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## **TEACHING LINGUISTICS AND TRANSLATION AS A BALANCING ACT: THE RECENT ACADEMIC CONTEXT IN EASTERN POLAND**

While Ukrainian and Belorussian students have been a significant part of the student community in Poland for several years, the full-scale invasion on Ukraine and the recent increased brutality of the Belorussian regime have created a new linguistic context in academic education. First, the status and attitudes of both students and the general public (in Ukraine, Belarus, and Poland) to Ukrainian, Belorussian, and Russian languages have changed. Second, the issues of language and identity, although always important, have acquired new significances. Third, students come to study with a body of personal experiences that are non-neutral with respect to how they perform in class.

This presentation tries to consider these questions in the context of teaching linguistics and translation to students of English at Maria Curie-Skłodowska University (UMCS) in Lublin, eastern Poland. Specifically, the courses in focus are Introduction to Linguistics (1st year of the programme) and Written Translation (2nd year), where most students are Polish but some come from Ukraine and Belarus (with just individual instances of other countries). With English being the language of instruction, we ask how and to what extent should Ukrainian, Belorussian, and Russian (the first language to some students) be incorporated in the teaching process? Answers probably need to vary depending on whether the course is theoretically-oriented (Introduction to Linguistics) or practical (Translation).

Additional insights will come from the author's experience as a guest teacher of translation at *Chernihiv Polytechnic National University*.