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## **PROFESSIONAL COMPETENCE IN CONSECUTIVE INTERPRETING FOR MASTERS OF ARTS IN PHILOLOGY: THEORETICAL BASIS**

Здійснено теоретичне обґрунтування системи вправ для навчання усного послідовного перекладу студентів магістратури з урахуванням особистісних характеристик перекладача, які розвивають вміння презентації перекладу, виступи на публіці й передбачають набуття знань, необхідних для здійснення професійної діяльності. Основна увага приділяється встановленню типології ефективних вправ, що є важливою складовою оптимального управління навчальною діяльністю студентів для формування професійної компетентності усного перекладача. Очікуваними результатами й кінцевими цілями навчання магістрів-філологів усного перекладу є становлення професійної перекладацької компетентності у зовнішньоекономічній сфері, яка розуміється як здатність професійного перекладача креативно використовувати когнітивні ресурси своєї мовної свідомості для вирішення професійних завдань інтерпретації сенсу в ситуаціях міжкультурної ділової комунікації. У процесі створення системи вправ визначено три етапи навчання (підготовчий етап набуття знань і формування спеціальних навичок усного послідовного перекладу, тренувальний етап розвитку навичок і формування спеціальних і стратегічних умінь, автоматичний етап удосконалення спеціальних і стратегічних умінь усного послідовного перекладу в зовнішньоекономічній сфері. У статті описано результати експериментального навчання, наведено та інтерпретовано результати методичного експерименту з використанням різних методів математичної статистики. Результати контрольних заходів дозволяють констатувати об'єктивність і переконливість отриманих даних методичного експерименту та є аргументом для підтвердження ефективності розробленої методики навчання.

*Ключові слова: усний послідовний переклад, професійна компетентність усного перекладача, система вправ, етапи навчання.*

Представлено теоретическое обоснование системы упражнений для обучения устному последовательному переводу студентов магистратуры с учетом личностных характеристик переводчика, которые развивают умение презентации перевода, выступления на публике и предусматривают приобретение знаний, необходимых для осуществления профессиональной деятельности. Основное внимание уделяется установлению типологии эффективных упражнений, что является важной составляющей оптимального управления учебной деятельностью студентов для формирования профессиональной компетентности устного переводчика. Ожидаемыми результатами и конечными целями обучения магистров-филологов устного перевода является становление профессиональной переводческой компетентности во внешнеэкономической сфере, которая понимается, как способность профессионального переводчика креативно использовать когнитивные ресурсы своего языкового сознания для решения профессиональных задач интерпретации смысла в ситуациях межкультурной деловой коммуникации. В процессе создания системы упражнений определены три этапа обучения (подготовительный этап приобретения знаний и формирования специальных навыков устного последовательного перевода, тренировочный этап развития навыков и формирование специальных и стратегических умений, автоматический этап совершенствования специальных и стратегических умений устного последовательного перевода во внешнеэкономической сфере.

*Ключевые слова: устный последовательный перевод, профессиональная компетентность устного переводчика, система упражнений, этапы обучения.*

**I**ntroduction. To prepare future translators and interpreters for their professional activity acquired a promising character due to strengthening the processes of globalization, informatization of society, the emergence of new ways to create, preserve, transfer and use information, to expand communication contacts between specialists, the change of social order in the profession of translators and interpreters, and other requirements to train specialists in this area due to the tasks of European integration of Ukraine.

Today, one of the urgent needs for teaching interpreting is the lack of a structured linguistic and didactic system. And if, in the course of translation training, this situation is compensated by different models of teaching and teachers' own experiences, then for interpreting training, university lecturers are usually limited to a set of exercises that include mnemonics training, switching from one language code to another, training different types of coding, pace and fluency of interpretation, processing of an active skill of combination of transcription and interpreting, increase of an active stock of correspondences, exercises directed on the use of various transformations, including syntax development and speech compression. Training of future interpreters should ensure the acquisition of knowledge, formation and development of their skills and abilities. In the process of forming professional competence of the interpreter one could observe how the language individual can be created. Nevertheless, to realize such a training it is not enough to apply only language component. Properly and rationally selected exercises, their consistency and interconnection at all stages can contribute to the optimal learning process in higher education institutions.

**The analysis of recent research and publications.** A series of recent studies has indicated that traditional translation exercises have the character of recommendations and are aimed at overcoming individual translation difficulties. Thus, a number of authors (E.G. Babaskina, T.V. Ganiheva, V.I. Golyshv, A.A. Istomin, E.V. Krasilnikova, A.V. Pushkina, E.V. Sapiga, O.V. Starikova, K.A. Tazina, E.V. Tikhonova, O.V. Fedotova, A.A. Khrisolyubova, E.O. Chervinko) distinguished preparatory, pre-translation and translation exercises [1–13] and others.

Recently numerous researchers started apply some psychological component to analyze language and communication. This allowed to single out a so-called "language individual", which has become the key linguomethodological category. Nowadays, such a methodology has to explore the research results of linguistics, psychology, communication theory and linguodidactics. All these field of the humanities which accumulate the problems of interrelations of language and culture, thinking process and awareness, in other words, psycholinguistics.

Unfortunately, previous studies are limited by traditional concepts and they do not let solving all the aspects how to form professional competence of the interpreter to Masters of Arts in Philology during their university training.

Within the frame of our approach the educational process is based on professional needs of future interpreters and carefully selected study material covering modern translation problems and effective ways to solve them. The question now is how to the system of exercises for interpreters' training which is one of the important components of the overall educational process can be designed and developed to combine all the elements mentioned above.

The purpose of translation exercises is to develop skills and abilities to overcome some difficulties to solve a particular translation task. In addition, exercises for interpreters' training offered in didactic literature, analyzed by A.V. Pushkina, E.V. Tikhonova, O.V. Fedotova, A.A. Khrisolyubova, E.O. Chervinko, I.S. Alekseeva, T.A. Kazakova, S.Ye. Maksimov, O.V. Maksymenko, S.K. Fomin and others, can be described as being aimed at developing only transformational skills of interpreting [6; 10–18]. These exercises do not take into account any personal characteristics of future interpreters. So, we have to state that a more systematic and theoretical analysis is required.

**The objective of the article** is to give theoretical overview of this issue and present theoretical basis of the system of exercises for teaching consecutive interpreting to Masters of Arts in Philology. To form and develop professional competence in consecutive interpreting we should take into account some personal characteristics of the interpreter as a language individual, which develop the ability to present the translation text, speak in public and presuppose the knowledge necessary to fulfil their future professional activity.

**Methods of the study.** In our research we reviewed the studies on translation and interpreting competences; analysed the study programs and curricula; compared the evaluation forms of

stakeholders: graduates, industry representatives and trainers; amended study programs and the system of exercises to make them comparable on the basis of psycholinguistic methodology, and carried out the experiment.

**Discussion and results.** The practice shows that it is not enough to use separate traditional exercises aimed only at developing memory, attention, ability to quickly switch from one language to another, increase active vocabulary to train and form future professional interpreter. In our opinion, the traditional system does not include the basic elements that accompany the work of a professional interpreter: the ability to work in stress and be able to withstand it, to speak in public and present the final text of translation [19].

The analysis of the theory and practice of using exercises to teach translation leads to the conclusion that a rational approach to create the system of training should be differentiated. In other words, it such a system has to distinguish the stages of the development of skills, abilities and competences. The system cannot be made on the basis of only one type of exercises, but it must be aimed at the development of a whole complex of psycholinguistic mechanisms of translation text (TT) production. Therefore, to establish a typology of effective exercises is an important component of the optimal management of students' educational activities to form professional competence of the interpreter (PCI) [19]. So, the issue of selection of exercises focusing on the peculiarities and specificity of the organization of future interpreters' training in foreign economic activity (FEA) is in priority here.

The considerable development of the methodological framework for training interpreting during the last few years reveals that it requires to change general approach to teaching of this type of professional language mediation. According to the concept of our research, the necessity to improve students' personal qualities, their communication and professional skills, intercultural communication skills, special interpreting skills, ability to speak in public, knowledge of working languages, ability to solve professional tasks should be in focus in the process of training interpreters in FEA to Masters of Arts in Philology, Translation Studies.

So, the system of exercises to develop professional competence of the interpreter in FEA, based on our approach, has:

- to meet the final goals of teaching interpreting to Masters in Philology who will work in the field of foreign economic activity;
- to be built on the important principles of learning discussed above;
- to have a unified structure to form interpreting skills and abilities;
- be based on typical situations of real professional activity and texts of oral institutional Business English discourse, which is represented by such genres as business presentations, interviews, exhibitions, business talks, business conversation over the phone (Skype) and texts containing professionally directed vocabulary;
- to be the system of control, minding that certain interpreting skills and abilities are considered as the objects of control;
- to be organized according to the separate stages of interpreting activity.

As the learning outcomes and ultimate goals of training interpreting to Masters of Arts in Philology, Translation Studies are the development of professional skills of an interpreter in FEA, which can be understood as the ability of a professional interpreter to use creatively the cognitive resources of his linguistic consciousness to solve professional tasks of interpretation in the situations of intercultural business communication.

In the context of the subject-synergistic, cognitive and competency-based approaches that underpin the concept of our research we distinguish the following principles: *the communicative principle in bilingual environment, the principles of taking into account the native language and culture, nonlinearity, openness, observation, emergence of order through fluctuation, linguocognitive contrast, professional relevancy, holism, psychological and pedagogical individuality, independence and transferency.*

The above principles focus on creating conditions to acquire *bilingual, personal, subject, translation and strategic competences.* To add more, in the process of interpreters training these principles will master cross-cultural, hermeneutical and linguistic knowledge. The principles mentioned above predetermine the adoption and formation of professional values, assimilation and learning of professional roles of a future interpreter in the context of accumulation and re-

production of communicative and informational, analytical, discursive, intercultural and mediation, linguistic and cultural, operational strategies of managing their professional environment.

Structurally, we can present the professional competence of the interpreter as a special type of a bilingual as a synchronous synergistic mechanism that successfully functions and consists of elements that are in constant interaction – *bilingual, translational, personal, subject matter and strategic competences*. These elements are divided into information and pragmatic component. The content of these competences is represented by the abilities and skills that, based on a certain set of knowledge, allow a future specialist to carry out professional interpreting in the context of intercultural business communication.

The set of language skills and abilities of the future interpreter mentioned above should ensure the transfer of information in situations of intercultural business communication in accordance with the necessary requirements for the text translated. Professional intercultural business communication with the dominant of learning – oral bilingual business discourse – stipulates the main content of the training. Taking into account the specifics of oral bilingual business discourse caused by the peculiarities of speech and mental activity of a person, we created the corpus of texts which allows to study the use of lexical, grammatical and phraseological phenomena in natural language bilingual environment. Typical subject areas are “Export and Import of Goods”, “Services to Foreign Clients”, “Training Specialists”, “International Financial Transactions”, “Loans and Payments”, “Organization of Exhibitions, Auctions, Trade, Conferences and Workshops”, “Buying, Selling and Exchange of Currency”. It is necessary to mention some areas of business discourse divided into professional (negotiations, presentations, reports), academic and public (scientific-popular materials, reports, articles and others).

According to V.I. Golyishev, the ability to control, self-esteem and self-correct allows students not only to evaluate the product of translation activity from the point of view of correct language and the effectiveness of task achievement, but also to monitor the personal progress of the student [3, p. 13].

With regards to our approach we have to focus on the *partnership* between the student and the teacher, *creative attitude* to the learning process, *flexibility* and so on. From the standpoint of a synergistic approach to the language, namely the three-way process of learning “student, teacher, and the environment between them”, it should be included the following elements, such as continuous assessment and self-assessment of learning with some game forms. The training of each student in the group takes into account continuous assessment by the teacher and by other students. The idea of purposeful teacher-led training is not new to the methodology and didactics, but this method of training is not entirely familiar for interpreters.

The learning system includes the following elements: discussion, explanation, assessment, adjustment. As a concept of “assessment” we mean self-assessment, third-party evaluation and teacher’s assessment. In the process of self-assessment and third-party evaluation it is necessary to clarify the key skills and goals, highlight the strengths and weaknesses and translation strategies used. According to O.V. Starikova, the careful observation of the actions of other students and their own actions could train the skills of self-esteem and allows the students to develop the ability to feel the internal state of interlocutors [8, p. 19].

The system of exercises for training any activity should take into account its structure and specificity of professional activity. The sequence of interpreter’s actions in the phase of making a translation decision corresponds to the following scheme: comprehension of the original statement – making a decision on the translation – carrying out interpreting. Therefore, in the process of creating a system of exercises to form PCI, it is necessary to determine the stages of training. Taking into account the objective of our research and the approaches to the problem of systematization of exercises for training consecutive interpreting (CI) described above, we distinguish *three stages*. 1. Preparatory stage – knowledge acquisition and formation of special skills of CI. 2. The main stage – development of special skills and formation of strategic skills of CI. 3. The final stage – improvement of special and strategic skills of CI in FEA. That is, the system of exercises consists of three subsystems for: 1) **the formation of special skills of CI**; 2) **development of skills and formation of special and strategic skills of CI**; 3) **improvement of special and strategic skills of CI in FEA**.

As our system of exercises for teaching CI in FEA is intended for training students of the second (Master’s) level of higher education majoring in “Philology (Translation/Interpreting)”, we

take into account the fact that students have already acquired basic translation knowledge, they have already formed certain skills and abilities for carrying out CI, thus, our task is to increase the level of development of existing skills and to improve the special and strategic skills of CI. With regard to knowledge in FEA, we take into consideration the fact that the basic knowledge in this field was obtained by students during the study of subjects “Basics of Economics”, “Basics of Management”, “Basics of Marketing”, as well as in the course of Business English. The objective of the study in their major is to intensify and systematize special knowledge of students in this field through the selection of material taught.

The first subsystem of exercises for the acquisition of knowledge and skills of CI includes: (1.1) a group of exercises for the formation of special skills of CI and (1.2) a group of exercises for the formation of special skills of CI in FEA. The second subsystem of exercises to form the professional competence in interpreting in FEA for the formation and improvement of special and strategic skills in CI includes: (2.1) a group of exercises for the improvement of special skills in CI; (2.2) a group of exercises for the improvement of special skills in CI in FEA; (2.3) a group of exercises for the formation of strategic skills in CI in FEA; (2.4) a group of exercises for the formation of strategic capabilities of CI in FEA. The third subsystem for the development of special and strategic skills of CI includes: (3.1) a group of exercises for the development of strategic skills in CI in FEA; (3.2) a group of exercises to develop the strategic capabilities in CI in FEA (table 1).

Table 1

**The system of exercises to form the professional competence of interpreter in foreign economic activity**

Subsystem of exercises	The groups of exercises	Index
<b><i>For the acquisition of knowledge and skills of consecutive interpreting</i></b>	a group of exercises for the formation of special skills in consecutive interpreting	1.1
	a group of exercises for the formation of special skills in consecutive interpreting in foreign economic activity	1.2
<b><i>For the formation and improvement of special and strategic skills of consecutive interpreting</i></b>	a group of exercises for the improvement of special skills in consecutive interpreting	2.1
	a group of exercises for the improvement of special skills in consecutive interpreting in foreign economic activity	2.2
	a group of exercises for the formation of strategic skills of consecutive interpreting in foreign economic activity	2.3
	a group of exercises for the formation of strategic capabilities of consecutive interpreting in foreign economic activity	2.4
<b><i>For the development of special and strategic skills of of consecutive interpreting</i></b>	a group of exercises for the development of special skills of consecutive interpreting in foreign economic activity	3.1
	a group of exercises to develop the strategic capabilities of consecutive interpreting in foreign economic activity	3.2

The groups of exercises for the acquisition of knowledge and skills of CI of the first subsystem include exercises of the following types: exercises for perception, recognition, differentiation, identification of lexical units finding out the key information of the statement or the text; imitation of sentences; inserting lexical units; replacement of grammatical form; definition of the terms suggested; narrowing and expanding sentences; combining simple sentences into one complex; split a complex sentence into a few simple ones; working out theme-rhematic entities; training different types of memory (mnemonics, non-associative and associative memory); shadowing; developing and improving skills of Universal Translation Notes (UTN); probable prediction at the semantic level, at the word level, and at the level of communication purport.

The groups of exercises to form PCI in FEA for the improvement of special skills and the formation of special and strategic skills of CI in the second subsystem include the following types: translation of separate words, phrases, sentences; reception of the content of the text fragment with a written fixation; reception of the program with written fixation, as well as reproductive speaking accompanied by reference reading; deciphering abbreviations; translation of geographical names; synonymic translation; antonymic translation; translation of conventional



discourse formulas; imitation of the sample text in the language of origin and translation; substitution; lexical and grammatical translation transformations; extension, text completion; translation-retelling of the text; combining of single-structured and multi-structured speech patterns into above phrase entity; compressing known information; language and speech compression and decompression of the text; reception of listening / reading in order to receive and highlight information; translation of the statement / text of the origin using translation transformations.

The groups of exercises for the development of special and strategic skills of CI in FEA in the third subsystem include exercises of the following types: one-way / bilateral consecutive interpreting without fixation (paragraph-phrase); one-way / bilateral consecutive interpreting with fixation (using UTN); reception (listening / reading) for one-way / bilateral consecutive interpreting. Exercises of the third subsystem are aimed at the group work of students in order to improve the skills required for each interpreter to work in a team and to synchronize their actions not only regarding the number of tasks simultaneously performed during consecutive interpreting, but also to adjust to the needs of their partner/s with whom he/she works. The exercises are intended to improve the ability to carry out CI in FEA with UTN, to define the terms and control speech fluency.

The last group contains special exercises to carry out the type of activity we teach – CI in FEA with the use of UTN and control of speech fluency. Here the skills previously acquired are developed. UTN is practiced during bilateral unprepared interpreting of dialogues from foreign to the native language and vice versa. In doing so, students improve their ability to use diagonal located translation notes. In addition, interpreting is performed with high fluency and in the fixed short-pause mode.

It should be noted that within the system and in each subsystem, the exercises are arranged in such a way that the system has become a system of interdependent learning actions increasing difficulty. Qualitative implementation of each operation and the correct identification of sequence of these operations, as well as their repetition in different combinations stipulate the quality of performing bilateral consecutive interpreting in FEA as a type of activity. Therefore, the exercises in the middle of our system are arranged according to the following scheme: comprehension of the initial statement – decision making for translation – performing the interpreting, which corresponds to the sequence of actions of the interpreter in the phase of making the translation decision during the process of interpreting.

It is assumed that performing exercises in each subsystem occurs consequently – from working out the separate elements of operations and their combinations, to performing the activity itself – the bilateral consecutive, professionally oriented interpreting. In this case each subsystem differs from the previous one by the level at which the exercises are performed. In the first subsystem the exercises are performed at the level of a word/word combination → phrase → above phrase entity; in the second subsystem the exercises are performed at the level of above phrase entity → minitext → text; in the third subsystem exercises are performed at the level of mini text → text.

To prove the hypothesis of our research we carried out the experiment which was held at Alfred Nobel University with 48 students of the English Philology and Translation Department, Master’s Degree during 2016-2017 academic year. There were four experimental groups (EG – 1, 2, 3, 4) applying two variants of the training model based on our approach (table 2). To carry out the pilot study it was formulated the hypothesis of the research, the objective, varied and non-varied (the sequence of exercises at the training stage) conditions of the experiment.

Table 2

**Average indicators of pre-experiment and post-experiment**

Group Index	Average learning rate		Increase in learning rate
	Pre-experimental indicator	Post-experimental indicator	
EG 1	0,62	0,82	0,20
EG 2	0,60	0,93	0,33
EG 3	0,61	0,81	0,20
EG 4	0,62	0,94	0,32

In our research there were presented and interpreted the results of methodological experiment with different methods of mathematical statistics (table 3).

Table 3

**Calculation of the experimental groups criteria on the percentage of the learning rate according to Fisher's criterion ( $\phi^*$ )**

Group Index	Amount of points			
	Before the experiment	After the experiment	%	Total amount
Experimental groups EG 1, EG 3	123	163	46%	286
Experimental groups EG 2, EG 4	122	187	54%	309
Total amount				595

The results of the experiment reveal the objectivity and cogency of the data and are the argument to prove the efficiency of the training method developed.

**Conclusions and prospects for further research.** In conclusion, it would appear that training process of future interpreters at universities should be based on the acquisition of knowledge in translation studies and subject area, formation and development of general, special and specific skills, abilities and competences. In the process of training it is recommended to improve personal qualities and the most important skills (individual and social) of future interpreters, which include motivation, stress management, ability to concentrate and remember, tolerance and empathy. Our results demonstrate the strong effect of applying the system of exercises developed. As a result, the following specific aspects of interpretation are identified: the perception of speech as a motivated statement of a real person, which enhances the sense of personal involvement and responsibility for the results obtained; interpreting another student's speech from / into a foreign language.

To add more, this technique eliminates typical difficulties and errors in interpreting. So, translation notes do not distract the student, it is possible to achieve a relaxed concentration on concepts rather than on separate words, students are more aware of their own weaknesses and strengths, which leads to more efficient use of their resources, avoiding mistakes and gaps in knowledge. In the process of applying this approach, essential skills and competences are formed and developed faster compared with traditional methods.

Regardless, future research could continue to explore our approach, which help form and develop essential skills and competencies to future interpreters with different language pairs and in different subject areas.

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