emotive / affective, e.g. to glare); evaluative \ attitudinal; e.g. famous, notorious), associative (common stereotypical expectations), implicit versus explicit semes. It is supplemented by definitional analysis.

Contextual analysis is used to research the semantics of lingual units in tandem with their contextual indicator (verbal and extraverbal surrounding). It combines linguistic context with situational, cultural, psychological aspects. Context is a communicative situation which influences the semantics of the units researched. Contextual analysis helps determine the emotive side of the word meaning, fixing too vague or ambiguous meaning, words belonging to more than one class, examining deictic elements (deixis entails the use of demonstratives, first and second person pronouns, time and place adjuncts, and other grammatical features tied directly to the circumstances of the utterance).

Types of context: minimal (in a word combination); extended (in a sentence); broad (in textual fragments); maximal (in the whole text); «supercontext» (within the author’s creativity), including biographical, social, historical, literary and cultural ones.

Descriptive method. Stages: 1) to determine the units of analysis (phonemes, morphemes, lexemes); 2) to segment these units (secondary segmentation)- splitting a sentence into collocations, collocations into words, words into morphemes); 3) to classify and interpret these units.

Communicative functional methods, on the other hand, explore the dynamic aspects of language, from performative analysis dissecting speech acts to discourse and conversation analyses uncovering the intricacies of communication.

The pragmatic *theory of speech acts* asserts that utterances not only convey meaning but also carry out specific actions through distinct forces. This encompasses the locutionary act (semantic content), the illocutionary act (communicative intent), and the perlocutionary act (effects on the audience). Pragmatics mainly focuses on the illocutionary act, representing the speaker’s intention, message content, and listener effect. Speech acts involve several intertwined aspects: saying something (locutionary), the intended action (illocutionary), and the desired audience response (perlocutionary). For example, the utterance “She can’t read that letter” might convey a protest (illocutionary force) while causing the listener to reconsider their actions or become annoyed (perlocutionary effect).

This concept of illocutionary acts drives pragmatics, encompassing content, intention, and listener response. Different types of speech acts have been identified by J.R. Searle [1976: 4-24], for instance, such as representatives, directives, commissives, expressives, and declaratives. There are alos other classifications [Hare, 1970; Schiffer, 1972; Sadock, 1974; Stalnaker, 1978; Bach, Harnish, 1979; Hancher, 1979; Gazdar, 1981], which aid in understanding various speech act functions.

Discourse analysis, a burgeoning field, explores the interplay of language, meaning, and society. It has become essential to diverse disciplines, including linguistics, communication, anthropology, and philosophy. Discourse analysis investigates coherent language use beyond sentences, aiming to comprehend coherence, sequential organization, and the underlying mechanisms that produce and interpret discourse.

Discourse analysis studies patterns in connected speech or writing, focusing on coherent and incoherent discourses. It seeks to reveal how discourse coherence and organization are generated and understood, often analyzing specific texts in depth to uncover underlying dynamics.

Another group of methods applicable for analysis of translation lies within the scope of **cognitive linguistics**. Among them the most widely applied are frame and conceptual analyses that unveil the cognitive structures underlying language.

Within cognitive linguistics it is *linguoculturology* that pertains to the translation multidisciplinary perspective. The branch of linguistics appeared because of the anthropological paradigm in linguistics, designed to investigate the synchronic cooperation between language and culture. It is also a brunch of cognitive linguistics examining expressions of folk culture fixed in a language. Among the methods applied within the paradigm are methods of cultural and historical analysis, linguocultural analysis, method of conceptual analysis and frame analysis.

Cultural and historical analysis (1830s): the only source of cognition is empirical data collected in a given national and social surrounding. The researcher relies on cause-result relations and takes into account the biography and psychology of a writer, his cultural surroundings, nationality, social status, and even the climate and geographical location. Hippolyte Taine, a French scholar, singles out three factors of the literary process: race (national specificity of the literature), surroundings (psychology, social and political circumstances, climate, nature), and moment (influence of literary predecessors on a writer). Cultural context comprises values, beliefs, social hierarchy, religion, and role of groups. It exists at the level of the family, village, region, country, continent, etc.

Conceptual analysis. Broadly speaking, the objective of conceptual analysis is to uncover the essence of a concept, to develop a framework illustrating its structural makeup, and to uncover how it is specifically expressed through language. Through this analysis, the inherent attributes of the concept become apparent.

The concept is a compressed knowledge about a segment of reality, a complex culture-focused socio-psychic structure in the collective consciousness that is verbalized. The concept has a complex structure. On the one hand, it contains everything that is typical of a notion, on the other hand, the structure of the concept includes everything that makes it a cultural fact – source form (etymology), concise history, modern associations, and evaluations.

The concept, a fundamental term in cognitive linguistics, holds a significant place in scholarly discussions. It represents mental constructs utilized in thinking and stands for a range of objects with shared attributes in cognitive processes. Concepts arise from human interaction with the world, shaped by acquired knowledge and experience. Spatial concepts like "UP" emerge from physical experiences, exemplified by our vertical orientation due to bodily activity. Concepts such as UP-DOWN, FRONT-BACK, IN-OUT, NEAR-FAR are crucial for our everyday functioning, grounded in constant spatial engagement with the physical environment.

Language provides insight into our conceptual system as it parallels the thinking process. Language offers a way to verbalize concepts, from single words to texts, and understanding concepts involves more than their word meanings. Different linguistic approaches emphasize cultural, semantic, or individual aspects of concepts.

Concepts are multi-layered structures with dictionary meanings at the core and subjective experiences, connotations, and associations at the periphery. They encompass perceptual, factual, emotional, and spiritual facets of reality. Concepts can be categorized by concreteness/abstraction, and various typologies exist based on content and abstraction levels. These include concrete-sensual images, ideas, schemes, notions, prototypes, propositions, frames, scripts, scenarios, and gestalts, each serving distinct cognitive functions.

The scheme of conceptual analysis:

- insight into the etymology of the name of the concept;
- analysis of verbalizations of this concept in cultural artifacts, esp. literary ones;
- analysis of dictionary definitions;
- examination of the word-building paradigm;
- investigation of the metaphoric combinability;
- analysis of paradigmatic and syntagmatic links;
- revealing the evaluative component;
- associative experiment.

Frame analysis. Frame analysis is a research technique employed to scrutinize the mental processing of real-life scenarios, encompassing how individuals interpret situations and actions, as well as how these are expressed in language.

The origins of this approach are commonly linked to Erving Goffman and his publication "Frame Analysis: An Essay on the Organization of Experience" (1974). The primary components of frame analysis involve the concepts of "frame" and "perspective." Frames can be seen as our cognitive viewpoints of particular circumstances, forming comprehensive frameworks of understanding, organized representations of encounters (Fillmore, 1985: 223). These serve as cognitive structures that underlie the concepts conveyed by language (Fillmore, Atkins, 1992: 75), acting as cognitive models that encapsulate knowledge and convictions regarding distinct, frequently recurring situations (Ungerer, Schmid, 1996: 211).

The frame is the knowledge structure, which helps to perceive a definite situation, a data structure for representing a stereotyped situation. This is a remembered framework to be adapted to fit reality by changing details if necessary. To activate a frame it is enough to see its separate parts (slots) and missing elements would be restored by default.

Frame is the organization of ideas kept in the memory, a knowledge structure about a fragment of human experience. It contains 1) lexical knowledge; 2) encyclopaedic knowledge; 3) extralingual knowledge.

By applying **quantitative approaches**, it is possible to make use of statistical methods and corpus-based analysis, offering data-driven insights into linguistic patterns.

Statistical method: Statistics provides an overview of typical conditions. However, contemporary linguists find it insufficient to simply understand the permissibility of a particular structure; they are concerned with the frequency of its occurrence, how often it actually appears. In linguistics, frequency is considered a fundamental tool for observing statistical patterns. Frequency serves as a primary standard for categorizing information and for comparing the units under investigation. Frequency analysis facilitates the examination of diverse functional styles and individual writing styles of different authors. By performing statistical computations on various elements present in literary works by the same author as well as across different authors, it becomes possible to identify distinct individual authorial styles. This approach involves tallying occurrences in the vocabularies of renowned writers and typical language users.

Corpus-based analyses provide the means to examine significantly larger amounts of language data compared to traditional methods. This encompasses a wider variety of texts, longer passages, various linguistic characteristics, and co-occurrence patterns among language features, including those from different language varieties. These analyses not only offer quantitative insights that were previously unattainable but also enable the exploration of issues like register variation and factors influencing linguistic choices among structurally related options. By utilizing extensive text corpora and computational tools, corpus-based approaches have shed light on diverse aspects of language structure and usage. They have revealed unexpected language features and provided empirical evidence of how language is truly employed. This method allows assumptions about language usage to be tested against patterns found in actual discourse, often uncovering substantial differences from intuitive expectations.

Collectively, these methods compose a comprehensive toolkit that linguists employ to decipher the complexities of human expression and interaction.

Chapter 4. KEY PARADIGMS IN TRANSLATION QUALITY ASSESSMENT: LINES OF APPROACH

Translation criticism and its position within the Translation Studies framework.

Criticism and translation are structurally related (both practices are metatexts). Translators act as critics at every level of working with the original: the choice of the text for translation, analysis of its invariant and variant elements, and sacrificing some elements for the sake of others. Each retranslation is an implicit or explicit criticism of a previous translation.

Terminological fallacy: criticism appears to refer only to the negative evaluation of translations. Translation criticism has always been judgmental. The translated text calls for judgment because it raises the question of its truthfulness and because it is always somehow defective (every translation has its flaws which puts this truthfulness into question).

Translation has a dual purpose: 1) to "render" the original, to become its "double" (thus confirming its secondary nature), and 2) to become a literary work, a piece of art, a literary work in its own right.

Criteria for translation quality assessment: can it be an objective procedure? There are extreme views in this regard, with those by Ian Richards and Gideon Toury being the most widespread. Richards claims that primary poetic experience should be discerned and reproduced, while Toury advocates for the fact that provided a translation is accepted, it is adequate by default.

Two aspects of translation quality assessment are usually differentiated: time-bound criteria and text-type-bound translation quality assessment. The translator's creative personality may go beyond any schemes of assessment (Lukash, Kostetskyi)

4.1 The scheme of translation analysis according to Christiane Nord ("*Text analysis in translation*", 1991)

1) translation brief:

- the intended text functions;
- the addressees (sender and recipient);
- the time and place of text reception;
- the medium (speech and writing);
- the motif (why the ST was written and why is being translated).

2) source text analysis:

- subject matter;
- content;
- presupposition;
- composition;
- non-verbal elements;
- lexis,
- sentence structure;
- supersegmental features (stress, rhythm, stylistic punctuation).

3) Functional hierarchy in translating:

- The intended function of the translation should be decided (*documentary* - or *instrumental*).
- To determine those functional elements that need to be adapted to the TT addressees.
- To decide on the translation style (source-culture or target-culture oriented).
- To solve textual problems at a lower linguistic level.

4.2 Berman's approach to translation analysis ("*Toward a Translation Criticism: John Donne*", 2009).

The translation is viewed from the philosophical angle as "the core experience of the being-in-language – that is, of human beings". The purpose is not to present a model but to show a possible analytical path. Translation criticism is primarily positive. Any translation critic should pursue three steps for translation criticism:

1) “Translation Reading and Rereading”,

2) “The Reading of the Original” which consists of textual pre-analysis to prepare for the confrontation),

3) “In Search of the Translator” which consists of translator’s stance, project and the horizon.

The translation project is a deliberate action, which is shaped by the translational position and by the particular restrictions of the work to be translated. The translator can determine a priori what degree of autonomy or heteronomy he will give to his translation, and he can do so on the basis of a pre-analysis.

The translation position is a “compromise” between the recognition of the translation task and the way the translator has internalized the contemporary discourse on translation. The translator’s position and the translation project are both limited by a translator’s horizon, “the set of linguistics, literary, cultural, and historical parameters that „determine‟ the ways of feeling, acting, and thinking of the translator. The focus is shifted from linguistics to social and ideological considerations.

The translator’s horizon implies evaluating how the translator perceives the task of translation; analyzing the “mode” or “style” chosen by the translator for a specific project; and establishing the set of linguistic, literary, and cultural parameters that define the horizon in which the translation is placed.

The concept of “*productive criticism*”: evaluation of a good translation reflects its greatness to the reader; on the other hand, when faced with a bad translation, the analysis demands retranslation. By productive criticism, Berman means "criticism in the highest sense".

The concept of "*parallel readings*", including other works of the author, criticism about the works or other translations by the translator.

4.3 Translation quality assessment and situational dimensions analysis by Julianne House. Julianne House (*A Model of Translation Quality Assessment*, 1977; *Translation Quality Assessment: Past and Present*, 2015)

Every text is placed within a particular situation, which has to be correctly identified and taken into account by the translator. If the ST and the TT differ substantially on situational features, then they are not functionally equivalent, the translation is not of a high quality.

Juliane House's model deals with ST and TT analysis by particularly focusing on "mismatches" and "errors". The TT has to be compared with the textual profile of ST to make qualitative statements about the translation.

Translation quality assessment has two functional components:

2. the ideational refers to empirical research, description, analysis and explanation.
3. the interpersonal relates to judgments of values and appropriateness.

Scheme of analysis:

- "Statement of function" for the ST: description of ideational component (the very content) and interpersonal one (the relationship between the sense and recipient)
- The same description of the TT.
- Comparison of the ST and TT schemes and statement of the mismatches on the level of situational dimensions

- A statement of quality of translation.
- Categorising translation as overt or covert (functionally equivalent to the ST).

4.4 Translation analysis through the prism of the sociology of translation.

In studies on language in society, Bourdieu is often seen as a macro-sociological theorist whose main contributions lie in the field of theorizing social action and structuration, symbolic power relations and capital, and habitus. According to Bourdieu (1984), capital is accumulated labor that enables agents or groups of agents to appropriate social energy in the form of reified or living labor.

Capital takes four fundamental forms:

- as economic capital, which is immediately and directly convertible into money and may be institutionalized in the forms of property rights:
- as cultural capital, which is convertible, on certain conditions, into economic capital and may be institutionalized in the forms of educational qualifications;
- as social capital, made up of social obligations ("connections"), which is convertible, in certain conditions, into economic capital and may be institutionalized in the forms of a title of nobility;
- as symbolic capital, which designates the effects of any form of capital when people do not perceive them as such.

Habitus is a system of embodied dispositions, tendencies that organize the ways in which individuals perceive the social world around them and react to it. These dispositions are usually shared by people with similar background in terms of social class, religion, nationality, ethnicity, education, profession etc., as the habitus is acquired through mimesis and reflects the lived reality to which individuals are socialized, their individual experience and objective opportunities.

A field is a setting in which agents and their social positions are located.

The position of each particular agent in the field is a result of interaction between the specific rules of the field, agent’s habitus and agent’s capital (social, economic and cultural).

Three types of sociology of translation studies (Michaela Wolf):

- sociology of agents. Shifts from texts and contexts to individual translators as central objects of the research, “socially conditioned subjectivity” (A. Pym).
- sociology of the translation process. Scopos is socially motivated, translation is a deliberate and conscious act of selection and structuration
- sociology of the cultural product. Translation makes contribution to the construction of social identity, image, social role and ideology.

As sociology of translation deals with the macro environment of translation activities, some researches question that its ignorance of language and text may make it deviate from the essence of translation studies. Translation is viewed as a “socially regulated activity” (Th. Hermans) as it involves individuals who are social creatures and social institutions that determine translation strategies.

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APPENDIX 1. DEMANDS

To successfully present your master's essay there are the following requirements:

1. Master's paper of 60-80 pages:
   Supervisor's recommendation – 20 points
   Reviewer's assessment – 25 points
2. 2 publications based on the research:
   1 publication – 10 points of the mark or 2 publications (with scientific article among them) – 15 points
3. Research aprobation:
   1) presentation at students' conference (s);
   2) perliminary presentation.
4. Paper presentation - 20 points.
5. Paper discussion - 20 points.

APPENDIX 2. RECOMMENDATION SAMPLE

Reccommendation
for the Master's paper

done by

Type of work	Comments
Nature of the topic: significance, degree of complexity, challenges, perspective for future	
Tasks of the student	
The student's work during the semester	
Meeting deadlines	
Other	

Date
Supervisor_________________

Mark __________ (max. 20)
Signature ______________

APPENDIX 3. REVIEW

Review

of the Master's

done by

Type of work	Comments
Research independence	
Profoundness of the analysis	
Coherence	
Quality and scope of corpus	
Language and style	
Bibliography	
Layout	

Date _____________ Mark_____ (max. 25)

Reviewer _______________ Signature _________

APPENDIX 4. ACADEMIC INTEGRITY CODE AT IVAN FRANKO LVIV NATIONAL UNIVERSITY

Кодекс академічної доброчесності
Львівського національного університету імені Івана Франка

1. Кодекс академічної доброчесності Львівського національного університету імені Івана Франка є складовою частиною внутрішньої нормативної бази системи забезпечення якості вищої освіти та якості освітньої, наукової, науково-технічної, мистецької та інноваційної діяльності та розроблений з метою підвищення рівня освіти, наукових досліджень, дотримання вимог наукової етики та запобігання академічного плагіату у Львівському національному університеті імені Івана Франка (далі - Університет).

2. Академічна доброчесність - це сукупність етичних принципів та визначених законом правил, якими повинні керуватися учасники освітнього процесу та наукової діяльності під час навчання, викладання та провадження наукової (творчої) діяльності з метою забезпечення довіри до результатів навчання та/або наукових (творчих) досягнень. Порушенням академічної доброчесності вважається: академічний плагіат, самоплагіат, фабрикація, фальсифікація, списування, обман, хабарництво, необ'єктивне оцінювання.

3. Дотримання академічної доброчесності науковими, науково-педагогічними та педагогічними працівниками Університету передбачає:

- дотримання високих професійних та етичних стандартів у всіх сферах діяльності Університету - освітній, науковій, науково-технічній, мистецькій та інноваційній;
- виконання норм законодавства про авторське право і суміжні права;
- надання достовірної інформації про методики і результати досліджень, джерела використаної інформації та власну науково-педагогічну діяльність;
- формування особистості із врахування головних принципів патріотичного, правового, екологічного виховання;
- утвердження в учасників освітнього процесу моральних цінностей, соціальної активності, громадської позиції та відповідальності, вміння вільно мислити та самоорганізовуватися в сучасних умовах;
- контроль за дотриманням академічної доброчесності здобувачами вищої освіти;

- об'єктивне оцінювання результатів навчання здобувачів вищої освіти.

4. Дотримання академічної доброчесності здобувачами вищої освіти в Університеті передбачає:

- самостійне виконання навчальних завдань, завдань поточного та підсумкового контролю результатів навчання;
- посилання на джерела інформації у разі використання ідей, розробок, тверджень, відомостей;
- дотримання норм законодавства про авторське право і суміжні права;
- надання достовірної інформації про результати власної навчальної (наукової, творчої) діяльності, використані методики досліджень і джерела інформації.

APPENDIX 5. TITLE PAGE

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЛЬВІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ІВАНА ФРАНКА
Факультет іноземних мов
Кафедра перекладознавства і контрастивної лінгвістики імені Григорія Кочура

На правах рукопису

Прізвище імя по-батькові
ТЕМА РОБОТИ

Спеціальність 035 — філологія
Наукова робота на здобуття ступеня вищої освіти «Магістр»

Науковий керівник
доктор філологічних наук,
проф. Іваненко Іван Іванович

Львів – 2023

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
IVAN FRANKO NATIONAL UNIVERSITY OF LVIV
Faculty of Foreign Languages
Hryhoriy Kochur Department of Translation Studies and Contrastive Linguistics

By manuscript rights

Last Name First Name Patronymic

TITLE OF THE PAPER

Specialty 035 - Philology

Research work for the Master's degree

Academic Advisor

Lviv – 2023

APPENDIX 6. COVER LETTER

ЛЬВІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ІВАНА ФРАНКА

Факультет іноземних мов
(повне найменування назва факультету)

Кафедра перекладознавства і контрастивної лінгвістики імені Григорія Кочура
(повна назва кафедри)

Пояснювальна записка

до кваліфікаційної роботи
Магістр
(освітньо-кваліфікаційний рівень)

на тему:

Виконав: студент 5 курсу, групи Інп-
напряму підготовки (спеціальності)
035 Філологія
(шифр і назва напряму підготовки, спеціальності)

____
(прізвище та ініціали студента)

Керівник
____
(прізвище та ініціали)

Рецензент
____
(прізвище та ініціали)

Львів – (рік)

ЛЬВІВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ІМЕНІ ІВАНА ФРАНКА

Факультет іноземних мов
Кафедра перекладознавства і контрастивної лінгвістики імені Григорія Кочура
Освітній рівень: магістр
Спеціальність: 035-Філологія
Спеціалізація: 035.041 Германські мови та літератури (переклад включно), перша – англійська
ОПП «Переклад (англійська та друга іноземні мови)»

«ЗАТВЕРДЖУЮ»
Завідувач кафедри перекладознавства і контрастивної лінгвістики імені Григорія Кочура
“____” _________________20___року

З А В Д А Н Н Я

магістерської роботи

магістранту

____
(прізвище, ім’я, по батькові)

1. Тема:

Керівник роботи**:** _______________________________________
(прізвище, ім’я, по батькові)

Затверджені Вченою радою факультету
від “___”_________20__року №____

2. Строк подання студентом роботи
3. Вихідні дані до роботи:
Мета дипломної роботи:
Матеріал дослідження:
Методологічна база:.
4. Зміст розрахунково-пояснювальної записки (перелік питань, які потрібно розробити):

5. Перелік графічного матеріалу (з точним зазначенням обов'язкових креслень)
6. Консультанти розділів роботи

<table>
<tr><td rowspan="2">Розділ</td><td>Прізвище, ініціали та посада Консультанта</td><td colspan="2">Підпис, дата</td></tr>
<tr><td></td><td>завдання видав</td><td>завдання прийняв</td></tr>
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</table>

7. Дата видачі завдання

КАЛЕНДАРНИЙ ПЛАН

№ з/п	Назва етапів кваліфікаційної роботи	Строк виконання етапів роботи	Примітка
1	Зібрання інформації про предмет та об'єкт дослідження.	Лютий-березень ____ року	*(виконано)*
2	Зібрання інформації про особливості дослідження та методологію…	Квітень _____ року	
3	Підготувати вибірку на основі раніше опрацьованих питань	Травень ______ року	
4.	Написання основної частини роботи	Вересень-жовтень ______ року	
5.	Підведення підсумків та підготовка висновків	1-15 листопада ______ року	
6.	Перевірка написаного. Висновки	15-21 листопада ______ року	

Студент ________________ ____________________
(підпис) (прізвище та ініціали)

Керівник роботи_________ _ (підпис) (прізвище та ініціа

APPENDIX 7. INTRODUCTION BREAKDOWN STRUCTURE AND USEFUL PHRASES ACCORDING TO SWALE. INTRODUCTION SAMPLE

Move 1: Establishing a Territory [the situation]

1) demonstrating that a general area of research is important, critical, interesting, problematic, relevant, or otherwise worthy of investigation;
2) introducing and reviewing key sources of prior research in that area to show where gaps exist or where prior research has been inadequate in addressing the research problem.

The steps:

Step 1. Claiming importance [writing action = describing the research problem and providing evidence to support why the topic is important to study]: "Recently there has been a spate of interest in ..." "Knowledge of X has great importance for ...".

USEFUL PHRASES:

The effect of...has been studied extensively in recent years.
Of the many..., ...have been the most extensively studied.
The effects of... have received considerable attention
Many investigators have recently turned to...
A large body of data concerning...has been reported.
In recent years, there have been many papers describing...
Recently, there has been wide interest in...
In recent years, researchers have become increasingly interested in...
Interest …has been growing
Recent studies have focused on …
Knowledge of...has great importance for...
The study of...has become an important aspect of.../ a major issue
The theory that...has led to the hope that...
The relationship between...is a classic problem in fluid mechanics.
A long-standing problem has been to obtain more information on...
The well-known...phenomena...have been favorite topics for analysis both in...
A central issue in...is the validity of...

Step 2 Making topic generalizations [writing action = providing statements about the current state of knowledge, consensus, practice or description of phenomena] "The properties of X are still not completely understood." "X is a common finding in patients with ..."

USEFUL PHRASES:

The general features of... are well known.
Plumage coloration is known to influence mate selection in mallards.
An increase of Mallards in eastern North America has been well documented.
Trout are believed to be relatively immobile.
It is generally accepted that...

There is now much evidence to support the hypothesis that...
A standard procedure for assessing...has been...
Such...methods are often criticized for...
It is commonly suggested that...
Comparisons of spatially separated populations tend to consist of...
These...are often found...
...is a common finding in patients with...
An elaborate system of…is found in

Step 3 Reviewing items of previous research [writing action = synthesize prior research that further supports the need to study the research problem; this is not a literature review but more a reflection of key studies that have touched upon but perhaps not fully addressed the topic]
"Both Johnson and Morgan claim that the biographical facts have been misrepresented."
"Several studies have suggested that. (Gordon, 2013; Ratzinger, 2009)." "Reading to children early and often seems to have a positive long-term correlation with grades in English courses (Jones, 2022; Strong, 2009)."
USEFUL PHRASES:
Smith (2018) found a clear relationship between...
Smith (1999) argued that...
Smith (2013) concluded that...
It has been suggested that...(Smith 1989)
Data have been presented in the literature which show that...(Smith 1989)
Observations by Smith (2020) suggest that...
Move 2: Establishing a Niche [the problem]
A clear and cogent argument that your particular piece of research is important and possesses value. This can be done by indicating a specific gap in previous research, by challenging a broadly accepted assumption, by raising a question, a hypothesis, or need, or by extending previous knowledge in some way.
The steps:
Step 1a Counter-claiming, or [writing action = introduce an opposing viewpoint or perspective or identify a gap in prior research that you believe has weakened or undermined the prevailing argument]
USEFUL PHRASES:
However, this view is challenged by recent data showing...
However, these studies have failed to recognize the...
However, recent work in our laboratory suggests that...
...., yet these approaches become increasingly unreliable when...
Although these experiments......, they were performed on...and are therefore suspect.
Previous studies of… have not examined…
One question that needs to be asked, however, is…

Such studies are unsatisfactory because…

Step 1b - Indicating a gap, or [writing action = develop the research problem around a gap or understudied area of the literature]
USEFUL PHRASES:
A considerable amount of research has been... but little research...
...has been extensively studied. However, less attention has been paid to...
As a result, no comprehensive theory appears to exist.
Despite the importance of..., few researchers have studied...
Research has tended to focus on...rather than...
The only reported study to date of...covered a limited range of...
...studies have appeared previously in the literature, but measurements were restricted to...
The properties of...are still not completely understood.
Evidence on this question is presently inconclusive.
Research on… has mostly been restricted to… so
Step 1c **-** Question-raising, or [writing action = presenting key questions about the consequences of gaps in prior research that will be addressed by your study. For example, one could state, "Despite prior observations of voter behavior in local elections in urban Detroit, it remains unclear why do some single mothers choose to avoid...."]
USEFUL PHRASES:
However, it is not clear whether the use of...can be modified to... In spite of these early observations, the mechanism...has remained unclear. The question remains...?
How much has the seal population actually decreased?

Step 1d **-** Continuing a tradition [writing action = extend prior research to expand upon or clarify a research problem. This is often signaled with logical connecting terminology, such as, "hence," "therefore," "consequently," "thus" or language that indicates a need.]
USEFUL PHRASES:
Consequently, these factors need to be examined in more detail....
Evidence suggests an interesting correlation, therefore, it is desirable to survey different respondents....
The study of A has been exhaustive, but changing circumstances related to X support the need for examining [or revisiting] B...
Move 3: Occupying the Niche [the solution]
The final "move" is to announce the means by which your study will contribute new knowledge or new understanding in contrast to prior research on the topic. This is also where you describe the remaining organizational structure of the paper.
The steps**:**

Step 1a -- Outlining purposes [writing action = answering the "So What?" question. Explain in clear language the objectives of your study]
PRESENT TENSE: The present tense tends to be used when the aims are described in terms of the written product, now held physically in the reader's hands.
(paper, article, thesis → PRESENT tense)
The purpose of this paper is to...
The purpose here is to evaluate...
PAST TENSE: The past tense tends to be used when the aims are described in terms of abstract concepts such as mental enquiry. The study, investigation and experiment will be presented in the past tense.
The aim of the present study was to elucidate...
The objective of this research was to quantify...
Our purpose was to describe...

Step 1b -- Announcing present research [writing action = describe the purpose of your study in terms of what the research is going to do or accomplish]
USEFUL PHRASES:
In this paper, we introduce a novel method to... We use the method of… , in which…. An approximation using a … algorithm similar to that of [6] is used to evaluate …In this paper, we provide a novel approach to model the dynamic behavior of …. We first propose the … functions of … regions based on the geometric relationship between… and …. We model the … for a wide variety of situations. The … criterion is then applied to detect the … based on a test statistic, which is a function of the … relationship between … and …. We also demonstrate how to use this technique in … systems to maximize …
In this paper, we identify the security problems that … face by developing an application in which… would be used in the near future… We identify the threats and vulnerabilities to this application …. This paper details why security mechanisms that are presently used in … environments are inadequate or not appropriate for … designed for this application. We then describe a new security model that serves as a countermeasure to the identified threats.

Step 2 -- Announcing principle findings [writing action = present a brief, general summary of key findings written, such as, "The findings indicate a need for...," or "The research suggests four approaches to...."]
USEFUL PHRASES:
In this paper, we argue that...
Here, we report a new method for...
This paper hopes to show that...
The purpose of this literature review is to...
This study aims to...
The evidence collected from this study demonstrates...

This review outlines/examines...
Step 3 Indicating article structure [writing action = state how the remainder of your paper is organized]. This step is more commonly found in dissertations and theses than in research articles. However, many disciplines that do not use the IMRD structure, such as engineering, the humanities, and economics, typically require writers to preview how the rest of the article will be organized.
First, the writer introduces the structure with a topic sentence:
We have organized the rest of this paper in the following way...
This paper is structured as follows...
The remainder of this paper is divided into five sections...
Next, the writer has three alternative structures that can be used to describe each section (in research articles, reports, and essays) or chapter (in theses or dissertations):
Author as actor:
In Section II, we describe the framework used to...
In Section IV, I present the model used to...
Text as actor:
Section II describes the framework used to...
Section IV presents the model used to...
Content as subject:
In Section II, the framework is described that was used to...
In Section IV, the model is presented...
Step 4 is most often found in research that aims to develop new methods, such as chemistry and engineering. However, in most fields evaluation of the results is left until the Discussion Section. Typically, this step is the opposite of Move 2 in that it requires positive evaluation of some aspect of the solution.
EXAMPLE:
We have developed a procedure for detection of the sickle cell mutation that is very rapid and is at least two orders of magnitude more sensitive than standard Southern blotting.
Numerical results show that the proposed algorithm not only enjoys advantages of low complexity and ease of implementation but is also able to achieve performance very close to the optimum achievable bound.

Introduction samples

Move 1. James Holmes started his now classic article (1988, original version 1972) with the observation that when science discovers a new area of ignorance, one of two things tend to happen. The new set of research questions may be incorporated into an existing domain, in which case it becomes a legitimate branch of that domain. Or the new questions may lead to the establishment of a new research field, a new interdiscipline. Holmes argued that, at the time he was writing, the new field of what we now call Translation Studies illustrated the second case, and he gave some space to a discussion of the possible names for this new field.

Move 2. A generation or so later, it now seems that we have an example of his first case: within the field of Translation Studies we may be witnessing the development of a new subfield, a new branch.

Move 3. I suggest we could call this Translator Studies. As a simple preliminary definition, let us say Translator Studies is the study of translators (and of course interpreters). Of course, all research on (human) translations must surely at least imply that there are indeed translators behind the translations, people behind the texts. But not all translation research takes these people as the primary and explicit focus, the starting point, the central concept of the research question. Examples of the kinds of research that illustrate this focus are given below. Opinions will vary on whether or not the research trends I am referring to actually constitute a distinct subfield rather than merely a kind of broad perspective on aspects of Translation Studies in general. Perhaps my sketch shows no more than an ongoing shift of emphasis within translation research as a whole. But such shifts may also merit our metatheoretical attention.

Following is an overview of what I see as this emerging subfield, in the form of a brief response to Holmes' original article and the map he discusses there.

Move 1. For over a decade now teachers and practitioners of translation and interpreting have witnessed the appearance of a large number of empirical studies using a cognitive approach in their experiments, virtually since 1982 when Gideon Toury spoke about the mystery of the processes taking place in the "black box" of the language mediator. This cognitive approach has focused primarily on the objective of separating and dissecting the different stages and phases of processing involved in the task of language mediation.

Move 2. From the point of view of the mediator the task of mediating is far from what we could consider a "normal activity". It cannot be assumed that the cognitive processes of translation and interpreting (either consecutive or simultaneous) are identical to the cognitive processes involved in the tasks of speaking, listening, reading or writing. In fact, although this may seem mere repetition, these processes of language mediation are extremely complex, since they are not only linguistic processes. These processes must also be understood within their social, cultural and above all psychological contexts. A comprehensive analysis of the tasks of language mediation can distinguish three basic stages: 1) The communicative function established between the speaker or writer (the first sender) of the source text or discourse and the mediator as first recipient. 2) The mental activity of the mediator processing the message received (either written or spoken). 3) The communicative function established between the mediator as second sender of the target text or discourse and the final recipients of the message. These three stages are understood to be common to both translation and interpreting. The first and the third cover the functional pragmatic aspect of mediating as a communicative social and cultural action, whilst the second covers the mental or cognitive processes. For the communicative function successfully to be fulfilled, an optimum implementation of these cognitive processes is of paramount importance.

Move 3. Our main objective in presenting this paper is to outline a comprehensive theory of language mediation that fully specifies the component processes of translation and interpretation tasks. This theory combines psychological work on comprehension taking into account the constructive nature of these processes, with research approaches on translation and interpreting that stress the role of attention and memory capacity. The premise is that many mental operations are shared by these tasks, and that a better understanding of them could emerge from a contrastive analysis emphasising, on one hand, those aspects common to them and, on the other, those which differentiate them. Finally, certain methodological guidelines and research goals are proposed, including the use of empirical methods taken from empirical research used traditionally by cognitive psychology. By studying each of the variables affecting and conditioning these processes, the methods applied may involve procedures and techniques such as dual tasks, analysis of materials, psycophysiological techniques of eye movements and brain activity.

APPENDIX 8. ABSTRACT SAMPLE.

PARATEXTUAL DIMENSIONS OF UKRAINIAN TRANSLATIONS OF THE HOLY SCRIPTURES

***Keywords**: agency, epitext, paratext, Bible translation, peritext, footnotes, summaries.*

The current paper aims to present linguistic, pragmatic, and socio-cultural features of the paratexts of the Peresopnytsia Gospel and five full Ukrainian translations of the Holy Scriptures. The ultimate goal of the study is to highlight the peritextual and epitextual dimensions of these translations and to classify translation paratexts, whose characteristics are determined by both the translator's strategy and mono-confessional or interconfessional requirements of translation commissioners. The assumptions of the article are grounded in the interdisciplinary approach at the interface of translation studies, biblical studies, religious studies, and historiography. The objective to develop a classification of paratexts in Bible translations within historical, theoretical and critical is accomplished via the methods of analysis, synthesis, induction, and modeling. The methods of interpretive textual and cultural analysis are applied to identify and explain cultural, national, and religiously determined connotations of the paratexts. The comparative translation analysis provides a historically-based translation quality assessment.

As a result, a classification of paratexts of Ukrainian Bible translations has been elaborated according to thematic and pragmatic criteria. The paratextual dimensions of Bible translation are marked with 1) blurred agency (in many cases it is difficult to determine the contribution of the translator or theological and literary editors), 2) restrictive requirements of the commissioner, 3) the impact of the overall translation strategy on the nature, type and content of paratexts. However, no restrictions can conceal the implicit reader of each of these translations, to whom the paratexts appeal as a "second voice" of the main text.

Paratexts of the first partial Ukrainian translations of the Holy Scriptures of the Confessionalism period (second half of the 16th century) are characterized by didacticism and a mono-confessional political orientation. The most important translation of that time, the Peresopnytsia Gospel, is analysed to specify the following types of verbal paratexts: 1) identification, containing data on the commissioner/publisher and the translators, as well as the date and place of its creation; 2) informative, providing all additional information not found in the prototext, including brief paraphrases of the main text, dates of the church calendar, and information on the structure of the book; they are often mono-confessional and polemical; 3) meta-lingual, explaining Church Slavonic vocabulary in

glosses with Ukrainian equivalents or providing Ukrainian synonyms for Ukrainian words.

The findings of the study prove that all full translations of the Holy Scriptures into Ukrainian, both at the textual and paratextual levels, adhered to the principles of interconfessionality, accessibility for all Christians, and "functional loyalty". The most important paratexts of the Ukrainian Bible translations made under the auspices of Bible Societies were the footnotes. Only in translations of the Bible of the 21st century does a preface appear, either a short one with general information about the translation strategy (*Modern Translation*, 2020) or a lengthy one with a detailed justification for the choice of the prototext's language, a comparative table of the canons of the Old and New Testaments in different translations, and general information about the content of the Bible (*New Translation*, 2011). The footnotes in all Ukrainian translations done under the auspices of Bible Societies are divided into: explanations of biblical metaphor; explanations of the etymology of proper names; explanations of biblical traditions; alternative readings; foreign language equivalents; and meta-lingual explanations. The prevalence and peculiarities of footnotes depend upon the translation strategy. Thus, only among the footnotes in Ohiyenko's translation we can trace such types as literal translation of complicated biblical metaphors and explanations of etymological wordplay. In addition, explanations of biblical metaphors are quantitatively prevalent in this translation. Such paratextual features are explained by the principle of foreignization which this translation is based upon. The *Modern Translation* done by R. Turkoniak in tandem with the Revising Committee of the Ukrainian Bible Society, aims to bring the Scriptures closer to the modern believer, not least through its footnotes. While Ohiyenko's footnotes offer an alternative reading of some verses in "sacred" languages (Latin, Greek, and Church Slavonic), Turkoniak provides equivalents from translations into modern European languages and previous Ukrainian translations. The elements of "modernization" in the footnotes include vernacular vocabulary and associations with the realities and values of today.

The interconfessional nature of Ukrainian translations of the Bible becomes visible in the church affiliations of the agents, such as the tandem of Orthodox Kulish and Greek Catholic Puluj, the cooperation of Ohiyenko, the Metropolitan of the Ukrainian Autocephalous Orthodox Church and Protestant pastors Kuziv and Zhabko-Potapovych, the New (2011) and Modern (2020) translations as part of the project of the Ukrainian Bible Society, which brought together representatives of all denominations of independent Ukraine.

"The Roman Bible" of 1963, the only mono-confessional full Ukrainian translation of the Holy Scriptures, contains some doctrinal and numerous national paratexts, which were highly topical during the Soviet occupation of Ukraine. Besides, the literary editors of this translation, prominent Ukrainian writers Kostetskyi, Barka and Orest-Zerov professed Orthodoxy. Thanks to their tandem with the translator, Greek-Catholic priest Khomenko, the text of the translation alludes to the works of the classics of Ukrainian literature, especially Taras Shevchenko.

Ukrainian translations of the Bible, published under the auspices of Bible societies or churches, resulted from the ascetic work of charismatic individuals who devoted their entire lives to this project. This enhances the importance of the study of epitextual materials, especially the translators' correspondence and research profiles.

APPENDIX .9. LIST OF REFERENCES STANDARD

Author-Date: Sample Citations

The following examples illustrate the author-date system. Each example of a reference list entry is accompanied by an example of a corresponding in-text citation. For more details and many more examples, see chapter 15 of *The Chicago Manual of Style*. For examples of the same citations using the notes and bibliography system, follow the Notes and Bibliography link above.

Book

Reference list entries (in alphabetical order)

Grazer, Brian, and Charles Fishman. 2015. *A Curious Mind: The Secret to a Bigger Life*. New York: Simon & Schuster.

Smith, Zadie. 2016. *Swing Time*. New York: Penguin Press.

In-text citations

(Grazer and Fishman 2015, 12)

(Smith 2016, 315–16)

For more examples, see 15.40–45 in *The Chicago Manual of Style*.

Chapter or other part of an edited book

In the reference list, include the page range for the chapter or part. In the text, cite specific pages.

Reference list entry

Thoreau, Henry David. 2016. "Walking." In *The Making of the American Essay*, edited by John D'Agata, 167–95. Minneapolis: Graywolf Press.

In-text citation

(Thoreau 2016, 177–78)

In some cases, you may want to cite the collection as a whole instead.

Reference list entry

D'Agata, John, ed. 2016. *The Making of the American Essay*. Minneapolis: Graywolf Press.

In-text citation

(D'Agata 2016, 177–78)

For more details, see 15.36 and 15.42 in *The Chicago Manual of Style*.

Translated book

Reference list entry

Lahiri, Jhumpa. 2016. *In Other Words*. Translated by Ann Goldstein. New York: Alfred A. Knopf.

In-text citation

(Lahiri 2016, 146)

E-book

For books consulted online, include a URL or the name of the database in the reference list entry. For other types of e-books, name the format. If no fixed page numbers are available, cite a section title or a chapter or other number in the text, if any (or simply omit).

Reference list entries (in alphabetical order)

Austen, Jane. 2007. *Pride and Prejudice*. New York: Penguin Classics. Kindle.

Borel, Brooke. 2016. *The Chicago Guide to Fact-Checking*. Chicago: University of Chicago Press. ProQuest Ebrary.

Kurland, Philip B., and Ralph Lerner, eds. 1987. *The Founders' Constitution*. Chicago: University of Chicago Press. http://press-pubs.uchicago.edu/founders/.

Melville, Herman. 1851. *Moby-Dick; or, The Whale*. New York: Harper & Brothers. http://mel.hofstra.edu/moby-dick-the-whale-proofs.html.

In-text citations

(Austen 2007, chap. 3)

(Borel 2016, 92)

(Kurland and Lerner 1987, chap. 10, doc. 19)

(Melville 1851, 627)

Journal article

In the reference list, include the page range for the whole article. In the text, cite specific page numbers. For articles consulted online, include a URL or the name of the database in the reference list entry. Many journal articles list a DOI (Digital Object Identifier). A DOI forms a permanent URL that begins https://doi.org/. This URL is preferable to the URL that appears in your browser's address bar.

Reference list entries (in alphabetical order)

Keng, Shao-Hsun, Chun-Hung Lin, and Peter F. Orazem. 2017. "Expanding College Access in Taiwan, 1978–2014: Effects on Graduate Quality and Income Inequality." *Journal of Human Capital* 11, no. 1 (Spring): 1–34. https://doi.org/10.1086/690235.

LaSalle, Peter. 2017. "Conundrum: A Story about Reading." *New England Review* 38 (1): 95–109. Project MUSE.

Satterfield, Susan. 2016. "Livy and the *Pax Deum*." *Classical Philology* 111, no. 2 (April): 165–76.

In-text citations

(Keng, Lin, and Orazem 2017, 9–10)

(LaSalle 2017, 95)

(Satterfield 2016, 170)

Journal articles often list many authors, especially in the sciences. If there are four or more authors, list up to ten in the reference list; in the text, list only the first, followed by *et al*. ("and others"). For more than ten authors (not shown here), list the first seven in the reference list, followed by et al.

Reference list entry

Bay, Rachael A., Noah Rose, Rowan Barrett, Louis Bernatchez, Cameron K. Ghalambor, Jesse R. Lasky, Rachel B. Brem, Stephen R. Palumbi, and Peter Ralph. 2017. "Predicting Responses to Contemporary Environmental Change Using Evolutionary Response Architectures." *American Naturalist* 189, no. 5 (May): 463–73. https://doi.org/10.1086/691233.

In-text citation

(Bay et al. 2017, 465)

For more examples, see 15.46–49 in *The Chicago Manual of Style*.

News or magazine article

Articles from newspapers or news sites, magazines, blogs, and the like are cited similarly. In the reference list, it can be helpful to repeat the year with sources that are cited also by month and day. Page numbers, if any, can be cited in the text but are omitted from a reference list entry. If you consulted the article online, include a URL or the name of the database.

Reference list entries (in alphabetical order)

Manjoo, Farhad. 2017. "Snap Makes a Bet on the Cultural Supremacy of the Camera." *New York Times*, March 8, 2017. https://www.nytimes.com/2017/03/08/technology/snap-makes-a-bet-on-the-cultural-supremacy-of-the-camera.html.

Mead, Rebecca. 2017. "The Prophet of Dystopia." *New Yorker*, April 17, 2017.

Pai, Tanya. 2017. "The Squishy, Sugary History of Peeps." *Vox*, April 11, 2017. http://www.vox.com/culture/2017/4/11/15209084/peeps-easter.

Pegoraro, Rob. 2007. "Apple's iPhone Is Sleek, Smart and Simple." *Washington Post*, July 5, 2007. LexisNexis Academic.

In-text citation

(Manjoo 2017)

(Mead 2017, 43)

(Pai 2017)

(Pegoraro 2007)

Readers' comments are cited in the text but omitted from a reference list.

In-text citation

(Eduardo B [Los Angeles], March 9, 2017, comment on Manjoo 2017)

For more examples, see 15.49 (newspapers and magazines) and 15.51 (blogs) in *The Chicago Manual of Style*.

Book review

Reference list entry

Kakutani, Michiko. 2016. "Friendship Takes a Path That Diverges." Review of *Swing Time*, by Zadie Smith. *New York Times*, November 7, 2016.

In-text citation

(Kakutani 2016)

Interview

Reference list entry

Stamper, Kory. 2017. "From 'F-Bomb' to 'Photobomb,' How the Dictionary Keeps Up with English." Interview by Terry Gross. *Fresh Air*, NPR, April 19, 2017. Audio, 35:25. http://www.npr.org/2017/04/19/524618639/from-f-bomb-to-photobomb-how-the-dictionary-keeps-up-with-english.

In-text citation

(Stamper 2017)

Thesis or dissertation

Reference list entry

Rutz, Cynthia Lillian. 2013. "*King Lear* and Its Folktale Analogues." PhD diss., University of Chicago.

In-text citation

(Rutz 2013, 99–100)

Website content

It is often sufficient simply to describe web pages and other website content in the text ("As of May 1, 2017, Yale's home page listed . . ."). If a more formal citation is needed, it may be styled like the examples below. For a source that does not list a date of publication or revision, use *n.d.* (for "no date") in place of the year and include an access date.

Reference list entries (in alphabetical order)

Bouman, Katie. 2016. "How to Take a Picture of a Black Hole." Filmed November 2016 at TEDxBeaconStreet, Brookline, MA. Video, 12:51. https://www.ted.com/talks/katie_bouman_what_does_a_black_hole_look_like.

Google. 2017. "Privacy Policy." Privacy & Terms. Last modified April 17, 2017. https://www.google.com/policies/privacy/.

Yale University. n.d. "About Yale: Yale Facts." Accessed May 1, 2017. https://www.yale.edu/about-yale/yale-facts.

In-text citations

(Bouman 2016)

(Google 2017)

(Yale University, n.d.)

For more examples, see 15.50–52 in *The Chicago Manual of Style*. For multimedia, including live performances, see 15.57.

Social media content

Citations of content shared through social media can usually be limited to the text (as in the first example below). If a more formal citation is needed, a reference list entry may be appropriate. In place of a title, quote up to the first 160 characters of the post. Comments are cited in reference to the original post.

Text

Conan O'Brien's tweet was characteristically deadpan: "In honor of Earth Day, I'm recycling my tweets" (@ConanOBrien, April 22, 2015).

Reference list entries (in alphabetical order)

Chicago Manual of Style. 2015. "Is the world ready for singular they? We thought so back in 1993." Facebook, April 17, 2015. https://www.facebook.com/ChicagoManual/posts/10152906193679151.

Souza, Pete (@petesouza). 2016. "President Obama bids farewell to President Xi of China at the conclusion of the Nuclear Security Summit." Instagram photo, April 1, 2016. https://www.instagram.com/p/BDrmfXTtNCt/.

In-text citations

(Chicago Manual of Style 2015)

(Souza 2016)

(Michele Truty, April 17, 2015, 1:09 p.m., comment on Chicago Manual of Style 2015)

Personal communication

Personal communications, including email and text messages and direct messages sent through social media, are usually cited in the text only; they are rarely included in a reference list.

In-text citation

(Sam Gomez, Facebook message to author, August 1, 2017)