

TYPOLICAL AND CONTRASTIVE ASPECTS OF TRANSLATION

TYPOLICAL AND CONTRASTIVE ASPECTS OF TRANSLATION

on the material of related and non-related languages
within different functional styles and genres

Edited by Popova Oleksandra

科学
教育
和谐



**TYPOLOGICAL AND CONTRASTIVE
ASPECTS OF TRANSLATION
(ON THE MATERIAL OF RELATED
AND NON-RELATED LANGUAGES
WITHIN DIFFERENT FUNCTIONAL
STYLES AND GENRES)**

Scientific monograph

Edited by Doctor of Pedagogical Sciences,
Professor Popova Oleksandra



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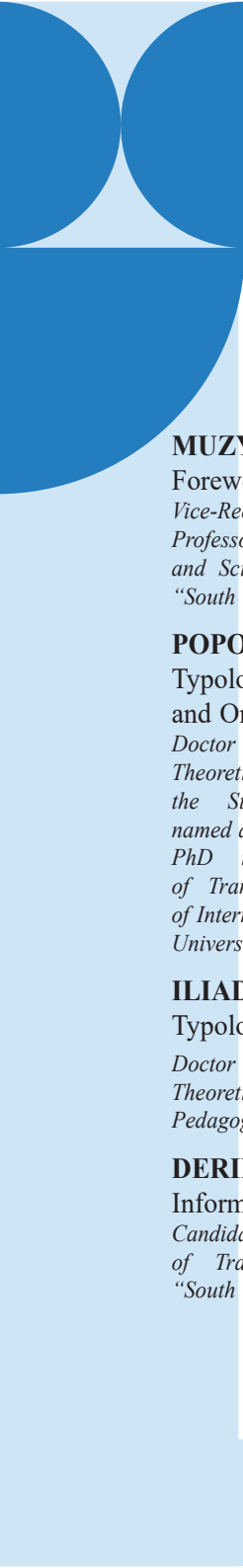
The monograph "Typological and Contrastive Aspects of Translation (on the material of related and non-related languages within different functional styles and genres). The research presents a multi-level analysis of the classification features of modern discourse in the context of the translation paradigm (Slavic, Germanic, Oriental languages) through the determination of linguistic and extralinguistic features of academic discourse within related and non-related languages; the identification of common and distinctive translation means of texts belonging to different genres and styles based on the material of related and non-related languages; the systematization of the obtained data within the language pairs: "related languages", "non-related languages", "a related language ↔ a non-related language". The reader can get acquainted with the authors' ideas regarding the essence of the modern understanding of "discourse" alongside the criteria and indicators of its classification as well as get deep comprehension of the means enabling the actualization of linguistic and extralinguistic constructs of various discourses through the prism of modern translation studies within related and non-related languages (taking into account the specifics of functional styles and genres). The work has both theoretical and practical significance, which lies in the possibility of applying the obtained research results in the profession-oriented training targeted to future philologists-translators, in the field of international academic mobility and cooperation, as well as in the development of academic documentation within the context of Eurasian integration and the holding of educational and cultural events at the state and international levels.

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TYPOLOGICAL ASPECTS OF TRANSLATING ACADEMIC DOCUMENTS: GERMANIC AND ORIENTAL LANGUAGES



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Annotation. *The article deals with the issues related to typological aspects of translating academic documents within Germanic and Oriental languages. The aim of the research is to analyse typological aspects of translating English, German and Chinese academic documents into Ukrainian. Achieving the stated aim involved solving these tasks: 1) to examine the key concepts constituting the content of academic documents within the context of the linguistic and translation paradigm; 2) to characterise the modern structural and compositional framework of academic documents; 3) to specify the distinctive parameters of translation at both linguistic and extralinguistic levels. The conducted research allowed the authors to come to certain conclusions.*

The analysis identified key discourse markers, including a focus on scientific and educational issues, a defined normative framework, consistent terminology, appropriate grammatical means, relatively simple syntax, an orientation toward progress and/or the addressee, argumentation, motivation for innovation, and synergy between education and science; genre realization is reflected in the document's textual designation. It has been proved that linguistic and extralinguistic dimensions of academic activity are conceptualized as reflected in the structure of accompanying documentation, encompassing

phonetic, lexical, grammatical, and stylistic features, as well as extralinguistic organization, including intonational connotations and nonverbal/kinetic elements. The corpus comprises written texts (cooperation agreements, publication contracts, treaties, mobility programmes, and grants translated into Ukrainian) and oral forms (conference reports, presentations, and grant project briefings).

The research shows that translation synergy in rendering English, German, and Chinese academic documents into Ukrainian is manifested through three key parameters: terminological discrepancies between source texts and translations, differences in grammatical structuring, and features of textual organization ensuring coherence. The study demonstrated the ground verifying the data that grammatical organization in academic documentation is realized through language-specific syntactic means (Infinitive Constructions employed in English and German, with English additionally using Gerunds; subordinate or attributive clauses in Chinese), including syntactic parallelism structures. The authors substantiate that within multimodal communication, non-verbal semiotic resources in academic documentation (such as images, graphics, logos, and institutional emblems) serve as integral meaning-making elements that convey authority and identity.

The perspectives of future research are seen in the study of further academic cooperation between China and Ukraine involving the use of innovative methodological tools as well as IT and AI-driven applications in the modern context of Ukraine.

Keywords: *academic documentation, Chinese, English, German, Ukrainian, linguistic and extralinguistic framework, economic and legal documents,*

摘要。本文探讨与日耳曼语族语言和东方语言学术文件翻译的类型学层面相关的问题。研究目的在于分析英语、德语和汉语学术文件译入乌克兰语过程中的类型学层面。1)在语言学与翻译学范式的语境下考察构成学术文件内容的核心概念；2)阐明现代学术文件的结构与篇章组成框架；3)明确语言层面与语言之外的层面上的翻译区别性参数。所开展的研究使作者得出若干结论。

分析确定了学术文件中的核心话语标记，包括对科学与教育问题的关注、明确的规范框架、术语使用的一致性、恰当的语法手段、相对简明的句法结构、面向进步和/或受众的导向性、论证性、创新动机，以及教育与科学之间的协同作用；体裁实现则体现在文件的文本名称之中。研究表明，学术活动的语言层面与语言之外的层面通过随附文件的结构得以概念化呈现，

其内容涵盖语音、词汇、语法与文体特征，同时也包括语言外组织形式，如语调内涵以及非言语/体态语要素。语料由书面文本（译入乌克兰语的合作协议、出版合同、条约、流动项目和资助项目）和口头形式（会议报告、演示报告以及资助项目说明会）组成。

研究表明，在英语、德语和汉语学术文件译入乌克兰语时，翻译协同作用体现在三个关键参数上：原文与译文之间的术语差异、语法结构上的差异，以及确保连贯性的文本组织特征。研究证明，相关数据具有充分依据：学术文件中的语法组织通过特定语言的句法手段得以实现（英语和德语中使用不定式结构，英语还额外使用动名词；汉语中则使用从句或定语从句），并包括句法平行结构。作者们论证认为，在多模态交际中，学术文件中的非言语符号资源（如图像、图表、标识和机构徽章）充当不可分割的意义建构要素，用以传达权威性与身份认同。

未来研究的前景在于进一步探讨中乌两国的学术合作，尤其是在乌克兰现代语境下运用创新性方法论工具以及信息技术和人工智能驱动的应用程序。

关键词：学术文件；汉语；英语；德语；乌克兰语；语言层面与语言外层面框架；经济与法律文件。

1. Introduction

Today, despite the military actions in Ukraine and post-COVID-19 consequences, Ukrainian scholars and students actively participate in international academic mobility programmes in education establishments of both European and Oriental countries, which proves Ukraine's faster integration into the world academic space and better adaptation to modern frameworks in economic, scientific, educational and cultural spheres. Educational and scientific collaboration between Ukraine and the designated countries has certain positive results, which explains the interest of our partner countries in joint projects with Ukrainian scholars, educators and students.

No doubt, the People's Republic of China holds an esteemed leadership within a wide range of economically advanced countries and comprehends vital civil demands, which facilitates its flexible transformations for multifaceted cooperation. Innovations manifest not only in the Chinese language but also in official economic and trade agreements, cooperation

treaties in education and science, academic mobility programmes, and related documentation. The ongoing development of lexical content directly reflects scientific and educational progress, highlighting the need for continuous examination, analysis, and reassessment of the quantitative and qualitative transformation of terminological systems.

Today, when cooperating with China in any sphere, it is expedient to take into consideration China's major international initiatives launched by President Xi Jinping which aim to reshape global governance from a Chinese viewpoint. Emphasizing development, security, and cultural exchange alongside the Belt and Road Initiative (BRI), they comprise the Global Development Initiative (GDI), the Global Security Initiative (GSI), and the Global Civilization Initiative (GCI). Together with the Belt and Road Initiative (BRI), these frameworks present practical alternatives to Western-led models by addressing global challenges through cooperation in development, security, culture, as well as in academic spheres.

Ukraine's academic cooperation with Western and Eastern countries, including the USA and the UK, involves Ukrainian youth participating in mobility programmes, research grants, cultural events, and educational projects, with the economic and legal details formalized in corresponding agreements.

Within this framework, the demand for translators proficient in English, German, Chinese, Korean, and Japanese becomes particularly evident, as their expertise is essential for the effective execution of joint academic initiatives, the precise interpretation of relevant documentation, and the overall enhancement of translator training quality.

2. The Relevance of the Research

This study is relevant because Ukrainian society needs high-quality information in the state language. Such quality depends on the translator's professional competence, which ensures effective translation – accurately conveying the meaning of foreign-language texts into Ukrainian, especially in academic documents.

The English language serves as the official international language of oral and written communication in the academic sphere, both in Western and Oriental countries. German is becoming increasingly popular in Ukraine's European cooperation, driven by numerous educational grants for Ukrainians and large-scale migration to Germany. Among Oriental languages, Chinese, Korean, and Japanese stand out, as these countries have supported Ukraine during the war and consistently upheld their cooperation agreements.

The aim of this study is to analyse typological aspects of translating English, German and Chinese academic documents into Ukrainian.

Achieving the stated aim involves solving the **tasks** as follows:

- to examine the key concepts constituting the content of academic documents within the context of the linguistic and translation paradigm;
- to characterise the modern structural and compositional framework of academic documents;
- to specify the distinctive parameters of translation at both linguistic and extralinguistic levels.

3. Materials and Research Methods

3.1. The research material covers authentic English, German and Chinese agreements on cooperation in the academic sphere, contracts on joint scientific publications, treaties, as well as academic mobility programmes and educational-scientific grants translated into Ukrainian. The total volume of documents amounts to 150 pages.

Ukraine–EU cooperation is represented by these documents:

- Horizon Europe projects which fall into 3 categories (pillars): *Excellent Science* (aimed at researchers, to reinforce and extend the excellence of the European Union's science base); *Global Challenges and European Industrial Competitiveness* (to speed up the development of the technologies and innovations that will underpin EU policies and the Sustainable Development Goals); *Innovative Europe* (stimulates innovation to improve the EU's competitiveness) (Horizon Europe, n/d).

- Marie Skłodowska-Curie Actions (MSCA) – Doctoral Networks 2026 (aimed to implement doctoral programmes, by partnerships of universities, research institutions and research infrastructures, businesses including SMEs (small and medium-sized businesses), and other socio-economic actors from different countries across Europe and beyond (MSCA Doctoral Networks 2026, (2026).

- Erasmus/Erasmus+, Tempus.

- National Academies Eric and Wendy Schmidt Awards for Excellence in Science Communications (The USA) (intended for individuals who are working on the vanguard of science communication, science journalism, or practicing research, and who can show strong potential or ability to deliver high-quality science reporting or communications) (National Academies Eric and Wendy Schmidt Awards for Excellence in Science Communications, 2026).

- Educational innovation programmes based on STEM.

- DAAD Scholarships, The Deutschlandstipendium, Max Planck Society Research, *etc.*

Ukrainian scholars and teaching staff are actively involved in cooperation programmes launched by European and American councils aimed at adapting the educational and scientific domains to international standards. These initiatives foster the synergistic development of Ukraine's education system and the dynamic advancement of research sectors in response to contemporary demands.

Famous Asian programmes include government-directed projects from China such as the “*Belt and Road Initiative*” and “*A New Silk Road*”, as well as semester- and year-long academic mobility programmes for both language and non-language specialties in the PRC. Similarly, there are dual-degree programmes such as “1 + 3” and “2 + 2” at the bachelor's level. Ukraine's academic partnerships are gradually strengthening its focus within the Oriental vector.

New counterpart academic programmes are also being implemented by the Republic of Korea (*GKS – Global Korea Scholarship*) and Japan (*the MEXT Internship Program “Japanese Language and Culture”, grant programs from the Eurasia Foundation (from Asia), etc.*).

3.2. These research methods were applied in the study:

- *theoretical methods*: analysis of the compositional and content-based structure of the academic documents under consideration to determine the specifics of how international academic activity of Ukrainian scholars and teaching staff is performed in Western and Oriental countries;

- *comparative method*: used to find out linguistic and extralinguistic features of authentic English, German, and Chinese documents and their Ukrainian translated versions;

- *method of systematisation and translation analysis*: employed to establish similar and distinctive linguistic and extralinguistic phenomena rendered in Ukrainian.

4. Results and Discussion

4.1. Clarification of essential concepts

The language of academic documents been the focus of many researchers and teaching staff over the past decades. Both foreign and domestic scholars note that academic discourse is manifested through accurate terminology in its denotative meaning, taking into consideration the specific features of certain phenomena within particular conceptospheres. M. Murray highlights that law and economics share a common rhetorical goal and are concerned with communication and conviction (Murray, 2011). J. Swales classifies texts into various types within the framework of a general linguistic system (Swales, 1990). Teresa Fanego and Paula Rodríguez-Puente consider computer science to be under focus of scientific progress, as it enables corpus-based research and demonstrates the reliability of computer technologies in collecting and processing data within a specific discourse (Fanego & Rodríguez-Puente, 2019). L. Cheng points out that any approach to legal interpretation depends on views regarding meaning, language, and social framework, as well as norms between the text, the language system, and the social structure (Cheng, 2010).

It is significant to emphasize that these aspects must be taken into account when reproducing normative texts in other target languages.

In academic circles, “genre” is defined as “a type or a model of discourse that is regularly recognized and reproduced by communicants under typical conditions of socio-speech interaction; as an invariant that determines the framework of stereotypical knowledge and perceptions regarding the type of communication upon which discourse is constructed” (Kravchenko, 2007: 21).

We endorse N. Kravchenko’s perspective (Kravchenko, 2007) that at the linguistic level, genre correlates with the *texteme*, which possesses institutionally defined characteristics and a relatively invariant content-structural design.

Applying this idea into the context of our study, we associate the compositional unit of genres in academic documents with genre pieces that align with invariant structural-compositional parts of academic and education-related textemes. These comprise the following types of genre fragments: *argumentative, definitive-descriptive, imperative, recommendative, constative, permission-prohibition, and implementative*.

Researchers reach full agreement that terminology serves as a key marker of academic discourse and requires a specialized approach when selecting translation construct to adequately render it in another language.

We also support the definition of “discourse” as “a complex communicative-cognitive phenomenon that corresponds to a closed communicative situation with a cognitive foundation in the form of synchronized knowledge of the communicants about the communication situation, the semiotic universe of culture, ethnicity, civilization, the patterns and rules of communication, society, and institutional specificity” (Kravchenko, 2007: 11). As stated by the author, the cyclical nature of the situation is ensured by the process of mutual, systematic social action of the communicants, strategically organized through these identification perspectives: *recognition of intentions; interaction aspects and factors; situational model; concepts of shared communicative space; and genre model*.

In the view of the above, we interpret *the academic (educational-scientific) sphere* as an environment where new knowledge is acquired,

educational information is exchanged, scientific projects are implemented, practical results are manifested, and cultural exchange and intercultural communication are facilitated through the creation of specific conditions (Popova et al. 2015).

The composition of a document's text is aligned with the frame of its layout: the structural-compositional template of the document possessing certain lexical and grammatical features typical of academic discourse.

Its linguistic component is manifested at the phonetic, lexical, grammatical, compositional, and stylistic levels.

Typical markers of the discourse under study include: academic and educational issues, normative foundations, precise use of terminology, appropriate grammatical constructions, straightforward syntactic structures, orientation toward progress and/or the addressee, argumentation, motivation for scientific and educational innovations, and synergy in the fields of education and science (Popova, 2025).

The efficiency of academic activity is shaped by both linguistic and extralinguistic determinants that should be considered when designing collaboration pathways between Ukraine and Western/Eastern nations, with English serving as a key medium. ***Linguistic and extralinguistic factors of academic activity*** are associated with the *linguistic frame* (phonetics, vocabulary, grammar, structural-stylistic composition) and *non-linguistic (extralinguistic) frame* (connotative use of intonation, non-verbal elements, kinesics) of the accompanying documentation (Popova, 2024).

4.2. Linguistic level

The paradigmatic parameters of the discourse under investigation encompass domain-specific scientific problematics; a codified and hierarchically structured normative–regulatory framework; terminological precision and taxonomic consistency; grammatically optimized constructions; syntactic architectures of reduced structural complexity; evidence-based argumentative scaffolding; innovation-driven epistemic and methodological motivation within research practices. Genre-defining

indicators of the academic discourse are instantiated via the textual typification of documentary forms, such as:

Chinese 学术合作协议/xuéshù hézuò xiéyì – English *Academic Collaboration Agreement*, German *Akademische Kooperationsvereinbarung*, Ukrainian *Угода про академічну співпрацю*; Chinese 意向函/yìxiànghán – English *Letter of Intent*, German *Absichtserklärung*, Ukrainian *Лист про наміри*; Chinese 学术交流项目/xuéshù jiāoliú xiàngmù – English *Scholarly Exchange Program*, German *Wissenschaftliches Austauschprogramm*, Ukrainian *Програма наукового обміну*; Chinese 奖学金项目 /jiāngxuéjīn xiàngmù – English *Fellowship Programmes*, German *Stipendienprogramme*, Ukrainian *Програми стипендій/ Стипендіальні програми*; Chinese 学术赞助计划/ xuéshù zànzhu jìhuà – English *Academic Sponsorship Programmes*, German *Praktikumsprogramme des Konfuzius-Instituts*, Ukrainian *Програми академічного спонсорства*.

The lexical dimension of academic discourse is defined by specialized, field-specific terminology, such as: 方法论 / fāngfàlùn (Chinese), *methodology* (English), *die Methodologie* (German), *методологія* (Ukrainian). Let us examine some examples of academic term translation from Chinese, English and German into Ukrainian (see Table 1).

Table 1

Means of Rendering Chinese, English and German Academic One-Word Terms into Ukrainian

№	Chinese → Ukrainian		English → Ukrainian		German → Ukrainian	
1	理论 [lǐlùn]	теорія (equivalent)	theory	теорія (equivalent)	die Theorie	теорія (equivalent)
2	方法 [fāngfǎ]	метод, спосіб, засіб (correspondence)	method	метод, спосіб, засіб (correspondence)	die Methode	метод, спосіб, засіб (correspondence)
3	模型 [móxíng]	модель (equivalent)	model	модель (equivalent)	das Modell	модель (equivalent)
4	语境 [hétóng]	контекст, мовна ситуація (correspondence)	context	контекст (equivalent)	der Kontext	контекст (equivalent)
5	结构 [jiégòu]	структура (equivalent)	structure	структура (equivalent)	die Struktur	структура (equivalent)

When translating terminology from Chinese, English and German into Ukrainian, equivalence and the search for adequate correspondences constitute the dominant approach.

Terminology is often represented by two- or three-word combinations in English and Ukrainian, whereas German and Chinese exhibit a strong tendency toward compounding, with “gluing” as the prevailing word-formation mechanism. Here are some examples of the designated lexical units (see *Table 2*).

As it is seen from the examples above, the most wide-spread terminological word-combinations in English have an “Adjective + Noun” and a “Noun + Noun” structures which are manifested in German and Chinese as “glued components”. In translated versions, the terminological word-combination “Noun + Noun” is transformed into the Genitive constructions (*education system* → *система освіти*).

Academic documentation captures scientific and educational advancements through the evolving nature of its lexicon, especially the continued emergence of **neological terms**. For example:

Table 2

***Means of Rendering Chinese, English and German Academic
Neological Terms into Ukrainian***

№	Chinese → Ukrainian		English → Ukrainian		German → Ukrainian	
1	2	3	4	5	6	7
1	数字人文 [shùzì rénwén]	цифрові гуманітарні науки (equivalent)	digital humanities	цифрові гумані- тарні науки (equivalent)	Digitale Geisteswis- senschaften	цифрові гумані- тарні науки (equivalent)
2	大数据分析 [dàshùjù fēnxī]	аналіз великих даних (corre- spondence)	big data analysis	аналіз великих даних (equivalent)	inter- disziplinäre Forschung	аналіз великих даних (equivalent)
3	人工智能伦 理[réngōng zhìnéng lúnlǐ]	етика штучного інтелекту (equivalent)	artificial intelligence ethics	етика штучного інтелекту (equivalent)	KI-Ethik / Ethik der künstlichen Intelligenz	етика штучного інтелекту (equivalent)
4	认知语言 模型[rènzhi yǔyán móxíng]	когнітивна мовна модель (equivalent)	cognitive language model	когнітивна мовна модель (equivalent)	kognitives Sprachmodell	когнітивна мовна модель (equivalent)

Continuation of table 2

1	2	3	4	5	6	7
5	后疫情教育 [hòu yìqíng jiàoyù]	постпанде- мічна освіта (equivalent)	post-pan- demic education	постпанде- мічна освіта (equivalent)	postpandemi- sche Bildung / Bildung nach der Pandemie	постпанде- мічна освіта (equivalent)

The examples above illustrate linguistic strategies for term formation and their translation into Ukrainian. German, as part of the Germanic language group, frequently incorporates English neologisms, often producing calques that preserve the original sound-letter structure. Chinese neologisms, by contrast, tend to rely on descriptive formation, which results in either equivalent terms or descriptive renderings in Ukrainian. In certain cases, units such as “*gadget*,” “*high-tech*,” and “*device*” function as jargonisms.

Academic discourse frequently exhibits **polysemy** and **synonymy**, which necessitates that authors accurately interpret and contextually select the relevant semantic variants. For example,

1) Chinese – 概念 / *gàiniàn* can mean (English – *concept* / *notion* / *idea*; German – *Konzept* / *Begriff* / *Idee*; Ukrainian – *концепт* / *поняття* / *ідея*);

2) Chinese – 分析 / *fēnxi* used for (English – *analysis* / *analytical approach* / *disaggregation*; German – *Analyse* / *analytischer Ansatz* / *Aufschlüsselung*; Ukrainian – *аналіз* / *аналітичний підхід* / *розподіл*);

3) Chinese – 作用 / *zuòyòng* can denote (English – *function* / *effect* / *impact* / *role*; German: *Funktion* / *Effekt* / *Wirkung* / *Rolle*; Ukrainian: *функція* / *ефект* / *вплив* / *роль*);

4) Chinese – 文本 / *wénběn* may mean (English – *text* / *textual material* / *discourse unit*; German – *Text* / *Textmaterial* / *Diskurseinheit*; Ukrainian – *текст* / *текстовий матеріал* / *дискурсна одиниця*);

5) Chinese – 图像 / *túxiàng* can refer to (English: *image* / *visual representation* / *iconography*; German: *Bild* / *visuelle Darstellung* / *Ikonografie*; Ukrainian: *зображення* / *візуальна репрезентація* / *іконографія*).

Cross-disciplinary homonyms are widespread in academic documentation and pose substantial challenges for achieving accurate translation, necessitating specialised linguistic and translational analysis.

In English and German academic texts, **Latin and Greek loan terms** are prevalent and are typically transferred into Ukrainian via transliteration or transliteration supplemented by a semantic equivalent. In contrast, Chinese employs its own established lexical counterparts. Let us compare how such term-determinants are manifested in examples (see Table 3).

Table 3

*Means of Rendering Terms of Latin and Greek Origin from Chinese,
English and German into Ukrainian*

№	Chinese → Ukrainian	English → Ukrainian	German → Ukrainian	
1	哲学 [zhéxué]	філософія (correspondence)	philosophy філософія (equivalent)	Philosophie філософія (equivalent)
2	人类学 [rénlèixué]	антропологія (correspondence)	anthro- pology антро- пологія (equivalent)	die Anthropol- ogie антро- пологія (equivalent)
3	语义学 [yǔyìxué]	семантика (correspondence)	semantics семантика (equivalent)	die Semantik семантика (equivalent)
4	病理学 [bìnglǐxué]	патологія (correspondence)	pathology патологія (equivalent)	die Pathologie патологія (equivalent)
5	生态学 [shēngtài xué]	екологія (correspondence)	ecology екологія (equivalent)	Ökologie екологія (equivalent)

English and German make extensive use of Greek- and Latin-derived terminology, with German texts also incorporating native formations, whereas the Chinese corpus relies on original Chinese terms. In Ukrainian translation, these Greco-Latin items are usually rendered by close equivalents, or, when appropriate, by corresponding native terms.

Abbreviations and **acronyms** should be used sparingly in academic documents; only widely accepted forms are appropriate, preferably in informal communication such as correspondence or drafts. Examples from the materials under study are given in Table 4.

In English and German academic documents, abbreviation practices encompass diverse techniques such as initialism, morphemic clipping, as well as partial word reduction, while in Chinese, abbreviation

is predominantly derived through the contraction of characters or character-based morphemes. For example: 清华/qīnghuá (清华大学/qīnghuá dàxué) – Tsinghua University (German – *Tsinghua-Universität*; Ukrainian – Цінхуа/Цінхуа університет); 中科院/zhōngkēyuàn (中国科学院/zhōngguó kēxuéyuàn) – Chinese Academy of Sciences (CAS) (German – *Chinesische Akademie der Wissenschaften*; Ukrainian – Китайська академія наук); 科技/kējì (科学技术/kēxué jìshù) – science and technology (German – *Wissenschaft und Technik*; Ukrainian – наука і технології); 文献综/wénxiàn zōng (文献综述/wénxiàn zōngshù) – literature review (German – *Literaturüberblick/Literaturübersicht*; Ukrainian – огляд літератури); 社科/shèkē (社会科学/shèhuì kēxué) – social sciences (German – *Sozialwissenschaften*; Ukrainian – соціальні науки), etc.

Table 4

A Comparative Table of Common Abbreviations and Acronyms in Academic Documentation for English, German, and Chinese, along with their Ukrainian Equivalents

№	English	German	Chinese	Ukrainian Equivalent
1.	AI (Artificial Intelligence)	KI (Künstliche Intelligenz)	人工智能/réngōng zhìnéng	ІІІ (штучний інтелект)
2.	STEM (Science, Technology, Engineering, Mathematics)	MINT (Mathematik, Informatik, Naturwissenschaften, Technik)	科学、技术、工程、数学/kēxué, jìshù, gōngchéng, shùxué	STEM (наука, технології, інженерія, математика)
3.	R&D (Research and Development)	FuE / F&E (Forschung und Entwicklung)	研究与开发/yánjiū yǔ kāifā	НДР (науково-дослідні роботи) / R&D
4.	MOOC (Massive Open Online Course)	MOOK / MOOC (offener Massen-Online-Kurs)	大型开放式网络课程/dàxíng kāifàngshì wǎngluò wǎngluò kèchéng	MOOK (масовий відкритий онлайн-курс) / MOOC
5.	PhD (Doctor of Philosophy)	PhD (Doktor der Philosophie)	博士学位/bóshì xuéwèi (PhD)	доктор філософії / PhD

Due to the linguistic non-relatedness of Chinese, English, German, and Ukrainian, in most cases the letter composition of academic

initialisms and acronyms differ when translating them within the language pairs “English ↔ Ukrainian”, “German ↔ Ukrainian” and “Chinese ↔ Ukrainian.” English abbreviations may be rendered into German, Chinese, and Ukrainian through calquing, with the sound-letter pattern of the source term largely retained.

The grammatical level of academic documentation is represented by infinitive and gerundial constructions (in English texts), subordinate object clauses (in Chinese texts), and syntactic parallelism (Popova, 2023: 13–18). German academic texts commonly employ infinitive structures and subordinate clauses of purpose and attributive clauses. They also tend to favour simple sentences, typically extended through coordinated constituents (subjects, predicates, or objects). See examples in Table 5.

Actually, there is no infinitive in Chinese in its pure form like in English/German/Ukrainian, since Chinese does not have the grammatical category of infinitive. However, the purpose-like infinitival construction with the structures “为了..., 以..., 来..., 用于..., 以便 / wèile..., yǐ..., lái..., yòng yú..., yìbiàn (in order to..., with..., for..., for the purpose of..., so that) are its functional equivalents. German does not have a Gerund in the English sense, but academic writing frequently uses nominalized verbal forms, which function as *Gerundialkonstruktionen* in linguistic description (*Nominalisierungen auf -ung / -en, substantivierte Verben, Präposition + Gerund*) that fit academic documentation style. In their Ukrainian translations, functional substitution is employed (different kinds of Adverbial modifiers – purpose and manner of action). Despite the fact that there is no grammatical Gerund in Chinese, nominalized verb structures (gerund-like constructions) function as its closest equivalents in academic writing (i.e., nominalized verb phrases such as V + 的/Object, V + N, etc.). The Gerund / Gerundial Constructions are more often rendered in Ukrainian by means of Objects or Object Constructions.

In the titles of conferences, grant and academic programmes, as well as professional development or internship schemes, one often

Table 5
Grammatical actualization of academic documents in Chinese, English, German and Ukrainian

№	Chinese → Ukrainian	English → Ukrainian	German → Ukrainian	
	2	4	6	
	3	5	7	
1	本研究旨在探讨新方法在教育评估中的有效性。 / Běn yánjiū zhī zài tàndào xīn fāngfǎ zài jiàoyù pínggū zhōng de yǒuxiào xìng. (The Infinitive)	To facilitate further analysis, all collected data were converted into a unified digital format. (The Infinitive)	Die Kommission fordert die Institutionen auf, zusätzliche Maßnahmen zur Qualitätssicherung zu ergreifen. (The Infinitive)	Комісія закликає установи вжити додаткових заходів для забезпечення якості. (The Infinitive)
2	为了提高研究的准确性，本报告采用了多源数据进行分析。 / Wèile tígāo yánjiū de zhǔnquè xìng, běn bàogào cǎiyòng duō yuán shùjù jīn xíng fēnxī. (The Infinitive Construction)	The data appear to support the hypothesis that multilingual exposure enhances cognitive flexibility. (Complex Subject)	Дані, здається, підтверджують гіпотезу про те, що багатомовний досвід підвищує когнітивну гнучкість. (Complex sentence)	Щоб підвищити валідність дослідження / Задля підвищення валідності , було вирішено зібрати додаткові порівняльні дані. (The Infinitive Construction / Adverbial modifier of Purpose)

Continuation of table 5

1	2	3	4	5	6	7
3	加强跨文化交际能力的培养是当前教育改革的重要方向。/ Jiāqiáng duì kuā wénhuà jiāoji nòngli de péuyāng shì dāngqián jiàoyù gǎigé de zhòngyào fāngxiàng. (Gerund-like construction)	Посилення розвитку міжкультурної комунікативної компетентності є важливим напрямом сучасної освітньої реформи. (Object)	The project focuses on examining how digital tools influence students' engagement in collaborative learning. (Gerundial construction)	Проект зосереджується на вивченні того, як цифрові інструменти впливають на залучення студентів до колаборативного навчання. (Object, Object clause)	Die Einhaltung der ethischen Richtlinien ist Voraussetzung für das Durchführen empirischer Studien. (Nominalized Verbal form)	Дотримання етичних норм є передумовою для проведення емпіричних досліджень. (Adverbial modifier)
4	研究结果表明, 学生是否能够自主学习调节学习成效具有显著影响。/ Yánjiū jiéguǒ biǎomíng, xuéshēng shìfǒu zìzhǔ xuéxí tiáojié xuéxí chéngxiào jù yǒu xiǎnzhù yǐngxiǎng. (Object clause)	Результати дослідження свідчать про те, що здатність студентів самостійно регулювати навчальні стратегії істотно впливає на ефективність навчання. (Object clause)	The study confirms that the proposed model can be applied across different educational contexts . (Object clause)	Дослідження підтверджує те, що запропоновану модель можна застосовувати в різних освітніх контекстах. (Object clause)	Die Untersuchung macht deutlich, wie digitale Werkzeuge den Wissenserwerb unterstützen können . (Object clause)	Дослідження показує, як цифрові інструменти можуть підтримувати засвоєння знань. (Object clause)

Continuation of table 5

1	2	3	4	5	6	7
5	研究团队收集了 用于评估项目成 效的关键数据。/ Yánjiū tuánduì shōujiē yòng yú pínggū xiàngmù chéngxiào de guān- jiàn shùjù. (Attributive clause)	Дослідницька група збрала ключові дані, що використову- ються для оцінювання результативності проєкту. (Attributive clause)	The study focuses on the factors <i>that influence</i> <i>students' moti-</i> <i>vation to engage</i> <i>in self-guided</i> <i>learning.</i> (Attributive clause)	Дослідження зосереджується на чинниках, які впливають на мотивацію студентів до самостійного навчання. (Attributive clause)	Der Bericht stellt mehrere Faktoren vor, <i>die den</i> <i>Erfolg digitaler</i> <i>Lernumgebungen</i> <i>maßgeblich</i> <i>beeinflussen.</i> (Attributive clause)	Звіт подає кілька чинників, <i>які</i> <i>суттєво впли-</i> <i>вають на успіш-</i> <i>ність цифрових</i> <i>навчальних</i> <i>середовищ.</i> (Attributive clause)

encounters “chain-like” word combinations containing participial or gerundial constructions, a feature particularly typical of English (Popova, 2024: 32). See the examples below (Table 6).

In Ukrainian, German, and Chinese, such constructions are conveyed through verbal nouns. In German and Chinese, word combinations in the academic sphere are formed by combining words in patterns such as “Noun + Noun” or “Adjective + Noun” (Chinese: 机构间科学互动/ *Jīgòu jiān kēxué hùdòng* – *Inter-institutional scientific interaction*, German: *Professionalisierungspfad* – *professionalization path*).”

Thus, the grammatically regulated organisation of the lexical layer in academic documentation facilitates contextual interpretation and promotes adherence to synergistic principles in translation.

Text frame

Academic discourse, in its official style, eliminates the possibility of employing informal frames in written and oral communication.

At the compositional-stylistic level, the linguistic component of written official academic discourse is actualized through the formal structure that governs its realization. Its macro-level cognitive-conceptual domains include the “*structural-compositional framework of the document*” and the “*lexical-grammatical stylistic conventions shaping academic discourse*.”

The category “*structural-compositional template of the document*” is defined by a set of requisites arranged in accordance with established standards. The main requisites include: 1) the purpose of the document; 2) its author; 3) the body of the document, i.e., the main text; 4) the date; 5) the signature or approval; 6) the address of the author or the subjects of academic discourse for correspondence or specification of academic relations (Popova, 2016: 26).

This study devoted to the volumetric asymmetry observed in Ukrainian translations of Chinese, English and German academic documentation highlights the influence of typologically unrelated grammatical structures on text expansion. Due to the analytical-synthetic differences between English and Ukrainian, translated Ukrainian texts

Table 6

Titles of conferences, grant and academic programmes, trajectories of professional development and internship schemes in Chinese, English, German and Ukrainian

Nº	Chinese → Ukrainian	English → Ukrainian	German → Ukrainian	
1	促进青年科研人才发展的创新研究资助项目/ Cùjìn qīngnián kējān réncái fāzhǎn de chuāngxīn yánjiū zīzhù xiàngmù zīzhù xiàngmù “促进…发展的” = Participial/giving purpose)	Grant Programme for Supporting Emerging Researchers in Multilingual Communication Studies (Gerund/ Participial construction)	Грантова програма з підтримки молодих дослідників у галузі мультилінгвальних комунікаційних студій (Participial/ Attributive construction)	Professionalisierungspfad für Lehrkräfte zur Stärkung didaktischer Kompetenzen (Gerund/ Adverbial modifier of purpose) Траекторія професійного розвитку для викладачів, спрямована на зміцнення дидактичних компетентностей (Participial/ Attributive construction)
2	专注于构建支持跨机构科研协作与资源共享机制的国际学术合作平台建设计划/ Zhuānzhù yú gòujiàn zhīchí kuà jīgòu kēyán xiézuò yú zīyuán gòngxiāng jīzhì de guójì xuéshù hézuò píngtái jiànshè jìhuà (multi-layered attributive chains)	Academic Fellowship Programme Focused on Investigating Emerging Methodologies for Improving Quality Assurance in Online and Hybrid Learning Environments (Gerundial/ Participial constructions)	Академічна стипендіальна програма, орієнтована на дослідження інноваційних методологій підвищення якості в онлайн-і гібридних освітніх середовищах (Participial/ Attributive construction)	Грантова програма для підтримки молодих дослідників, які проводять трансдисциплінарні дослідження у сфері технологічно підтримуваного вивчення мов. (multi-layered attributive chains)

typically occupy more physical space than their English counterparts. A comparative analysis shows that Ukrainian and German academic texts demonstrate generally comparable volume characteristics, whereas Chinese academic texts require significantly less space owing to the logographic nature of Chinese script and the high degree of semantic compression afforded by its character-based writing system. Given these cross-linguistic discrepancies, the study proposes deliberate adjustments – either expansion or compression – of translated academic texts to ensure alignment of spatial organization within the bitext. Such calibrated volume management is essential for maintaining structural balance, visual coherence, and functional equivalence between source and target versions of academic documentation.

4.3. Extralinguistic Level

The extralinguistic layer of academic discourse is expressed through: 1) connotative intonation and non-verbal markers; 2) kinesics. The conceptual continuum “*emotionality – non-emotionality*” within oral academic discourse is activated in the context of scientific conference reports, forum presentations, and oral dissemination of grant-related project outcomes (Popova, 2016: 10–29).

For translators, while working with oral academic discourse, it is essential to recognize and accurately interpret the connotative meanings embedded in intonational framing, which may be further reinforced by kinesic cues such as gestures and facial expressions. Although the academic sphere is conventionally characterized by non-emotionality and a restrained communicative style, certain manifestations of emotional expressiveness – often stereotypically attributed to female speakers – may still surface in oral presentations. These subtle emotional markers, when present, contribute to the pragmatic and interpretive complexity of the message and must be considered to ensure a faithful and contextually appropriate translation. The following section examines selected examples of such features at the segmental level, highlighting their relevance for translation analysis and discourse interpretation.

1. Emotionally marked vowel duration

Within the phonetic systems of the languages under investigation, the contrastive opposition of long vs. short vowels in English (e.g. deal – dill) and German (e.g. lehren – lernen) is most notably. Particular attention is drawn to the deliberate prolongation of vowel articulation as a marker of emotional involvement and/or the speaker's evaluative stance toward the presented report or communicative situation. Such vowel lengthening may signal either a positive or negative attitude and functions as a prosodic means of pragmatic emphasis in oral academic discourse. In Chinese, however, this phenomenon is not observed in the same manner, as vowel duration is systematically regulated by the tonal system: Chinese lexical tones inherently encode pitch and duration parameters, with the first tone conventionally realized as the longest. Consequently, vowel lengthening in Chinese fulfills a phonological rather than an expressive-emotive function.

2. Incorrect pronunciation of speech sounds

Within the academic communicative setting, instances of incorrect articulation or distortion of individual speech sounds resulting from heightened emotional tension are exceedingly rare. When such deviations do occur, the interpreter must accurately identify their pragmatic motivation and render the target text in a neutral, standardized phonetic form, thereby preventing unintended connotative effects in translation.

At the suprasegmental level, emotion-induced prosodic disturbances may function as salient markers of connotative colouring in oral academic discourse. These include fluctuations in speech tempo, syntactically unmotivated narrowing or widening of the melodic range, atypical selection or placement of nuclear tones, disruption of the pitch scale, and an overall increase in loudness. Together, these prosodic irregularities form a cluster of expressive cues that signal the speaker's emotional state and must be carefully interpreted and adequately normalized in the translated version.

The distinction between emotional and non-emotional speech is inherently relative, as completely neutral utterances – regardless

of the speaker's gender – are exceedingly rare in natural communication. Every spoken phrase carries a certain degree of emotional colouring accompanying the underlying thought. The intensity of speech emphasis is shaped by the quantity, quality, and force of emotional-evaluative connotations that overlay the informational, logical, and semantic structure of the utterance (Popova, 2016: 10–29).

In oral academic discourse, the connotative deployment of intonation is closely linked to the speaker's psychological state and to their favourable or unfavourable attitude toward the communicative situation or interlocutors. These attitudinal nuances may also be reinforced by kinesic behaviour, such as gestures and facial expressions. For this reason, the interpreter must be able to decode both the semantic implications of intonational patterns and their accompanying non-verbal cues in order to prevent potential misinterpretation and to ensure the timely neutralisation of unintended emotional effects in the target language.

To examine the emotionality of speech, let us consider the **indicators** outlined above (Popova, 2023; Popova, 2024).

1. Instability of tempo

In English and German academic discourse, the temporal intervals between stressed and unstressed syllables are characteristically short and relatively uniform, contributing to the overall rhythmic stability of formal oral communication. When emotionally marked utterances emerge, however, speakers tend to accelerate their speech tempo, creating a noticeable deviation from the expected prosodic norm. In such cases, the communicative significance of emotionality is often shaped not only by acceleration but also by the strategic use of pauses, which function to slow the tempo and foreground the speaker's internal state.

Beyond standard syntagmatic pauses, speakers may introduce emphatic pauses – both vocalised (e.g., hesitation sounds) and non-vocalised (silent breaks). These pauses serve as salient prosodic markers capable of signalling varying degrees of emotion such as frustration, difficulty, joy, or uncertainty. Their presence contributes to the connotative layer of oral academic discourse and must therefore be carefully

identified and interpreted, particularly in translation and discourse analysis.

2. Syntactically unmotivated adjustments to melodic range

Narrowing or widening frequently occur within spoken utterances. Such prosodic shifts function pragmatically rather than structurally, serving to intensify the speaker's emotional state. In particular, speakers employ these modifications to convey heightened irritation, indignation, or disdain, thereby amplifying the expressive force of the sentence.

3. Non-standard use of nuclear tones

In English and German speech, the manifestation of surprise, unexpectedness, positive impression, and similar reactions is realised through complex nuclear tones (Fall-Rise, Rise-Fall).

Chinese speech is characterised by the dependence of intonational frame on tone and the communicative type of an utterance, which is conditioned by the phenomenon "tone sandhi". Interpretation of foreign-language academic texts into Ukrainian is carried out with adherence to standard intonational frame.

4. Broken pitch scale

The phenomenon of a broken pitch scale arises from deliberate discontinuities in intonation, typically produced through emotionally charged logical stress. These abrupt pitch shifts do not follow the neutral prosodic contour of the utterance but instead serve to foreground the speaker's heightened emotional involvement, reinforcing meanings associated with intensity, emphasis, or affective stance.

5. Increased loudness

Increases in loudness often accompany heightened emotional engagement, reflecting both positive and negative speaker attitudes. Such amplitude shifts function as expressive cues that reinforce the affective dimension of the utterance. However, this type of emotional intensification is generally atypical for the oral mode of official academic discourse, where neutrality and prosodic restraint are conventionally maintained.

Non-verbal elements in academic discourse function as important channels for transmitting information and shaping scholarly

communication. Beyond conventional organizational markers such as institutional stamps and logos, increasing attention is directed toward visual semiotic resources – including images, photographs, diagrams, and emblems. These image-based signs not only complement verbal content but also contribute to structuring meaning, reinforcing institutional identity, and facilitating the perception and interpretation of academic texts (Popova, 2025). For example:



In official documents of the European Union, the emblem consisting of a blue field with twelve yellow stars arranged in a circular formation is routinely presented, serving as a symbolic representation of the unity and shared identity of the peoples of Europe. In the Ukrainian-language version of these documents, the designation “*Прапор Європи*” (“*Flag of Europe*”) is reproduced in the same position as in the original, thereby ensuring the accurate retention of the visual marker and its associated interpretive function within the translated text.

Photographic identification is routinely incorporated into application materials submitted by participants in grant programmes and project initiatives, either through electronic upload or by attaching a printed image. In the Ukrainian translation, this visual component is designated as “*Фото*” (“*Photo*”), thereby preserving the functional correspondence and structural consistency of the translated document with the original.

In the process of translating institutional and project-related documentation, particular attention must be paid to the treatment of visual elements that contain linguistic information. This includes organisational logos and the emblems of project centres, which frequently incorporate abbreviated designations. When such abbreviations occur, the translator expands them into their full forms to ensure terminological precision and to maintain the clarity of the translated material. This practice not only preserves the informational completeness of the source document but also contributes to the transparency and accessibility of the text for readers who may be unfamiliar with the original institutional context. As a result, the translation remains both semantically accurate and functionally equivalent to the source, meeting the communicative needs of the target audience. For example:



European Research Council

Established by the European Commission

Ukrainian: *Логотип Європейської дослідницької ради (ERC), створеної Європейською Комісією*



Ukrainian: *Логотип німецької науково-дослідної спільноти (DFG)*



(National Nature Science Foundation of China)

Ukrainian: *Логотипи Національного фонду природничих наук
Китаю (NSFC)*

In scholarly documentation produced by academic faculties, careful consideration must be given to the procedures used for rendering stamps, logos, and other non-verbal semiotic elements. In the process of translating these non-verbal markers, it is necessary to identify explicitly the institution or organisation to which each logo or stamp pertains. Such specification ensures precise institutional attribution, supports the transparency of the translated text, and maintains the integrity and communicative function of the original document. For example:



(The coat of arms of the University of Oxford)

Ukrainian: *Герб Оксфордського університету*

This is a profile portrait of a classical Greek figure (usually Minerva/Athena) rendered in thin line art within a circular frame. The antique motif serves as a universal non-verbal symbol of science, learning, and wisdom. The logo represents Max-Planck-Gesellschaft (MPG)



Ukrainian: *Логотип Товариства Макса Планка (MPG)*

Below, we can see a stylised emblem commonly used in promotional materials related to the Belt and Road Initiative (BRI).



This is not an official government seal, but a graphical emblem frequently used in educational, informational, or promotional BRI-related contexts (e.g., presentations, conference posters, academic materials). It is a conceptual Belt and Road Initiative (BRI) emblem, visually communicating China's interconnected land-and-sea infrastructure vision. Thus, in Ukrainian translation, it can be rendered as “*Концептуальна емблема ініціативи «Один пояс, один шлях» (BRI)*”.

In cases where the source document contains a signature, the translation must explicitly reproduce the signer's identifying details. This includes the individual's surname, given name, and patronymic (where applicable), as well as his/her official title or position. The translation shall also include the notation “*signature*” (Ukrainian: *підпис*) to indicate the presence of an original signature in the document. Some examples of Ukrainian translation are given below.

English (source language):



Yoji Sato,
Chairman

Eurasia Foundation (from Asia)



Ukrainian (target language):

<ніднус>

Йоцзі Сато,

Голова

Євразійського фонду (з Азії)

Кругла печатка

Євразійського фонду

(з Азії)

In the translated versions, the areas corresponding to the signature and the official seal are identified through italicized wording.

German (source language):



Dr. Max Müller,

Rektor

Pädagogische Hochschule Weingarten



**Pädagogische
Hochschule Weingarten**

Ukrainian (target language):

<ніднус>

Д-р Макс Мюллер,

Ректор

Педагогічний університет Вайнгартен

Печатка

Педагогічного університету Вайнгартен

Chinese (source language):

丁昕

丁昕,
孔子学院中方主任



Ukrainian (target language):

<ніднус>

Дін Сінь,
Співдиректор
«Інституту Конфуція»
від китайського боку

*Кругла печатка
«Інституту Конфуція»*

*(Д/з «Південноукраїнський
національний педагогічний
університет імені К. Д. Ушинського»)*

Based on a comprehensive analysis of foreign-language source (Chinese, English, German) texts of official documents within the academic sphere of the 21st century, together with their Ukrainian translations and the oral manifestations of the corresponding discourse, this study identifies a set of distinctive parameters that define typological aspects of translating academic documents. These parameters reflect the interaction between linguistic, pragmatic, and institutional factors that shape the transfer of meaning across languages and modes of communication.

At the present stage of Ukraine's expanding international engagement with both Western and Eastern partners, and against the backdrop of increasing demands for high-quality translation within the academic domain, particular significance is attributed to the linguistic and extralinguistic frameworks that structure the analysed discourse. The precise identification of these frameworks in both oral and written modes of communication, as well as their accurate and contextually appropriate reproduction in the target language, constitutes a key prerequisite for ensuring the integrity and functionality of translated texts. The overall effectiveness of translation in this sphere is directly contingent upon the translator's professional competence, including their ability to navigate

specialised institutional conventions, domain-specific communicative norms, and the broader academic context within which such documents operate.

5. Conclusions

The findings of the study can be summarized as follows:

- The analysis made it possible to identify *the key markers* of the discourse under study, which include a focus on scientific and educational issues, a clearly defined normative framework, precise and consistent use of terminology, the employment of appropriate grammatical means, relatively simple syntactic structures, an orientation toward progress and/or the addressee, argumentation, motivation for scientific and educational innovation, along with synergy between the domains of education and science. Additionally, the genre actualizers of academic discourse are represented by the text-based designation of the document.

- In this study, *linguistic and extralinguistic factors of academic activity* are conceptualized as being reflected in the linguistic structuring of accompanying documentation – including phonetic, lexical, grammatical, and stylistic features – as well as in its extralinguistic organization, which encompasses the connotative use of intonation alongside non-verbal and kinesic components.

- The research corpus covers: 1) agreements on cooperation in the academic sphere, contracts on joint scientific publications, treaties, as well as academic mobility programmes and educational-scientific grants translated into Ukrainian as its written/textual manifestation; 2) oral reports and presentations delivered at scientific conferences and forums, including presentations of grant-funded projects as its oral implementation.

- *The distinctive parameters* of translation synergy involving the rendering of English, German, and Chinese documents into Ukrainian within the academic domain are articulated at the linguistic level through several interrelated indicators. These include: (1) discrepancies in terminological usage between the source texts under investigation and

their Ukrainian translations; (2) structural differences in the grammatical organization of the original texts and their translated counterparts; and (3) the specific characteristics of the textual framework that shape the coherence and integrity of the translated documents.

- In the process of rendering terminology from English, German, and Chinese into Ukrainian, priority is given to equivalent translation and the identification of functionally appropriate correspondences. Owing to differences in linguistic mechanisms underlying the formation and derivation of terminological neologisms, as well as to the specific strategies employed in their translation into Ukrainian, transcoding – specifically transliteration and transcription – emerges as a predominant method for the transfer of foreign terminological neologisms, particularly those of the English origin.

- The formation of Chinese neologistic terminology is primarily based on a descriptive conceptualization of newly emerging phenomena, which reflects a source-culture-oriented approach to term creation. Accordingly, in Ukrainian translation, two principal strategies are observed: the use of an established terminological equivalent, where available, or a descriptive translation aimed at explicating the underlying concept. By contrast, the terminological systems of English and German are largely shaped by internationalisms of Greek and Latin origin. Within German academic discourse, such international terms frequently coexist with native German terminological formations, illustrating a hybrid model of term usage. The analysis of authentic Chinese source texts demonstrates a clear preference for indigenous Chinese term formation. When rendering Greek- and Latin-based terms into Ukrainian, translators predominantly apply direct equivalents, while in certain cases resort to corresponding terminological analogues, depending on the degree of codification and acceptance of the term in the target-language terminological system. For example: 1) Chinese: 大数据 (*dà shùjù*) – literally “big data”, descriptively calqued; English: *big data* – neologism of English origin; German: *Big Data* / *Massendaten* – internationalism alongside a German equivalent; Ukrainian: *великі дані* – established equivalent (calque). Chinese employs a descriptive calque,

foregrounding semantic transparency. Ukrainian follows a similar strategy through semantic replication, whereas German demonstrates terminological doublets (internationalism + native term), reflecting partial domestication.

- Unlike some examples, terms may show convergence across languages: Ukrainian adopts a direct equivalent of Greek-Latin origin, while Chinese again relies on productive native word formation, confirming the asymmetry between Indo-European borrowing practices and Chinese lexical innovation. For example: 1) Chinese: 全球化 (*quánqiú huà*) – “worldwide-ization”; English: *globalization*; German: *Globalisierung*; Ukrainian: *глобалізація*.

- Conceptual equivalence across languages with diverging formal realization is observed: Chinese favours analytic descriptiveness, while Ukrainian applies a codified terminological equivalent, in line with standardization norms. In some cases, Ukrainian aligns with international scientific terminology, whereas Chinese restructures the concept using lexical morphemes of native origin, reinforcing the claim that Chinese neologisms privilege conceptual explicitation over borrowing.

- To sum up, *Chinese* neologicistic terminology predominantly uses descriptive and morpheme-based term formation, minimizing borrowing. *English* and *German* rely extensively on Greek-Latin internationalisms, with German additionally preserving native alternatives. *Ukrainian* translation practice favours standardized equivalents, particularly for terms of international origin, while resorting to descriptive translation where codified terms are absent. This supports the view that terminological equivalence is strategy-dependent, conditioned by the typological features of the languages involved, the degree of terminological standardization, and the communicative norms of academic discourse.

- Widely used abbreviations generally have established equivalents in German, Chinese, and Ukrainian. For example, *DNA* (*deoxyribonucleic acid*) is retained as *DNA* in English and German, though German has its corresponding translation unit *DNS* (*Desoxyribonukleinsäure*). In Chinese, it also appears as *DNA* alongside its descriptive expansion 去氧核糖核酸/*qù yǎng hé táng hé suān*, and is adapted as ДНК

(дезоксирибонуклеїнова кислота) in Ukrainian, reflecting partial calquing combined with orthographic adjustment. Abbreviation translation is shaped by the interaction between internationalization and localization strategies: highly institutionalized abbreviations tend to be transferred through borrowing or partial retention, frequently with explicitation, whereas languages such as Ukrainian and German often favour calquing followed by the creation of native abbreviations that conform to phonetic and orthographic norms. The choice of strategy is therefore norm-driven, conditioned by the degree of terminological standardization, the communicative domain, and the expectations of the target discourse community.

- The grammatical organization of academic documentation is realized through a range of language-specific syntactic structures. In English and German texts, this is evident in the frequent use of infinitive constructions, as in *to enhance international cooperation* (English) or *zur Förderung der internationalen Zusammenarbeit* (German), while English additionally makes extensive use of gerundial constructions, for example promoting interdisciplinary research. In Chinese academic texts, comparable functions are often fulfilled by object subordinate clauses, as illustrated by constructions such as 旨在促进国际合作的项目/*Zhǐ zài cùjìn guójì hézuò de xiàngmù* (“programmes aimed at promoting international cooperation”). Across all languages under consideration, syntactic parallelism plays a prominent role in structuring information, particularly in enumerations of aims or tasks (e.g., *to develop, to improve, and to expand*).

In the titles of conferences, grant schemes, academic programmes, as well as advanced training and internship initiatives, chain word combinations are especially common. English titles frequently rely on multi-component noun phrases, including participial constructions or phrases with adverbial modifiers, such as *International Conference on Advancing Digital Education* or *Programme for Strengthening Research Capacity*. In German, similar concepts are typically expressed through compound or juxtaposed nominal structures, for example *Forschungsförderprogramm* or *Internationale Bildungskoooperation*,

reflecting the language's strong compounding tendency. In Chinese, equivalent chains are formed through the linear combination of lexical units, often following Noun + Noun or Adjective + Noun patterns, as in 高等教育合作项目/ *Gāoděng jiàoyù hézuò xiàngmù* ("higher education cooperation programme") or 国际学术交流会议/ *Guójì xuéshù jiāoliú huìyì* ("international academic exchange conference"). These contrastive examples underscore typological differences in syntactic and nominal phrase construction while revealing convergence at the level of communicative function within the academic domain.

- In the translation of academic documentation, phenomena of textual expansion and reduction are closely linked to typological, grammatical, and orthographic differences between the languages involved. Ukrainian translated texts typically demonstrate a tendency toward expansion, occupying a greater textual volume than their source texts, which can be explained by divergences in grammatical structure and the need for explicit syntactic and semantic articulation in the target language. By contrast, Ukrainian translations of German academic texts usually remain comparable in length, reflecting a relatively high degree of structural similarity and parallel strategies of information packaging. An opposite tendency is observed in the case of Chinese source texts, which are generally more concise than their Ukrainian translations. This reduction is largely attributable to the logographic ("hieroglyphic-symbolic") nature of the Chinese writing system, which enables a compact representation of meaning and higher informational density. Consequently, translation from Chinese into Ukrainian often necessitates expansion to ensure semantic clarity and grammatical completeness, underscoring the role of language-specific structural constraints in shaping text volume in academic translation.

- Emotional expressiveness is largely atypical of spoken academic discourse, which is conventionally characterized by controlled delivery, prosodic stability, and communicative neutrality. Nevertheless, when speakers experience heightened emotional states – such as anxiety, excitement, or irritation – these may surface in their oral performance through deviations from normative phonetic patterns. *At the segmental*

level, such deviations include emotionally conditioned vowel lengthening and occasional articulatory inaccuracy. More salient indicators are observed *at the suprasegmental level*, where emotional involvement may lead to tempo fluctuations, prosodically unmotivated expansion or compression of pitch range, non-standard realization of nuclear tones, disrupted pitch scaling, and increased vocal intensity. In spoken academic interaction, these features function as markers of affective interference rather than stylistic choice and may impact perceived coherence and professionalism of delivery. Additionally, emotionally marked utterances are frequently accompanied by kinesic behaviour, such as gestures, facial expressions, or posture changes, which further index a departure from the neutral norms of academic speaking.

- Within the framework of multimodal communication, particular attention should be paid to non-verbal semiotic resources employed in academic documentation, including image-based signs (such as drawings, photographs, and graphic elements), as well as emblems, logos, seals, and institutional stamps. These elements not only complement verbal text but also function as meaning-making resources that convey authority, authenticity, and institutional identity. Viewed through the lens of social semiotics, such non-verbal components form an integral part of the communicative and pragmatic structure of official academic discourse. In this regard, further research into the foundations of paradigm shifts in translation studies under conditions of globalisation appears particularly pertinent. Drawing on English-, German-, and Chinese-language official documents regulating academic relations in the twenty-first century, alongside their Ukrainian translations, such research could elucidate how globalisation fosters the convergence and hybridisation of semiotic practices, reshapes translational norms, and reinforces the multimodal character of institutional communication in an increasingly interconnected academic environment.

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