

Language Horizons

Perspective and Challenges of Translation and Language Teaching in Ukraine



Yuliia Vasik, Inna Stoyanova
and M. Teresa Fuentes Morán (eds.)

EDITORIAL COMARES



Interlingua

Language Horizons
Perspective and Challenges of Translation
and Language Teaching in Ukraine

Yuliia Vasik, Inna Stoyanova and M. Teresa Fuentes Morán (eds.)

Language Horizons

Perspective and Challenges of Translation and Language Teaching in Ukraine

Granada, 2025

Colección indexada en la MLA International Bibliography desde 2005

EDITORIAL COMARES

INTERLINGUA

412

Colección fundada por:
EMILIO ORTEGA ARJONILLA
PEDRO SAN GINÉS AGUILAR

Comité Científico (Asesor):

ESPERANZA ALARCÓN NAVÍO Universidad de Granada	CATALINA JIMÉNEZ HURTADO Universidad de Granada
JESÚS BAIGORRI JALÓN Universidad de Salamanca	ÁNGELA LARREA ESPINAR Universidad de Córdoba
CHRISTIAN BALLIU Isti Bruxelles	HELENA LOZANO Università di Trieste
LORENZO BLINI LUSPIO Roma	JAVIER MARTÍN PÁRRAGA Universidad de Córdoba
ANABEL BORJA ALBÍ Universitat Jaume I de Castellón	ANTONIO RAIGÓN RODRÍGUEZ Universidad de Córdoba
NICOLÁS A. CAMPOS PLAZA Universidad de Murcia	MARIA JOAO MARÇALO Universidade de Évora
MIGUEL Á. CANDEL-MORA Universidad Politécnica de Valencia	FRANCISCO MATTE BON UNINT, Roma
ÁNGELA COLLADOS AÍS Universidad de Granada	CHELO VARGAS-SIERRA Universidad de Alicante
MIGUEL DURO MORENO Universidad de Málaga	MERCEDES VELLA RAMÍREZ Universidad de Córdoba
FRANCISCO J. GARCÍA MARCOS Universidad de Almería	ÁFRICA VIDAL CLARAMONTE Universidad de Salamanca
GLORIA GUERRERO RAMOS Universidad de Málaga	GERD WOTJAK Universidad de Leipzig

La publicación de este volumen ha sido posible gracias al apoyo del Máster en Traducción y Mediación Intercultural (Red EMT), el Grupo investigación TRADIC (Traducción, Ideología y Cultura) y el Departamento de Traducción e Interpretación (todos ellos de la Universidad de Salamanca), así como el proyecto PReLemma (PID2022-137210OB-I00-Ministerio de Ciencia e Innovación).



Máster en
Traducción y
Mediación
Intercultural



TRADUCCIÓN
IDEOLOGÍA
CULTURA
Grupo de investigación reconocido de la Universidad de Salamanca



Proyecto
PReLemma
Parámetros para recursos
léxicos multilingües
más accesibles

Imagen de portada:
Pixabay

Maquetación:
María García Asensio

© Authors

© Editorial Comares, 2025

Polígono Juncaril • C/ Baza, parcela 208 • 18220 Albolote (Granada) • Tlf.: 958 465 382
www.comares.com • E-mail: libreriacomares@comares.com
facebook.com/Comares • twitter.com/comareseditor • instagram.com/editorialcomares

ISBN: 978-84-1369-984-4 • Depósito legal: Gr. 1200/2025

Impresión y encuadernación: COMARES

Summary

PRESENTATION	XI
--------------------	----

COMPARATIVE ANALYSIS OF BACHELOR'S AND MASTER'S DEGREE PROGRAMS IN TRANSLATION: EXPLORING THE CONTENT AND STRUCTURE IN UKRAINIAN UNIVERSITIES

Marina Moreva, Inna Stoyanova and Yuliia Vasik

1. INTRODUCTION	1
2. METHODOLOGY	2
3. RESULTS AND DISCUSSION	3
3.1. Education system in Ukraine and teaching of translation as a major.	3
3.2. Pedagogical approaches, curriculum design, and grading systems in translation education	19
3.3. Organising internships for future translators in Ukraine	25
4. CONCLUSIONS	26
5. REFERENCES	27

COMMUNICATION ASPECT OF TRANSLATION. INTERACTIVE APPROACH

Tetiana Mykhailenko and Larysa Sokolovska

1. INTRODUCTION	29
2. METHODOLOGY	30
3. RESULTS AND DISCUSSION	31
4. CONCLUSIONS	37
5. REFERENCES	37

PECULIARITIES OF FORMING A TRANSLATOR'S COMPETENCE WORKING WITH TEXTS RELATED TO THE SPHERE OF INTERNATIONAL RELATIONS

Glibova Svitlana and Vasylenko Tetiana

1. INTRODUCTION	41
2. METHODOLOGY	41
3. RESULTS AND DISCUSSION	41
4. CONCLUSIONS	49
5. REFERENCES	49

LANGUAGE HORIZONS

GAMIFICATION TO INCREASE MOTIVATION: SPANISH AND UKRAINIAN STUDENTS' PERCEPTIONS

Yelyzaveta Kriukova

1. INTRODUCTION	51
2. METHODOLOGY	52
2.1. Research design	52
2.2. Participants	53
2.3. Instruments and procedure	53
2.4. Data collection and analysis tools	53
3. RESULTS	54
3.1. Perceived usefulness of gamification	55
3.2. Perceived ease of use	56
3.3. Attitude towards using gamification technology	58
4. CONCLUSION AND SUGGESTIONS	65
5. REFERENCES	66
ACKNOWLEDGEMENTS	67

DEDUCTIVE AND INDUCTIVE APPROACHES TO TEACHING ENGLISH GRAMMAR: THE ANALYSIS OF ESL TEACHERS' PERCEPTION

Nataliia Yamshynska and Neonila Kutsenok

1. INTRODUCTION	69
2. AIM OF THE STUDY	75
3. METHODOLOGY	75
4. RESULTS	76
5. CONCLUSIONS	84
6. REFERENCES	85

NAVIGATING THE CULTURAL BRIDGE: A COMPREHENSIVE ANALYSIS OF TRANSLATING UKRAINIAN REALIA INTO ENGLISH IN PUBLICISTIC TEXTS

Inna Stoyanova

1. INTRODUCTION	89
2. THEORETICAL BACKGROUND	90
2.1. Introduction	90
2.2. Realia in the system of non-equivalent vocabulary	90
2.3. Classifications of realia	92
2.4. Realia in a publicistic style	93
2.5. Ways to translate realia	94
3. METHODOLOGY	96
4. RESULTS AND DISCUSSION	97
4.1. Classification of realias	97
4.1.1. Division by subject matter	97
4.1.2. Techniques	103
5. CONCLUSIONS	107
6. REFERENCES	108
ACKNOWLEDGEMENTS	110

SUMARY

ERRORS MADE BY INTERNATIONAL RELATIONS STUDENTS IN TRANSLATION FROM ENGLISH INTO UKRAINIAN: CLASSIFICATION AND SOURCES

Yuliia Vasik

1. INTRODUCTION	111
2. METHODOLOGY	114
3. RESULTS	115
4. CONCLUSION	125
5. REFERENCES	126
ACKNOWLEDGMENT	127

INTERLINGUAL ASYMMETRY OF TERMS AS A TRANSLATION AND LINGUODIDACTIC PROBLEM (BASED ON UKRAINIAN AND LATIN ANATOMICAL TERMS)

Olena Bieliaieva and Yuliia Lysanets

1. INTRODUCTION	129
2. MATERIALS AND METHODS	134
3. RESULTS	134
4. DISCUSSION	151
5. CONCLUSIONS	154
6. REFERENCES	154

LEGAL TERMINOLOGY AND KEY ISSUES OF ITS TRANSLATION BASED ON THE NETFLIX SERIES ABOUT TRIALS

Alla Golovnia

1. INTRODUCTION	159
2. THEORETICAL BACKGROUND	161
3. RESULTS AND DISCUSSION	168
4. CONCLUSIONS	176
5. REFERENCES	176

SOME CHALLENGES IN TRANSLATING SPANISH MEDICAL EPONYMS INTO ENGLISH AND UKRAINIAN: THE ANALYSIS OF MORPHO-SYNTACTIC MODELS AND THEIR USE IN THE MODERN INTERNET DISCOURSE

Olena Bieliaieva and Yuliia Lysanets

1. INTRODUCTION	179
2. MATERIALS AND METHODS	180
3. RESULTS	181
4. DISCUSSION	198
5. CONCLUSIONS	201
6. REFERENCES	201

LIST OF AUTHORS AND AFFILIATIONS	205
--	-----

Presentation

This collection of scientific articles presents a comprehensive exploration of linguistic and cultural dynamics in Ukraine, with a particular emphasis on translation studies. As a recurring theme, the monograph explores the complexities of translating from Ukrainian into English, revealing insights into the historical, cultural, and linguistic dimensions involved in this many-sided process. A central concern across these studies is the relationship between language and culture, requiring careful navigation of linguistic nuances and ensuring accurate cultural representation in translated texts.

Another thematic focus within the monograph revolves around competence-based training for translators. Articles shed light on the curricula designed for training translators at both bachelor's and master's levels. The adoption of a competence-based approach systematically organizes content modules around specific competences, ensuring that graduates acquire not only proficiency in translation but also a teaching qualification. This emphasis reflects the nature of translator education.

Furthermore, the collection encompasses specialized language usage, examining challenges in healthcare and legal terminology, particularly the prevalence of Spanish eponyms in English and Ukrainian contexts. These articles highlight morpho-syntactic considerations, historical influences, and the critical importance of accurate translation for effective communication in medical and legal spheres.

Beyond translation, the collection extends its scope to explore pedagogical approaches in ESL teaching. Studies collectively investigate the effectiveness of deductive and inductive methods, focusing on ESL teachers' perceptions and the impact on student academic progress. This exploration contributes to a deeper understanding of language education development within the Ukrainian context.

Concluding the collection, the exploration of innovative approaches in language learning, such as gamification, provides valuable insights. Positive student perceptions of these methods underscore the potential for enhanced engagement and performance in language learning contexts.

In summary, this collection offers a cohesive narrative that emphasizes the pivotal role of translation studies in understanding linguistic and cultural dynamics within Ukraine. The exploration of pedagogical approaches, competence-based training, specialized language usage, and innovative language learning methods collectively contributes to a comprehensive understanding of the intricate interplay between language, culture, and education in the Ukrainian context.

We extend our heartfelt appreciation to the University of Salamanca, its Faculty of Translation and Documentation and its Translation and Interpretation Department, whose support has played a pivotal role in bringing this book to fruition. The institutional backing provided by the University has created an environment conducive to scholarly pursuits and has allowed us to delve into the intricacies of language research.

Amid challenging times marked by the war in Ukraine, we are grateful for the broader context of support and collaboration. We acknowledge the solidarity and support of Spain, which has contributed to the collective effort to advance academic discourse and foster understanding across linguistic and cultural dimensions.

Our thanks also extend to our colleagues, who, despite the adversities faced, have generously shared their thoughts and insights. Their contributions have enriched the content of this collection, reflecting a collaborative spirit that transcends physical and temporal constraints.

This monograph is a collective achievement, made possible by the collaborative efforts and support of the editors, the University of Salamanca, and our inspiring colleagues. Together, we have contributed to a comprehensive exploration of linguistic and cultural dynamics in Ukraine, reflecting our collective commitment to advancing knowledge and scholarly dialogue.

The editors

colección:
INTERLINGUA

412

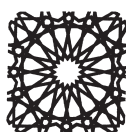
Colección fundada por:
Emilio Ortega Arjonilla y Pedro San Ginés Aguilar

This collective volume offers an in-depth exploration of Ukraine's linguistic and cultural landscape through translation and language education. Moving beyond a standard academic compilation, it adopts a dynamic approach to examining the interplay between language, identity, and communication amid Ukraine's historical and geopolitical changes.

A central focus is the translation from Ukrainian into English, which is shown to require more than linguistic precision—it demands cultural fidelity. Case studies reveal how cultural concepts, idioms, neologisms, and nationally specific terms can either enable or hinder intercultural understanding, stressing the importance of reliable resources for translators in today's globalised context.

Equally important is the volume's attention to translator training. Drawing on real educational practices in Ukraine, contributors present competence-based curricula that merge translation expertise with teaching skills, offering a pragmatic vision for modern translator education. Specialised domains, such as medical and legal translation, are also addressed, underlining the high stakes of accuracy and the translator's socio-cultural responsibility.

The discussion extends to English language teaching, with innovative perspectives on gamification, motivation, and post-pandemic digital learning. Overall, this book is not only for translation or Slavic studies specialists but also for anyone interested in how language shapes identity, fosters cultural resilience, and informs education in a rapidly changing world.



COMARES
editorial

ISBN 978-84-1369-984-4



9 788413 699844