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**BRINGING VALUES INTO TRANSLATOR TRAINING:
A MODEL FOR THE DEVELOPMENT OF A TEACHING PHILOSOPHY STATEMENT
FOR TRANSLATION STUDIES**

**ЦІННІСНІ ОРІЄНТАЦІЇ У ПІДГОТОВЦІ ПЕРЕКЛАДАЧІВ:
МОДЕЛЬ РОЗРОБЛЕННЯ ФІЛОСОФІЇ ВИКЛАДАННЯ
ПЕРЕКЛАДОЗНАВЧИХ ДИСЦИПЛІН**

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This paper aims to build a bridge between a personal teaching philosophy statement and Translation Studies as an academic interdisciplinary that forms the translator's professional mindset and reflects the change in the translator's role in the world. As translation is viewed as a complex network of social and professional activity dealing with negotiation between two cultures rather than a mechanical act of linguistic substitution, translation pedagogy should cater to moulding an entirely new profile of the English-language translator's identity in the 21 century with its multiple modernities where translation tends to become a powerful tool for global interaction. This study tries to explain why it is helpful for educators to reflect on their teaching philosophies in translator training. A statement of personal teaching philosophy in Translation Studies is described as a document that reflects the teacher's beliefs, values, and goals regarding teaching and learning, teaching approaches and strategies, and concrete examples of their materialization in the learning environment in a particular discipline area. A pilot model for

Translation Studies was developed based on the authors' literature survey and presented at the Centre for the Advancement of Teaching and Learning at the University of Manitoba in May 2022. It is centred on the components commonly found in a study of faculty teaching philosophies in Canada and the USA. The model considers the reciprocal relationship between teaching and learning and external and internal/personal aspects of learning. Called TS-SPIRAL metaphorically, the model includes seven dimensions: 1) translation studies; 2) student-oriented and system approach, occupational standards in translation, teaching strategy, syllabus as a roadmap for learning; 3) principles/policy of the learning process, possibility to practice freedom, passion for the profession; 4) educational innovation, integration, initiative; 5) resources, research, reflection, relationship, roles; 6) achievement, assessment; 7) long-life learning. The acronym TS-SPIRAL is a metaphor describing a continuous and gradual increase circling the center point – the student, the translator-to-be. This article can stimulate personal reflections of Ukrainian educators on roles, composition, and evaluation of statements of teaching philosophy in Translation Studies and open professional discussions that will lead to a better understanding of teaching expectations and innovative teaching in this academic field.

Key words: Student-oriented teaching, standard, teaching strategy, educational innovation, learning resources, achievement, assessment, long-life learning.

Охарактеризовано особливості освітнього документа, який у західній педагогіці отримав назву «a teaching philosophy statement» і став імперативом у процесі працевлаштування на академічні посади, укладання контрактів з викладачами, номінації викладачів на професійні відзнаки та подання заявок на інноваційні гранти. Проаналізовано підходи до викладу особистої філософії викладання, яка відображає переконання, цінності та цілі викладача, підходи та стратегії викладання, а також конкретні приклади їхнього втілення у конкретній академічній дисципліні. Акцентовано на необхідності формування нового профілю ідентичності англомовного перекладача в 21 столітті з його численними модальностями, де переклад стає потужним інструментом глобальної взаємодії. Запропоновано авторську пілотну модель філософії викладання перекладознавчих дисциплін, які яка формують професійне мислення перекладача та віддзеркалюють зміни у його діяльності у сучасному динамічному світі. Модель розроблено на основі сучасної педагогічної літератури та досвіду автора і представлено в Центрі вдосконалення викладання та навчання в Університеті Манітоби (Канада) в травні 2022 року. Модель TS-SPIRAL, яка ґрунтується на взаємозв'язку між викладанням та навчанням, а також зовнішніми та внутрішніми/особистісними аспектами навчання, включає сім вимірів: 1) особливості перекладу та перекладознавства як міждисциплінарних сфер; 2) студентоцентричний системний підхід, професійні стандарти для перекладачів, стратегію викладання спеціальних дисциплін, силабус як дорожню карту вивчення спеціальних дисциплін; 3) принципи/політику процесу навчання, можливість практикувати свободу, пристрась до професії; 4) роль освітніх інновацій, ініціативності та інтегративного навчання; 5) ресурси, науково-дослідницьку роботу студентів і викладача, рефлексію, ролі викладача; 6) академічні досягнення студентів та оцінювання перекладацької компетентності; 7) навчання упродовж життя. Це дослідження покликано започаткувати професійну дискусію серед українських педагогів-перекладознавців щодо доцільності розроблення викладачами особистої філософії викладання та її структури, що сприятиме рефлексії стосовно покращення викладання перекладознавчих дисциплін.

Ключові слова: Студентоцентричне навчання, професійний стандарт, стратегія викладання, освітня інновація, навчальний ресурс, оцінювання, навчання упродовж життя.

Introduction. In many countries, it is common for educators of higher education institutions to write their teaching philosophy (Teach-Phil) statements as part of their portfolios and dossiers. This practice assists them in guiding and organizing their teaching, establishing their professional goals and teaching methods, and expressing their experiences, ambitions, beliefs, and level of professionalism. The practice of creating statements of personal Teach-Phil started in the late 1990s. Now, these documents are regarded as a significant part of the academic identities of scholars who engage with the Scholarship of Teaching and Learning (SoTL) Programs or work at the centres for the advancement of teaching and learning.

Increasingly, these statements are becoming «the requirements of applicants to academic faculty positions, promotion and tenure procedures, nominations for teaching awards, or other application processes for innovative teaching grants worldwide» [21, p. 83]. Therefore, it is important to reflect on this internationally recognized practice and the importance of developing our Teach-Phil in Translation Studies (*TS*), an academic discipline dealing with the theory, description and application of translation, interpreting, and locali-

zation. This educational field is becoming increasingly significant in our inevitably expanding globalized life that includes cultural, political, economic, religious, social, and personal interactions, all interrelated in a complex system.

Literature review of recent developments in Teach-Phil research

Current literature offers various definitions of a recently recognized pedagogical document called a Teach-Phil statement and describes approaches and steps involved in writing it [1; 2; 3; 5; 9; 13; 18].

In her landmark article «Developing a Philosophy of Teaching Statement», N. Chism (1998) characterizes a Teach-Phil statement metaphorically as «a vivid portrait of how a person is intentional about teaching practices and committed to career.» [5] J. Beatty et al. call a statement of Teach-Phil «a tool to create and maintain a clear and authentic identity as a teacher. Authenticity in teaching requires self-awareness, awareness of others, relationships with learners, awareness of context, and a critically reflective approach to practice» [2, p. 111]. At the same time, they define it as «a narrative description of one's conception of teaching, including the rationale for one's teaching methods. It is seen as a

place to voice holistic views of the teaching process, including one's thoughts about the definitions and interaction between learning and teaching, perceptions of the teacher's and student's role, and goals and values of education» [2, p. 100]. At Carlton University, Canada, a teaching philosophy statement is described as «a short personal essay in which you outline your conceptualization of effective teaching and explain how you embody this conceptualization. It gives you an opportunity to explain to readers the kind of teacher you are, what students in your classes can expect of you and the ways you structure your courses.» [23]. Scholars from the University of Manitoba, Canada, emphasize that a Teach-Phil statement is «a systematic and critical rationale that focuses on the important components defining effective teaching and learning in a particular discipline and/or institutional context» [21, p. 84]. They also outline several primary purposes of a Teach-Phil statement: clarifying what good teaching is, providing a rationale for teaching, guiding teaching behaviours, organizing the evaluation of teaching, promoting personal and professional development, and encouraging the dissemination of effective teaching [21, p. 84].

New Challenges. While many articles and guides focus on general approaches to developing a Teach-Phil statement, we found several samples of such documents provided by American and Canadian universities for various educational fields, for example, the Engineering, English Language, English Literature, Romance Languages and Literatures, Comparative Literature, and communications [20]. However, Teach-Phil statements for Translation Studies are very scarce [24] though translator training is critical for our globalized world as it helps bring people closer together, reduce bias and prejudice, and resolve political, religious, and racial conflicts that are becoming more severe by the day. Translators-to-be will become essential professionals mediating intracultural interactions, facilitating financial transactions, and mass movements of people, such as tourism, migration and refugees, etc. Hence, as developing a Teach-Phil statement is becoming a requirement in international education, this novelty will undoubtedly be implemented in Ukrainian higher education.

This article **aims** to outline the main components of a Teach-Phil statement and present a model that illustrates the practical implications of Teach-Phil weaving it with translator training and globalization challenges.

Materials and Methods. We analyzed current pedagogical literature on teaching and learning values to understand existing research concerning the essence of personal Teach-Phil and the conceptual elements underpinning Teach-Phil statements. Besides, we studied samples of teaching statements at the official sites of

George Mason University, USA [7], and the University of Calgary, Canada [20]. The study results became the basis of our model for developing a Teach-Phil statement grounded in Translation Studies which was presented at the Centre for the Advancement of Teaching and Learning at the University of Manitoba in May 2022.

Results. Based on a comprehensive literature review, we accept the following operational definition of a statement of a personal Teach-Phil: *A statement of Teach-Phil is a document functioning as a component of the teaching dossier and a stand-alone essay which describes the teacher's beliefs, values, and goals regarding teaching and learning, teaching approaches and strategies along with concrete examples of their materialization in the learning environment in a particular discipline area.*

Unique to each individual and reflecting their educational experiences, a Teach-Phil statement, according to D. Pratt, «should reveal the deeper structures and values that give meaning and justification to an approach to teaching» [18, p. 32]. In most Teach-Phil statements under analysis, scholars integrate the main orientations in learning theories: behaviourism, humanism, cognitivism, social cognitivism, and constructivism (Table 1).

Thus, a Teach-Phil statement should prove the reciprocal relationship between teaching and learning and take into account external and internal/personal aspects of learning: 1) learning as a quantitative increase in knowledge; 2) learning as memorizing; 3) learning as acquiring facts, skills, and methods that can be retained and used as necessary; 4) learning as making sense or abstracting meaning; 5) learning as interpreting and understanding reality in a different way [19].

Scholars have different views on the potential components that should be included in Teach-Phil statements. N. Chism outlines the following components for developing key components: a) conceptualization of learning; b) conceptualization of teaching; c) goals for students; d) implementation of the philosophy; e) personal growth plan [5]. The authors of the article «Teaching Philosophies and Teaching Dossiers Guide» define four key components: a) beliefs about teaching and learning and post-secondary education; b) teaching strategies and strengths; c) impact; d) future goals [14]. G. Goodyear and D. Allchin recommend including six components: a) integration of responsibilities (teaching, research, and public service); b) expertise (how the teachers' special knowledge in the field helps their students learn; c) relationships (what specific ways are used to build rapport with students); d) learning environment how (supportive learning environment can help students; e) methods, strategies, and innovation

Table 1

Five orientations to learning
(abridged from Merriam S. B., Caffarella R. S., Baumgartner [17, pp. 294-296])

Behaviourism	Humanism	Cognitivism	Social cognitivism	Constructivism
View of the learning process				
Change in behaviour	A personal act to fulfil potential	Internal mental process (insight, information processing, memory, perception)	Interaction with and observation of others in a social context	Creating meaning from experience
Locus of learning				
Stimuli in external environment	Affective and cognitive needs	Internal cognitive structuring	Relationship between people and environment	Individual and social construction of knowledge/ understanding
Purpose in education				
Produce behavioural change in desired direction	Become self-actualized + autonomous	Develop capacity and skills to learn better	Learn new roles + behaviors	Build understanding and knowledge
Educator's role				
Arranges environment to elicit desired response	Facilitates development of the whole person	Structures content of learning activity	Models and facilitates new roles and behaviours	Helps build settings in which conversation + participation can occur
Manifestations in adult learning				
Behavioural objectives Competency-based education Skill development and training	Andragogy Self-directed learning	Cognitive development Intelligence, learning and memory as function of age Learning how to learn	Socialization Self-directed learning Mentoring	Experiential learning Transformational learning Reflective practice Communities of practice

(reflection on their past and present teaching practice; f) outcomes (how the previous efforts are linked with anticipated outcomes [9]. Broadly speaking, a Teach-Phil statement answers four main questions: 1) *Why do I teach?* 2) *What do I teach?* 3) *How do I teach?* 4) *How do I measure my effectiveness?*

Scholars recommend that a Teach-Phil statement should not overwhelm the readers. Though there is no set length for the statement, it is generally two-five pages single-spaced. However, the selected samples of Teach-Phil statements and dossiers [7; 20] show that some of the documents are more than ten pages if they include information on specific teaching strategies.

As this document communicates the individual teacher's identity, writers use a *first-person, present-tense* point of view.

Translation Studies and Translation Pedagogy

As current pedagogical literature highlights the connection between a statement of Tech-Phil and the practice of teaching particular academic subjects, our study will focus on TS as a discipline that forms the translator's professional mindset and reflects the change in the translator's role in the world.

TS as an academic discipline emerged after J. Holmes published his prominent paper entitled «*The Name and Nature of Translation Studies*» in 1972. He describes translation as interlingual transfer and

intercultural communication and TS as an interdisciplinary field that deals with the theory, description, and application of translation [11]. J. Holmes designates two large classes of TS, each having several groups:

1) pure TS:

a) descriptive TS or translation description: product-oriented, process-oriented, function-oriented;

b) theoretical TS or translation theory:

i. general TS dealing with limited aspects of translation theory:

ii. partial TS: medium restricted (human translation), machine translation), mixed or machine-aided translation), area restricted (language and culture restrictions), rank restricted (lower linguistic levels: word, word group, sentence), text-type restricted (specific types are genres of lingual messages), time restricted (cross-temporal translation), problem restricted (limits of variance, invariance, equivalence);

2) applied TS: translator training, translation aids, translation criticism [11].

As we see, TS embraces contrastive linguistics, comparative literature, cultural studies, history, philosophy, psychology, semiotics, and translation pedagogy. It is translation pedagogy that can help train translators able to catalyze international communication, translators that are not, as D. Kiraly puts it, «linguistic her-

mits, sitting alone behind a typewriter and surrounded only by dusty tomes» but «embedded in a complex network of social and professional activity» [15, p. 12]. Therefore, translation pedagogy should transgress the concept of the translator's «invisibility» [25, 1995] and cater to moulding an entirely new profile of the English-language translator's identity in the 21 century with its multiple modernities where translation tends to become a powerful tool for global interaction and make, as M. Cronin stipulates, «connections, linking one culture and language to another, setting up the conditions for an open-ended exchange of goods, technologies and ideas» [6, p. 41].

To become effective mediators between different linguistic and cultural communities, translators-to-be must develop soft skills and trade-related hard abilities to deal with an ever-changing market environment to cope with the exponential expansion in state-of-the-art translation technologies and work styles. That means that translator education and training programs and learning and training environments need to be reoriented from teacher- and product-oriented transmissionist approaches to student- and process-oriented approaches. Contrastive theoretical content approaches in TS should be reasonably balanced with objective-based training, the translation task and project-based approach, the social constructivist approach, competency-based training, and focus on professional aspects.

My Teach-Phil in Translation Studies

(first-person, present-tense point of view)

Introduction

Having many years of experience in a professional faculty, I believe it is essential to educate people, fuel their inquiry and stimulate their desire to imagine, analyze, think, and make judgements to achieve ongoing personal and professional success. My cognitive machinery was designed for viewing the world of communication as large canvasses painted in broad strokes, hiding crucial bits and pieces. These details have always been phantoms of delight to me. I have been trying to pique my students' interest by revealing implicit meanings of utterances and developing their enthusiasm for the subject I teach.

My diverse teaching and learning experiences in multicultural environments helped me formulate the main ideas that underpin my pedagogical approach by reflecting on numerous theoretical and philosophical tenets of teaching and learning. I call them «**TS-SPIRAL** Teach-Phil».

On the one hand, *TS-SPIRAL* is an acronym that stands for the fundamental values I apply in my TS classroom as part of a teaching team. On the other hand, it is a metaphor describing a continuous and

gradual increase circling the center point – the student, the translator-to-be.

Here I would like to share the key components that ground my Teach-Phil:

- **TS**: translation, TS;
- **S**: student, standard, system, strategy, syllabus;
- **P**: principles/policy, process, possibility, practice, passion;
- **I**: innovation, inquiry, integration, initiative;
- **R**: resources, research, reflection;
- **A**: achievement, assessment;
- **L**: long-life learning.

TS

To empower translators-to-be to play the seminal role of mediators between cultures and raise their conscience concerning the responsibility they will play in establishing all sorts of international relationships, I ground my Teach-Phil primarily in J. Holmes' concept of TS. Discussing translator training, he writes, «The task of the translation scholar in this area is to render informed advice to others in defining the place and role of translators, translating, and translations in society at large» [11, p. 182].

In my teaching practice, I also take into account A. Chesterman's model of TS, which consists of four big branches: 1) textual (texts of different genres); 2) cultural (values, ethics, ideologies, traditions, history, examining the roles and influences of translators and interpreters through history, as agents of cultural evolution); 3) cognitive (mental processes, decision-making, the impact of emotions, attitudes to norms, personality, etc.); 4) sociological (translators'/interpreters' observable behaviour as individuals or groups or institutions, their social networks, status and working processes, their relations with other groups and with relevant technology, and so on [4].

SPIRAL

S: student, standard, system, strategy, syllabus

My teaching philosophy is firmly rooted in **student-centred** or **student-driven** instruction. My primary goal is to make students active and responsible participants who can amplify their voices in the learning process. I believe that every student possesses enormous untapped potential, and it is my responsibility to assist students in recognizing their strengths and determining their learning paths to become competent translators. On that account, on the first day of my course, I show my students several job descriptions for translators and provide some examples of the most well-known translation errors that caused considerable trouble. By doing this, I illustrate that translation necessitates more than just language proficiency; it requires cultural awareness, encyclopedic knowledge, and expertise in specialized fields.

My pedagogy stems from several methodological approaches to teaching. First, I use personalized approaches to outline students' learning profiles to create a supportive learning environment that resonates with students' needs. My students have diverse cultural and social backgrounds, varied interests, paces, and learning styles. Therefore, my role is to ensure that no student is left behind, as teaching (though reciprocally related to learning) is often the derivative of learning. It entails encouraging students to apply their new ideas and abilities, offering continuous feedback on their progress, and removing the fear of making mistakes indispensable to learning. I am available to every student throughout their program. I meet weekly to share their experiences from the previous week so that everyone understands how instructional activities affect their learning, what worked and what didn't. I am always ready to take a student's attitude and learn something new from them.

Generally, my primary challenge is creating an environment where students are empowered to acquire specific knowledge, set goals, seek the necessary resources, think critically, act creatively, and develop skills and attitudes essential to professional practice in intercultural communication and translation. To create a dedicated learning environment and make the study of language and culture appealing to students, I apply communicative, task-based and grammar-translation modalities, balancing students' fluency and accuracy, extending their repertoire of linguistic structures and patterns, and enhancing translanguaging and transcultural competencies that will enable students to engage with native and non-native speakers of English meaningfully. In teaching translation, I prefer process-oriented approaches focusing on the professional aspects of translation and understanding its impact on individuals and the world. In light of this, I have three key goals for student educational experiences: 1) to make it easier for students to understand the complicated, big-picture concerns involved in the processes of mediated communication; 2) to give them foundational skills and information that they may use in their studies and their future professions in translation-related fields; 3) to improve critical self-awareness and comprehension of how translation affects both individuals' personal, social, and cultural value systems and the world at large.

The tools that help me design and facilitate profound learning experiences for students are professional and educational competency-based **standards**. As I was actively involved in developing national academic standards in information records management and translation studies and harmonizing international occupational standards in translation and

interpreting, my students know the expected outcomes that will make them competitive in the global market.

To ensure the necessary quality of instruction and help students understand the intertwined puzzling issues of the world, I view the teaching-learning process as a **system** that is open and pluralistic, though complex and constrained. For me, a classroom is a system in which I collaborate with students in the shared construction of meaning in the context of community expectations uniting all the components of the learning process: the student, learning objectives, course content, and effective media supporting learning experiences. I also encourage my students to explore language as a system in which text is examined in terms of new ideas, notions, norms and deviations.

One way to actualize my objectives and facilitate learning is by employing various instructional **strategies**. They depend primarily on the class's size, students' past knowledge and instruction objectives. For large class sizes, I deliver lectures, providing students with lecture notes, engaging them in active listening, relating to previous material, and presenting relevant evidence-based case studies.

In my *Communication Theory* course, the flipped classroom approach creates a learner-centred learning environment where students manage their learning, and become more active and intuitive in class. Students analyze the content, characters' communicative intentions, speech acts, non-verbal behaviour, and linguistic deviations. Students watch videos concerning strategies in various contexts, negotiation skills, conflict resolution, communication laws, models and principles of assertiveness. Presentations, small group discussions, role-plays, case studies, and projects based on well-known movies encourage higher-order thinking and enhance partnerships between teachers and learners.

In my *Translation Practice* class, I highly value learning by doing. We compare and contrast parallel texts to identify points of similarity and divergence between them, practise voice-over, and analyze cross-cultural pragmatic aspects of the source text with an emphasis on recreating the author's intent in the target language. Students learn to understand the synergy of discourse texture, apply the Cooperative Principle and the theories of meaning, identify the illocutionary force of utterances (what is presupposed and what is stated), and the purpose of communicators.

In language education, I believe that increasing learner metalinguistic awareness (which, if strategically triggered, always provides much space for progress) is critical in learning a foreign language. For this reason, I draw student attention to specific characteristics of the target language that may res-

onate with them and serve as a catalyst for further acquisition, thus promoting students' self-direction, self-regulation, and self-evaluation.

In undergraduate courses, a particular focus is on cognitive processes related to extracting and analyzing information and metacognitive learning strategies presupposing critical analysis of the results, seeking alternatives, changing study techniques, and using the **syllabus** as a roadmap and a guide to understanding the course content **principles, policy, and practices** used.

P: principles/policy, process, possibility, practice, passion

As the subject matter of theoretical courses can be challenging to students, my syllabus includes a standard-language ethics **principles/policy** expressed through «*I will/ You will*»:

"I will: provide the opportunity to learn and develop your intellectual curiosity; create an environment of mutual respect; support your mental health and resilience; help you organize and connect your knowledge; help you recognize your growing edges and potential; provide timely feedback; set realistic learning goals; help you build confidence; demand quality; assess you on the frequency of participation and ability to work with others, and behaviour; respect your investment of time and money. I shall not engage in any discrimination.

You will: check your attendance and notify me of a discrepancy; keep up with lectures, readings and assignments; provide feedback and ask questions; prepare adequately for every class and participate in discussions providing valuable insights; complete projects on time; have the approval to turn in the assignment late; use reliable sources of information; account for all sources cited in your research paper; contribute to your learning outcome; respect my investment of time and effort."

I believe these principles define the essence of **process-oriented** learning, scaffolding students with new ideas. I experiment with videos and audiobooks, invite English-speaking natives, and involve students in dramatizing to enhance their listening comprehension and speaking skills inside and outside the classroom. Collaborating with the British Council, I supervised the Virtual English Club, where the participants could discuss social innovations, acquire skills in public speaking, develop job profiles in communication and translation services, have mock job interviews, and design language-learning products.

Process-oriented learning is the **possibility** to make a student the nucleus of all we do, open their minds to the unexpected, transgress, and face real-life challenges. As B. Hooks argues,

*the classroom, «with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the **practice of freedom**» [12, p. 207].*

This practice of freedom (freedom of speech, thought, and development) reveals students' creative energy. Evidence-based praxis/practice enhances their critical evaluating skills through hands-on experience and exposure to actual practitioners.

The last P stands for the **passion** for being a professional. I am proud to be a teacher. Even with the limitations and restrictions imposed by the Covid pandemics and war in Ukraine, I teach students, I teach the subjects, and I teach the students about these subjects, thus shaping their minds and lives. I strive to instill a passion for inquiry that can help learners move beyond boundaries to become good professionals and encourage them to be thoughtful synthesizers of their knowledge and critical thinkers. In brief, translators-to-be should become active self-educators cultivating a sense of ownership in their learning.

I: innovation, inclusion, integration, initiative

I can say without any exaggeration that catalytic **innovations** are a priority in TS. As today's translators should be multi-professionals facing the demand for rapidly growing volumes of text to be translated within a relatively short time and at a low cost, TS students should be taught how to use Computer Assisted Translation (CAT) tools, cloud-based Software-as-a-Service (SaaS) solutions and Web-enhanced communication tools. In addition, to cope with worldwide competition, learners must learn how to apply telecollaborative translation work modes and enhance their online communication and social networking skills. Therefore, I balance ongoing or in-service training, work in teams, autonomous work, document management, software localization, desktop publishing and the like. I support the learning and teaching community through many venues such as presentations, workshops and short- and long-term programs. As an adviser, I challenge my colleagues and students to reach their full potential through informed discourse and the pursuit of excellence in a framework of academic freedom that reflects the following values: student success, high standards of excellence, civic engagement, well-roundedness, inquiry into social justice, inclusion, etc.

Innovation is impossible without **initiative** as a journey of self-realization for young and mature students. Therefore, I always welcome student-initiated forms of work, including professional festivals, trans-

lator forums, and panel discussions. My workshops are devoted to innovations in course content, classroom management, **technology integration** into classroom teaching, interdisciplinary relations and transdisciplinary **integration**, and soft skills development. We discuss deep learning, massive open online courses as part of the blended learning, flipped classroom techniques, cooperative strategies, communication with the Z generation, mixed and augmented realities, classroom management and virtual reality, quality of innovations, etc. I employ **integrative** learning activities with my younger students to connect prior information and abilities from several disciplines to solve problems or develop new knowledge or understanding. I also believe in contextualizing language by including all modalities in a balanced manner (listening, speaking, reading and writing).

R: resources, research, reflection, relationship, role

To facilitate learning and knowledge acquisition, I thoroughly choose the necessary informative, illustrative and technological **resources** to accommodate students via visual, audio, and kinesthetic media. I **integrate** fiction and non-fiction, phonics activities and presentations, and contrasts between prescriptive and descriptive grammar. I like to work with controversial and multi-layered texts, videos, tables and charts that are challenging to interpret. To capture students' interests and cultural experiences, I regularly update my textbooks and guides, integrating fresh theoretical and practical material to meet real-world issues and the current challenges in international communication.

I lay particular emphasis on **research** as a core activity in my work. I keep myself current in educational research and research in communication and translation studies. My research is driven by practice, and my practice is enriched through research as it shapes my decisions about how and what to teach. As a teaching team member, I use theory and research on collaboration and collective decisions. My students are also engaged in team projects, researching areas of the course content that interest them. Their evidence-based, integrative, analytical, capacity-building research helps them develop the required **reflective** skills by connecting the experience gained with course content, learning styles, skills, and values. Reflection as the instrument «by which experiences are translated into dynamic knowledge» [16, p. 53] is crucial for students' self-examination and self-evaluation.

As practice shows, in joint research and collaborative learning, students develop new **relationships**. I consider them a cooperative enterprise where all participants feel a sense of connection, discover one another's values and life priorities and share a sense

of responsibility for individual and group success. Students who have access to more stable relationships tend to be more socially adept, behave more positively, and engage more in their academic work.

In this environment, the teacher acquires new roles:
information provider: lecturer, teacher in a practical class setting;

role model: on-the-job role model, teaching role model;

facilitator: mentor/, personal adviser/tutor t, learning facilitator/student supporter;

assessor: student assessor, curriculum evaluator;

planner: curriculum planner, course organizer;

resource developer: study guide producer, resource material creator [10].

A: attitude, achievement, assessment

Reflection also helps students build positive attitudes toward learning and choose the proper time management, and understand the ways of measuring their progress. They should be aware of **assessment** tools (both formative and summative) that determine their **achievements**. Trust and transparency are cornerstones of fair assessment that provide helpful feedback to improve teaching and learning. I am sure that to promote a growth mindset in students, it is necessary to give them more than one chance to demonstrate their competence. We should allow learners to develop their skills until their proficiency matches their genuine ability rather than evaluating their discrete-time performance.

L: long-life learning

The last tenet of my Teach-Phil is self-motivated and voluntary **long-life learning**, which is necessary to navigate a longer, more turbulent work life, provide choices, and influence the future. To quote C. Bedford, «You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.» (Bedford cited in [22, p. 7]) I teach my students to be perpetual learners. Life often provokes changes, upsets the status quo, forces us to adapt, and imposes demands. It also creates new opportunities. I am ready to take advantage of unexpected opportunities, seek fresh ideas, hone my skills and contribute to others. I believe my students will be prepared too.

Conclusion. The innovative practice of developing a personal Teach-Phil statement is becoming more and more frequent in the academic market. It synergizes the teacher's authentic self, disciplinary culture, and institutional context. Our TR-SPIRAL Teach-Phil is a metaphor that aligns TS content with learning experiences, objectives, beliefs, opportunities for faculty-student engagement and the evolution of student success. It also reflects the author's life's call-

ing, capacity to evolve as a teacher, and enthusiasm to engage students' hearts, equip their minds and find their differences and greatness.

It would be appropriate to continue to monitor the trend of using the teaching philosophy statement as

indicators of teaching achievement, competence and potential. Additional guidelines should be offered to develop a rubric in order to ensure that evaluators take a systematic and fair approach to assessing Teach-Phil statements in TS.

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