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## THIRD-YEAR UNIVERSITY STUDENTS' LINGUISTIC ERRORS IN TRANSLATION FROM UKRAINIAN TO ENGLISH

**Summary.** This study provides a comprehensive analysis of linguistic errors made by Ukrainian university students when translating from Ukrainian into English, their first learned foreign language. Recognizing a gap in existing research on Ukrainian-English students' translations, particularly concerning detailed quantitative data, we collected 643 binary linguistic errors from 1,065 sentences translated by third-year students at Taras Shevchenko National University of Kyiv between 2021 and 2023. These errors were meticulously categorized into grammatical (30%), lexical (31%), stylistic (7%), and technical (32%) errors.

Grammatical errors involved misuse of articles, noun number agreement, verb complementation, non-finite verb forms, preposition usage, and word order. These issues often stem from structural differences between Ukrainian and English, such as the absence of articles and direct causative constructions in Ukrainian. Lexical errors resulted from incorrect word choices and false cognates, indicating insufficient vocabulary depth. Stylistic errors included overly long subject groups and syntactic patterns transferred from Ukrainian into English. Technical errors involved punctuation, capitalization, and hyphenation, often caused by differences in language conventions.

Key findings show that students struggle with English grammatical categories absent in Ukrainian, especially articles and pluralization in specific contexts. The impact of Ukrainian's flexible syntax on English sentence structure leads to word order errors. The study offers a detailed quantitative assessment of these errors, contributing insights not extensively covered in previous research.

The implications for translator training are substantial. By identifying precise areas of difficulty, the study suggests that targeted instruction focusing on definiteness, pluralization rules, verb complementation, and prepositional usage is essential. Enhancing lexical training to emphasize context and usage, as well as improving technical proficiency in punctuation and capitalization, can further improve translation accuracy.

**Key words:** translation into a learned foreign language, binary (linguistic) errors, students' translations, translation from Ukrainian to English.

**Introduction.** Translation is a complex skill requiring a deep understanding of both the source and target languages, particularly when translating into a learned foreign language. Research shows that students often make various errors when translating, largely due to linguistic challenges and lack of experience. These errors are of both scientific and practical interest, as they provide crucial insights for improving translation training.

Understanding student errors is essential for translation scholars and educators because it reveals the specific difficulties students face. By analyzing these errors, educators can identify common patterns and develop more effective teaching strategies that target root causes, leading to better learning outcomes.

Moreover, analyzing translation errors allows for tailored feedback, addressing individual student needs in areas such as grammar, syntax, or contextual use. This personalized approach not only improves students' translation skills but also boosts their confidence and motivation.

Error analysis can also highlight gaps in the curriculum, suggesting areas that need more emphasis or adjusted teaching methods. If certain errors consistently occur, it may indicate that specific concepts are not adequately covered, making this feedback vital for refining teaching approaches. Since Ukrainian students' translation errors into English have been underexplored, this analysis is particularly timely.

Translating from Ukrainian to English by third-year university students whose native language is Ukrainian and English as their first learned language in a course (44 hours) in the practice of translation from Ukrainian to English at Taras Shevchenko National University of Kyiv has been taught systematically using a textbook on translating from Ukrainian to English [1] since 2020. One of the important goals of this course has been to develop the use of correct authentic English in translations. It must be noted that the mistakes analyzed below were largely observed in translations of students who did not have sufficient English proficiency and fluency.

Translation into a foreign language presents unique challenges, often leading to characteristic errors made by students. These errors

offer valuable insights into the linguistic and cultural differences between languages. This article examines the most common errors made by Ukrainian students in English translations, identifying underlying patterns and sources. The findings aim to refine teaching methods and translation techniques, helping educators, translators, and learners improve communication between Ukrainian and English speakers. Understanding and addressing these errors is crucial for fostering more accurate and effective translations.

This article presents a qualitative and quantitative analysis of translation errors identified in the coursework of students enrolled in the English-Ukrainian translation program at Taras Shevchenko National University of Kyiv. Teaching the course made it possible to gather and analyze various students' translation mistakes and gave enough empirical material with linguistic (largely binary – see [2]) mistakes.

The data set includes translation assignments completed from 2021 to 2023, meticulously documented through the pedagogical process. These errors were subsequently compiled and categorized to facilitate a detailed examination of the types and frequencies of errors occurring in student translations. This rigorous analysis aims to elucidate the specific linguistic challenges faced by students, offering insights into the cognitive and linguistic mechanisms underlying error production in bilingual translation tasks. By systematizing error types and their occurrences, the study seeks to inform targeted pedagogical strategies that can enhance translation accuracy and student proficiency in an academic setting.

**Analysis of the Latest Research and Publications.** *Studies of students' errors in translation from Ukrainian into English.* The mistakes made by senior translation students in this direction of translation have not been studied sufficiently. There are only a few articles on the subject, and they focus only on individual mistakes. Shopin P. [3], in analyzing senior students' word choice mistakes in translations of popular articles from Ukrainian to English resulting in choosing words with opposite meanings pointing out such tentative groups of opposition as causation (subject and object, agent and patient), quality, modality, time, space, quantity, and grammatical gender. He argues that the reasons for these mistakes appear to be misunderstanding verb voice forms (passive versus active), modality (e.g., necessity, prohibition), idioms, and negation, as well as a strong reliance on local collocations of words while disregarding the context of the sentence and the overall message of the text, with some oppositions being multilayered and simultaneously touching upon various linguistic issues. He concludes that opposite meanings present both significant challenges and creative opportunities to translators and understanding how oppositions work in different languages is essential for successful translation, therefore, translators should learn how to deal with oppositions and consider their contexts to avoid misunderstanding.

On having studied some aspects of students' translation of abstracts of research art papers from Ukrainian to English, Mkhitarian L. and Kresan T. [4] identified some most common grammar and vocabulary mistakes, which are mainly caused by differences between Ukrainian and English grammar, as well as by ignoring polysemy, poor understanding of context and «the translator's false friends».

Kotsiuk L. [5] using a corpus method of error analysis of 217 English written texts produced by Ukrainian learners, described mistakes in spelling, grammar, punctuation, structure, and style

and pointed out the usefulness and productivity of this in detecting, collecting, and classifying mistakes.

Kozolup M. et al. [6] analyzed English texts on biology written by Ukrainian authors and identified textual, grammatical and lexical mistakes, among which the most critical were defective paragraph structure and excessive verbosity, misuses of word order and clauses, wordy and confusing sentences with multiple issues, missing predicates, faulty subject-verb agreement, incorrect forms of the verb, inappropriate use of articles, pronouns, demonstratives and quantifiers, various types of loan translation, improper word choices, poor vocabulary, spelling of toponyms, capitalisation, and switching from American to British orthographic standards.

*Studies on students' errors in translation from other native languages to English.* Mai Thi Nhu Y and Thai Cong Dan [7] studied typical mistakes of Vietnamese English-major students in translation from Vietnamese to English using a baseline survey, questionnaire, and interviews and described the following mistakes: incorrect translation of headlines/headings, incorrect noun number form, verb tense form and article usage, the use of a word in the wrong context, and lack of capitalization.

Rohim A. and Syah Putra A. [8] identified students' lexical errors in translating English texts to Indonesian, showing that students wrongly ordered words in a sentence because of word-by-word translation and made lexical choice mistakes. Br Sitepu J. et al. [9] analyzed students' mistakes in Indonesian-English translation and found frequent mistakes in word choices and verb tense form usage and the least frequent ones in gerund usage.

Lestari D.R. and Chojimah N. [10] studied semester 4 students' mistakes in Indonesian-English translations of report texts and identified four types of errors: incomplete writing, mistranslation of pronouns, translation meaning errors, and sentence errors with mistakes in giving meaning with inappropriate words as the most common ones, the cause factors being sloppy translation, insufficient vocabulary and structural differences between Indonesian and English.

Munavir [11] researched Indonesian-English students' translations of scholarly abstracts and established most students' errors were syntactic (62.1%) and lexical (21.7%), and the least frequent ones were morphological (7.2%). In their analysis of students' translations from Chinese to English, Du W. and Saeheaw T. [12] identified text-level errors as the most prominent, followed by translation and sense distortion errors.

Yuliasri I. [13] analyzed fifth-semester university students' translations who studied the Indonesian-English Translation Course and showed that common linguistic errors in students' Indonesian-English translations were in diction, including technical terms, noun phrase, word class, gerund after preposition, number (singular/plural), collocation, parallelism, subject-verb agreement, wh-clause, double predicate (run-on), voice (active/passive), and fragment (no predicate). The aim of the study by Chandra J., Wahyuni I. [14] was to describe linguistic errors that sixth-semester students of English in an English education program made in translating from Indonesian to English. The results of the study showed that the main linguistic error related to the lexical aspect comprised 53% of total errors, grammar and syntactic mistakes, 18%, and only 7% of morphological errors. The authors concluded that the level of English acquisition proved inadequate in the act of translation, especially regarding "lexicon" (vocabulary and choice of words), grammar and syntax.

The literature review shows that there are actually very few works on students' errors in translation from Ukrainian to English and that not all aspects of linguistic students' mistakes are sufficiently described in this and other directions of translation from the native language to English. A thorough literature analysis showed that this is the first publication on university translation students' mistakes in translation from Ukrainian to English.

**The following research methods** were used in the study: continuous sampling to collect mistakes (643 from 1065 sentences) in students' translations, classification of mistakes into types and kinds according to their linguistic nature, a comparative method to identify mistakes, and calculation of mistakes to determine the absolute numbers and percentage of mistakes.

**The study aims** to identify a set of selected mistakes made by third-year university translation students in the practical course of Ukrainian-English translation, classify them and find out the weight of each mistake type and kind for drawing a conclusion on the linguistic aspects of the translator's training that need the utmost attention of university trainers of translation from Ukrainian to English.

**Error Analysis. Grammatical Errors: Article Use.** Ukrainian students struggle with English article usage due to the absence of articles in Ukrainian, making them unfamiliar with distinguishing definiteness—a core feature of English grammar. Lacking this concept, learners rely on contextual cues and word order, which often leads to errors. The complexity of English article rules, involving countability, specificity, and shared knowledge, results in both omission and overuse of articles. Our research shows that the definite article *the* presents the greatest difficulty, as its use requires awareness of specificity and prior reference—concepts not inherent in Ukrainian grammar. In contrast, *a/an* errors are less frequent due to their simpler rules.

In our analysis of article usage, we identified several instances of *article omission errors*. For example, in *Ви хочете, щоб я зробив копію угоди про оренду? / Do you want me to get lease agreement copied?*, the article *the* is missing before *lease agreement*, which refers to a specific, known agreement. Similarly, in *Проте саме через відпущення цін провалилася кредитна політика... / It was because of the release of prices that credit policy failed...*, *the* should precede *credit policy*, indicating a specific policy under discussion. In scientific contexts, articles are similarly necessary, as in *... на двовимірній фазовій діаграмі, де визначається співвідношення температури кипіння та складу розчину. / a two-dimensional phase diagram, which determines the ratio of boiling point and composition of the solution.* Here, *the* is required to be before *boiling point* and *composition of the solution*, as these are specific elements defined within the given scientific context. Some nouns, such as *US* in *Чинення тиску на Індію з боку США шляхом запровадження санкцій... / US efforts to impose sanctions on the aerospace authorities...*, inherently require definite articles due to their fixed nature. Conversely, students make fewer errors with indefinite articles, as *a/an* aligns with the lack of articles in Ukrainian, as in *Повністю щепленому сертифікованими в ЄС препаратами власникові такого паспорту... / The owner of such passport, who is fully vaccinated with drugs certified in the EU...*, where the indefinite article *a* is missing before *passport*. This suggests that students struggle more with the concept of definiteness than with indefinite nouns, as the latter more closely mirrors Ukrainian structures.

The cognitive demand of tracking specificity in English makes definite articles more challenging.

Superfluous use of definite articles is another common issue. For instance: *В основі перебудови в обох країнах було усунення монопольної влади однієї партії / The basis of Perestroika in both countries was the elimination of the one party's monopoly power*, *the* is incorrectly applied to *one party's monopoly power*, despite the lack of prior reference. Similarly, in *Не варто забувати про те, що половина депутатського корпусу обирається за мажоритарною системою / The half of the deputy corps is elected by the majority system*, *the* is unnecessary, as *half* refers to a general, non-specific quantity.

We also observed *misuse of articles* in contexts requiring *a/an* instead of *the*. For example, *Існує ймовірність, що ваш старий друг може знову з'явитися... / There is the chance that your old friend may reappear...*, *a* should replace *the* since it refers to an indefinite possibility. Conversely, in *У звіті ООН про шкідливі викиди в 2020 році... / A UN report on harmful emissions in 2020 ...*, *the* is required as it refers to a specific report, not just any report.

**Grammatical Errors: Noun Number Agreement.** While both English and Ukrainian use singular forms for collective and abstract nouns, Ukrainian often employs singular nouns where English requires plurals, especially in legal, medical, or procedural contexts. For example, *У разі смерті дітей віком від 0 до 6 днів заклади охорони здоров'я видають лікарське свідоцтво про перинатальну смерть* was translated as *In case of death of the children aged from 0 to 6 days, healthcare facilities issue a medical death certificate of perinatal death*. Here, *death* and *certificate* should be plural to match the plural subject *children*, reflecting the individual instances in English.

Another issue arises with abstract nouns in contexts that involve distinct types. In *Розробка веганського, халального, кошерного та пісного меню є в планах Олексія Резнікова / The plans of developing vegan, halal, kosher, and lean menu has Olexii Reznikov*, the singular *menu* is incorrect in English, which prefers the plural *menus* when referring to distinct categories within an abstract concept. The error likely stems from a direct transfer of Ukrainian grammatical patterns, where the singular form is retained despite the distinction into types.

The final type of error involves incorrect idiomatic number agreement, unrelated to Ukrainian grammar interference. For example, *Ці три фази і відповідні етапи будуть докладніше описані в наступних розділах* was translated as *The following chapters describe in more details these three phases and the corresponding stages*. While the student may have interpreted *details* as requiring plurality, the correct idiomatic grammar in English is *in more detail*, which remains singular regardless of context.

**Grammatical Errors: Verb Complementation. Causative Construction.** Ukrainian lacks direct equivalents for English causative constructions, often using verbs like *змусити* or subordinate clauses to express causality. This structural divergence complicates the identification and proper use of causative constructions when translating into English. A common error involves substituting the past participle for the bare infinitive in English causative constructions. For example, *"Що ти хочеш, аби я сказав?" мовив імператор* was translated as *"What would you have me said?"* Instead of using the past participle *said*, English requires the bare infinitive *say*. The student, influenced by the Ukrainian past verb form, incorrectly introduces a perfective

aspect from Ukrainian into the English causative structure, despite the fact that English causatives do not change based on tense or aspect.

**Grammatical Errors: Verb Complementation. Infinitive.**

Errors in infinitive use often stem from asymmetries between Ukrainian and English in the application of bare and full infinitives. In English, certain verbs govern either bare or full infinitives depending on the construction, whereas Ukrainian does not make this distinction as explicitly. For example, in *Ти хочеш, аби люди думали, що ти якийсь дивний...* translated as *Do you want people have you think strange...*, the student incorrectly uses the bare infinitive *have* instead of the required full infinitive *to have*. This error likely arises from overgeneralizing rules from modal or causative constructions, where bare infinitives are appropriate. However, in this case, *want* requires a full infinitive (*to have*), not a bare one.

**Grammatical Errors: Non-finite Verb Form Use.** Errors in non-finite verb usage and preposition application are common in Ukrainian-English translations. These mistakes often arise from incorrect understanding of verb-preposition collocations or unnecessary preposition insertion. For example, in *Він закликав партнерів приєднатися до програми...* translated as *He urged partners for joining the program...*, the student incorrectly uses *for* with a gerund, where English requires the preposition-less infinitive *to join*. Another type of error involves superfluous prepositions, as seen in *В основі наших відносин...* translated as *containing of Russian expansionism*, where the unnecessary *of* is inserted before the gerund *containing*. This reflects a misunderstanding of English transitive verbs like *contain*, which do not require a preposition before a gerund. Such errors likely stem from the overgeneralization of preposition use in Ukrainian, particularly to render the genitive case or show possession.

**Grammatical Errors: Preposition Use.** Ukrainian students often rely on English prepositions to fulfill the functions of Ukrainian grammatical cases, which can result in the omission of necessary prepositions. For example, in *Цим документом було передбачено збільшення частки відновлюваних джерел...* translated as *Hereby they provide an increased share of renewable sources...*, the verb *provide* requires the preposition *for* in English, but it was omitted due to a literal translation from Ukrainian, where no preposition is needed.

Superfluous prepositions are also common, typically due to direct translation of Ukrainian prepositions. In *...власникові такого паспорта не мають права відмовляти у в'їзді...* translated as *the owner of such passport cannot be refused in entry...*, the preposition *in* before *entry* is unnecessary because *refuse* is a transitive verb in English.

Preposition misuse is the most frequent type of error, often involving incorrect selection of prepositions. For instance, in *Як вам вдається не відволікатися на дрібниці...* translated as *How do you manage not to get distracted with trivialities...*, the student incorrectly uses *with* instead of the correct preposition *by*. This reflects a lack of precision in preposition selection, stemming from an incorrect transfer of Ukrainian prepositional usage.

**Grammatical Errors (Syntax): Word Order.** While Ukrainian students understand that verbs typically come second in English sentences, they often struggle with English's stricter subject-verb-object order, leading to awkward constructions. For example, *У документі також вказано...* was translated as *In the document*

*is also pointed out on the specific international tribunal's role...* Here, the verb *is* incorrectly precedes the subject, reflecting a literal translation of Ukrainian word order. In English, the subject must precede the verb, so the correct form is *The document also points out the role of the specific international tribunal...*

Another common issue arises from the need for more formulaic sentence patterns in English. In *Як повідомляє «Україна молода», про це в понеділок повідомив прес-центр «Укрзалізниці».* translated as *As informs "Ukraine Moloda" the press center of Ukrzaliznytsia reported about it on Monday*, the verb *informs* incorrectly precedes the subject. English rarely uses inverted word order, except in specific stylistic contexts. A more natural translation would be *According to the newspaper "Ukraine Moloda," the press center of Ukrzaliznytsia reported this on Monday.*

**Lexical Errors: Word Choice.** A significant number of errors stem from the wrong choice of words, where students select terms that do not accurately convey the intended meaning in English. This issue often arises from a lack of vocabulary depth, interference from the source language, overreliance on dictionaries, or insufficient exposure to the target language's subtleties.

One of the most common types of mistakes in student translations is the failure to carefully select the appropriate equivalent for *polysemic words*, which have multiple meanings depending on the context. For example, in the sentence *Необхідно підготувати остаточний висновок за результатами свого річного розслідування / It is necessary to prepare a final report on the results of your annual investigation*, the student uses the terms "report" and "investigation." However, *висновок* in this context means "conclusion," and *розслідування* would be more accurately translated as "inquiry," especially if the investigation is formal or official. This slight but important distinction changes the tone and accuracy of the translation. Or: *Самсона боялися через його величезну силу. / Samson was feared because of his immense power.* While "power" and "strength" are related, "strength" is more appropriate when referring to physical prowess.

Another example of misinterpreting polysemic words occurs with the sentence *Нові правила перевезень залізницями ЄС певно не тільки покращать якість залізничних перевезень / The new EU rail rules will surely improve the quality of rail transport.* Here, the student translates *певно* as "surely," which implies certainty. However, *певно* can also mean "probably" or "likely." In this case, "are likely to" would be a more accurate translation to capture the intended meaning, as it reflects a more cautious prediction.

One common issue is unfamiliarity with the *terminology* of specific fields. This is particularly evident in the translation of bureaucratic terms, as shown in the following example: *Закон говорить, що обов'язковими є лише медичні довідки / The law says that only medical references are mandatory.* In this case, *медичні довідки* refers to official documents that confirm medical information, but "references" implies a recommendation or mention. The correct term in English should be "certificates" to reflect the intended meaning accurately.

Legal terminology presents another challenge, even when used in non-legal contexts, such as news reporting. Consider this example: *За останні 11 місяців відбулися численні арешти агентів СБУ за звинуваченнями в державній зраді / In the last 11 months, a significant number of SSU agents have been arrested because of the governmental betrayal.* Here, the student translates *державній зраді* as "governmental betrayal" instead of "treason."

While "betrayal" is a literal translation of *зрада*, "treason" is the appropriate legal term in English for betraying one's country.

In some cases, inappropriate word choice stems from ambiguity in the source context, particularly when dealing with numerical expressions. For example: *Якщо говорити про швачок та кравців, то наприкінці минулого року на 1 місце було 11 осіб, що на 4 менше, ніж у період липень-вересень / Speaking about seamstresses and tailors, there had been 11 people on the first place by the end of last year, which is 4 less than in the July-September period.* The phrase *на 1 місце* refers to competition for a single job opening, but the student mistranslates it as "on the first place," which makes no sense in this context. The correct phrase should be "for one vacancy."

*Idiomatic language* has long been regarded as a challenging aspect of translation due to the difficulty of recognizing idioms, finding appropriate equivalents, and understanding when a non-idiomatic source phrase would be better rendered through an idiom in the target language.

In the example *Падіння життєвого рівня підірвало довіру до уряду / The downfall of living standards has undermined confidence in the government*, the student uses the word "downfall" incorrectly. "Downfall" is typically reserved for entities such as governments or leaders, not abstract concepts like living standards. A more appropriate translation would be "falling" or "declining," which accurately reflects the change in living standards.

Another challenge arises with idiomatic expressions that, when translated too literally, lead to mixed metaphors. In the sentence *Справді, час зрушити воза з місця і нареши згадати про українську науку / Indeed, it's time to get this cart off the ground and finally remember about Ukrainian science*, the idiom *зрушити воза з місця* means to initiate action. However, the translation "get this cart off the ground" mixes metaphors, as it combines imagery of carts and flying. A better choice would be "get the cart moving," which preserves the original metaphor and meaning.

Conversely, there are situations where using an idiom in the target language may not be the best option, and a more direct translation is needed. For instance, in the sentence *Пантом у дверях з'явився величезний чоловік / Suddenly a huge man appeared at the door*, the phrase *у дверях* should be translated as "in the doorway," indicating that the man is physically standing within the door frame. The student's choice of "at the door" inaccurately conveys the image, as it suggests the man is simply standing near the door rather than within the entrance.

*False friends* are words that look similar in two languages but have different meanings. Students often fall into the trap of using these words incorrectly due to their deceptive familiarity, leading to mistranslations. These errors can arise in a variety of contexts, ranging from general to more specialized fields. Take, for instance, this example: *А ось Вам і цікава історія: сьогодні, перебуваючи з групою у чернігівських Антонієвих печерах, вдалося зробити фото того, що умовно можна було б назвати приви́дом ченця Тарасія / And here's an interesting history: today, while visiting Chernihiv's Anthony Caves with a group, I managed to take a photo of what could be called the ghost of monk Tarasiy.* The student uses "history" to translate *історія*, but in this context, "story" is the correct choice, as it refers to an anecdote rather than a historical event.

False friends can also appear in more specialized contexts: *An illustration of this is found in the following sentence: До того ж,*

*зменшення льодовиків може означати, що в майбутньому скоротяться запаси прісної води, а це негативно позначиться на енергетиці й сільському господарстві / In addition, the shrinking of glaciers could mean that in the future fresh water supplies will decrease, which will have a negative impact on energetics and agriculture.* The word *енергетика* is incorrectly translated as "energetics." In English, "energetics" refers to a branch of physics, not the energy industry. The correct translation would be "energy sector" or "energy industry."

**Lexical Errors: Unjustified Transliteration.** Unjustified transliteration occurs when students directly render a word from the source language into the target language using phonetic spelling, without checking whether an established equivalent exists in the target language: *У грудні 2023 року віість обленерго, де основним акціонером є держкомпанія «Українські розподільні мережі», змінили склад наглядових рад / In December 2023, six oblenergos, where the main shareholder is the state-owned company Ukrainian Power Distribution Networks, changed the composition of the supervisory boards.* The term "обленерго" is an abbreviation for *обласне енергетичне підприємство*, meaning "regional energy company." Transliterating it as "oblenergos" would be unclear to English-speaking readers. In such cases, it's more effective to use a descriptive equivalent to ensure clarity.

University translation students often make word choice errors due to several factors. A lack of vocabulary depth leads to an inability to capture the nuanced meaning of words, resulting in literal translations that miss the intended context or tone. Additionally, source language interference causes students to apply native language structures inappropriately, while overreliance on dictionaries further compounds the issue by offering rigid, context-free translations. Lastly, cultural unfamiliarity and limited exposure to real-world usage lead to translations that may be technically correct but sound unnatural or misrepresent culturally specific concepts.

**Stylistic Errors.** Among the stylistic errors frequently encountered in student translations from Ukrainian into English are issues that arise from insufficient familiarity with the stylistic norms of the target language. These include the use of overly long subject groups, incorrect sentence construction, improper formation of attributive noun phrases, underuse of verb forms typical of English speech, and mistranslation of colloquial or highly informal words.

One common mistake is the use of sentences with long subject groups. For example, *Розробка веганського, халяльного, кошерного та пісного меню в планах Олексія Резнікова* was translated as *The plans of developing vegan, halal, kosher and lean menu has Olexii Reznikov.* This translation is awkward and unclear. A better version would be *Olexiy Reznikov is planning to develop vegan, halal, kosher, and meatless menus*, which simplifies the subject group and provides a clearer sentence structure. Another example is *Під час обшуків у затриманого знайшли мобільні телефони, сім-картки російських операторів, готівкові кошти та інші докази* translated as *During the searches, the detainee's cell phones, SIM cards of Russian operators, cash, and other evidence were found.* A more natural translation would be *The searches of the detainee revealed cell phones, SIM cards, cash, and other evidence*, which reduces the complexity of the subject group.

In English, long subject groups (more than six words) are less common because English favors a structure where the predicate group predominates. Typically, the predicate group should have

more words than the subject group. For instance: *Минулий рік був ознаменований новими епізодами покращення відносин між Великою Британією та Аргентиною* translated as *New episodes of improved relationships between Great Britain and Argentina defined previous year* would sound more natural as *Last year saw new episodes of improved relations between Great Britain and Argentina*. English also often prefers phrasal verbs and compound predicates to increase the length and weight of predicate groups, which is a key feature of English stylistic norms.

Another stylistic error is the failure to use verb forms in place of Ukrainian nouns, a common error due to the more verbal nature of English sentences compared to Ukrainian. For example, *До того ж, зменшення льодовиків може означати, що в майбутньому скоротяться запаси прісної води, а це негативно позначиться на енергетиці й сільському господарстві* was translated as *In addition, the reduction of glaciers may mean that fresh water reserves will decrease in the future, and this will affect energy and agriculture*. A more idiomatic translation would be *Retreating glaciers may lead to future declines in fresh water reserves, negatively impacting the energy and agricultural sectors*, where the verbs *retreating* and *impacting* make the sentence more dynamic and typical of English usage.

This tendency toward verbalization also extends to nominal constructions that should be rendered with verbs in English. For example, *що має «подарувати» бізнесу спрощення регулювання трудових відносин* was translated as *that should provide businesses with the simplification of labor relations*. A better translation would be *that should simplify labor regulations for businesses*. Similarly, *В основі перебудови в обох країнах було усунення монопольної влади однієї партії* was translated as *The basis of Perestroika in both countries was the elimination of the one party's monopoly power*, which should be revised to *Perestroika in both countries was based on eliminating the one-party monopoly*.

Further illustrating the importance of verb usage, the sentence *Це відкриття відіграло вирішальну роль у створенні атомної бомби* was translated as *This discovery played a crucial role in the creation of the atomic bomb*, but it could be more natural in English as *This discovery played a crucial role in creating the atomic bomb*. By transforming nominal constructions into verbal ones, the sentence becomes more fluid and stylistically aligned with English norms.

Stylistic errors in student translations from Ukrainian into English often stem from unfamiliarity with the target language's norms, particularly regarding sentence structure and verb usage. Ukrainian students tend to overuse long subject groups and rely on nominal constructions, which result in awkward and unclear translations. English, by contrast, favors shorter subject groups and more dynamic verb forms, leading to more concise and fluid sentences. Additionally, English relies on verbalization rather than noun-heavy structures, and failing to make this adjustment can lead to stilted translations. A deeper understanding of these stylistic conventions is necessary to produce natural, idiomatic translations.

**Technical Errors: Punctuation.** Punctuation errors in Ukrainian-English translations arise from structural and grammatical differences between the two languages. Ukrainian uses commas more frequently to separate clauses, often leading to over-punctuation in English. For example, Ukrainian's flexible sentence structure allows extensive use of subordinate clauses, marked by commas and dashes, which may transfer incorrectly into English.

In *Тим часом на Заході намагаються розібратися...* translated as *Meanwhile Western world tries to figure out Kyiv's true plans*, the omission of a comma after "Meanwhile" reflects the influence of Ukrainian, where commas are used differently in clause separation. Similarly, superfluous punctuation occurs when students directly translate prepositions or phrases, as seen in *Завдяки паузі, коли промовець ставить запитання або коротко пояснює.../ Pausing allows listeners to find the following line of the poem, when the speaker asks some questions...* Here, the additional comma is unnecessary in English but aligns with Ukrainian conventions.

Missing commas to delineate clauses are less frequent in Ukrainian-English translations, as Ukrainian tends to be strict about comma separation in clauses. These errors, such as in *У цьому зв'язку слід ретельно вивчити концепцію форуму громадянського суспільства, що була запропонована на минулій сесії / The concept of the civil society forum which was proposed at the last session should be carefully examined.*, are more likely due to lack of proofreading or attentiveness. In this example, a comma is missing after *forum*, which would properly separate the clause in English.

Another infrequent case is the omission of the serial comma, as seen in *...такі необхідні предмети, як скафандри, комп'ютерні кабелі, упаковки з їжею, інструменти та за частини, доводиться прикріпляти до підлог, стель та стін.../ ...such as spacesuits, computer cables, food packages, tools and spare parts to floors, ceilings and walls...*, where the comma before *and* is absent. This omission often stems from stylistic variations, as the use of the Oxford comma differs across English-speaking regions and registers. If the source text follows a less formal register where the serial comma is less common, students may exclude it in their translations, potentially leading to ambiguity in English.

Despite Ukrainian's more complex system of punctuation and frequent use of punctuation marks, *superfluous punctuation errors* were not a major issue for students, with just several instances. For example, in *Ми були дуже незадоволені, адже гадали, що він принаймні міг би це відмити... / We were very dissatisfied, because we thought he had at least washed it*, the extra comma after *dissatisfied* is likely due to Ukrainian interference, where subordinate clauses more often require commas.

Superfluous colons were rare, likely due to the extensive use of dashes in Ukrainian. For instance, in *Серед них – притягнення Росії до юридичної відповідальності... / Among them, there are: bringing Russia to legal responsibility...*, the colon was incorrectly used instead of a colon or comma. This likely stems from students being accustomed to using dashes in Ukrainian and compensating with stronger punctuation in English, such as colons or additional commas, when a simpler mark would suffice.

*Misapplication errors* is the least represented subcategory and contains the one instance of misused punctuation: *Укуні з усіма іншими проблемами цих «останніх днів» безробіття може виявитися для людини величезним тягарем. / Unemployment can easily burden a person together with all the other problems of these "last days"*. Here, Ukrainian interference is most prominent, and while the target's appropriate form of the quotation marks is used, the order of punctuation does not comply with the target: in Ukrainian quotation marks are followed by a period as in the example and not vice versa which is the norm of the target language.

**Technical Errors: Capitalization.** Capitalization rules differ notably between Ukrainian and English, leading to frequent errors

in translation. In Ukrainian, capitalization is more restricted, applying mainly to proper nouns and formal titles. For example, in *У збірці "Гірські та нагірні райони: історія переселення"...* translated as *The Collection "Mountainous and upland areas: a history of resettlement"*, the student incorrectly kept the English title in lowercase, mirroring Ukrainian practice. English requires the capitalization of all notional words in titles, making *Mountainous and Upland Areas: A History of Resettlement* the correct form.

Another common divergence involves the capitalization of cardinal directions, as seen in *... для більш інформаційно голодного західного світу... / ...for the more information-hungry western world...*, where *Western* should be capitalized in English. Similarly, established concepts treated as proper nouns in English are sometimes left uncapitalized by Ukrainian students. For instance, in *Після повстань арабської весни... / After the rebellions of the Arab spring...*, the student incorrectly capitalized only *Arab*, not recognizing *Arab Spring* as a proper noun.

Capitalization issues are frequently observed in the translation of organizational names from Ukrainian to English. In English, formal organizational names require capitalization of all notional words. In the example *Організація безплатної правової допомоги «Юридична чота»... / Free legal support organisation "Legal platoon" informs...*, the translation should read *"Legal Platoon"*, with both words capitalized.

**Technical Errors: Hyphenation.** Understanding proper hyphenation in both Ukrainian and English is crucial for maintaining translation accuracy. In Ukrainian, compounds are often formed without hyphens, relying on morphological changes, whereas English uses hyphens for clarity and to avoid ambiguity, particularly in compound adjectives before nouns. This difference can lead to errors like over-hyphenation or under-hyphenation. For example, in *Не встигла перша хвиля піднятися над зруйнованою Каховською ГЕС... / Before the first wave could rise over the destroyed Kakhovka Hydro-Electric Power Station*, the incorrect hyphenation of *Hydro-Electric* reflects an overuse of hyphens, as the correct form in English would be *Hydroelectric*.

**Technical Errors: Typos.** Although word-processing software should catch most errors, reliance on tools like auto-correct can create a false sense of security for student translators, leading to overlooked typos. For example, in *Тим часом на Заході намагаються розібратися... / Meanwhile Western world tries to figure out Kyiv's true plans*, the word *our* was mistakenly used instead of *out* because both are valid words, making the typo harder to detect.

Additionally, user-overridden corrections or keyboard layout switches can lead to unnoticed errors, as in *...частка відновлюваних джерел у загальному балансі виробництва електроенергії / the share of renewable sources in the overall balance of electricity generation*. In this case, the misspelling *overall* might have bypassed automatic correction, underscoring the importance of manual proofreading.

Punctuation errors in student translations often stem from differences between Ukrainian and English conventions. Ukrainian's frequent use of commas can lead to overuse in English, while omission of commas and semicolons occurs when students incorrectly mirror Ukrainian punctuation rules. Over-reliance on source language habits or automated tools, without fully understanding English punctuation, contributes to these mistakes. Additionally, insufficient emphasis on punctuation in translation

training leads students to overlook its importance, resulting in inaccuracies that compromise translation quality.

**Key Findings and Significance for Translator Training.** Our comprehensive analysis of 643 linguistic errors in Ukrainian-English student translations reveals some interesting insights into the specific challenges faced by Ukrainian learners, many of which have not been extensively addressed in prior research and quantitatively given in Table 1.

*Grammatical errors* (30% of total errors, 194 instances) are most varied and balanced. The absence of articles in Ukrainian presents a significant challenge for students when translating into English, particularly with the definite article *the*. Students frequently omit *the* (54% of omissions) due to the lack of a grammatical category for definiteness in Ukrainian, while errors involving *a/an* are less common as they more closely align with Ukrainian nouns. Noun number agreement errors occur when singular nouns are used in contexts requiring plurals in English, a systematic issue in abstract or procedural contexts. Verb complementation errors are also prevalent, with students misusing causative constructions and infinitives, reflecting a grammatical gap between the languages. Furthermore, literal translations of prepositions lead to errors in verb-preposition combinations, and Ukrainian's flexible syntax causes word order mistakes that disrupt English's subject-verb-object structure.

*Lexical errors* (31% of total errors, 199 instances) largely stem from students' lack of vocabulary depth and overreliance on dictionaries, resulting in incorrect word choices, especially with polysemous words. This is compounded by the frequent misinterpretation of "false friends," where students mistakenly select cognates that appear similar but have different meanings in English. Additionally, unjustified transliteration of Ukrainian terms into English without researching established equivalents is a recurring issue. This leads to unclear or inaccurate translations that reflect insufficient target language research.

*Stylistic errors* (7% of total errors, 42 instances) arise when students transfer overly long subject groups from Ukrainian to English, producing awkward sentences. Ukrainian allows for longer and more complex subject groups, but English stylistic norms favor shorter subjects and more emphasis on the predicate. Another common issue is the underuse of verb forms, with students relying too heavily on nominal constructions instead of the more dynamic verb forms that are typical of English. This lack of adjustment results in stilted and less natural translations.

*Technical errors* (32% of total errors, 208 instances), particularly in punctuation, occur due to structural differences between Ukrainian and English. Students frequently misplace commas or apply punctuation marks incorrectly, with Ukrainian's frequent use of commas influencing their English translations. Typos are also a significant issue, with 87 instances observed, often due to overreliance on word-processing tools and insufficient proofreading. Finally, errors in capitalization and hyphenation reflect a lack of familiarity with English rules, particularly regarding titles, proper nouns, and compound words, further compromising the accuracy and professionalism of translations.

This analysis uncovers specific, quantifiable challenges faced by Ukrainian students in translating into English, many of which have been underrepresented in previous research. By identifying precise grammatical divergences—such as the absence of definiteness, differences in noun number agreement, and verb complementation

Types, Kinds and Numbers of Linguistic Errors

Types and Kinds of Errors	Number of Errors	Percentage
1 Grammatical Errors	194	30%
1. Article Usage	65	34%
a) Omission	23	35%
i) The definite article	12	53%
ii) The indefinite article	11	47%
b) Superfluous use	16	25%
c) Article misuse	26	40%
2. Noun number agreement	28	14%
3. Verb complementation	21	11%
a) Causative constructions	10	48%
b) Infinitive	11	52%
4. Non-finite verb form use	30	15%
5. Preposition use	26	13%
6. Word order in a sentence	24	12
2. Lexical Errors	199	31%
1. Wrong word choice	163	82%
2. Cognate words	21	11%
3. Unjustified word transcoding	15	7%
3. Stylistic Errors	42	7%
1. Lack of noun verbalization	12	29%
2. Long subject group	19	45%
3. Lack of emphasis	6	14%
4. Translation of colloquial and slang words	5	12%
4. Technical Errors	208	32%
1. Punctuation Errors	81	39%
a) Omission Errors	38	47%
b) Superfluous Punctuation	17	21%
c) Misapplication errors	26	32%
2. Hyphenation	21	10%
3. Typos	87	42%
4. Capitalization	19	9%
Total	<b>643</b>	100%

asymmetries—and their impact on translation accuracy, we highlight critical areas for targeted intervention. Addressing these issues through specialized training programs will significantly enhance the proficiency of Ukrainian translators, ensuring more accurate and natural English translations.

To enhance the effectiveness of English grammar training for Ukrainian translation students, it is necessary to move beyond generic prescriptive grammar approaches and target specific areas of difficulty. The challenge with the definite article *the* requires specialized instruction that explicitly introduces the concept of definiteness, using contrastive analysis with Ukrainian grammar. Errors in noun number agreement point to the need for focused training on English pluralization rules, especially in abstract and procedural contexts where Ukrainian prefers singular forms. Detailed coverage of English verb complementation should also be a key component of training.

In developing students' English lexicon, addressing incorrect word choice requires a shift from reliance on dictionary definitions to a deeper engagement with contextual usage and collocations, ideally through corpora or contextual dictionaries. This approach should also extend to grammar and stylistic instruction, as contextual accuracy is central to mitigating errors in these areas.

To improve technical proficiency, translator training should incorporate comprehensive instruction on English punctuation, capitalization, hyphenation, and proofreading strategies. Given the high incidence of technical errors, these elements should be reinforced either within grammar training or translation practice sessions. Emphasizing technical accuracy not only enhances academic performance but also prepares students for professional translation work.

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**Карабан В., Верба Л., Карабан А. Лінгвістичні помилки студентів третього курсу університету у перекладі з української мови англійською**

**Анотація.** Це дослідження містить комплексний аналіз лінгвістичних помилок, яких припускаються студен-

ти українського університету під час перекладу з української мови англійською як першою іноземною мовою, яку вони вивчають. Усвідомлюючи прогалину в існуючих дослідженнях українсько-англійських студентських перекладів, зокрема щодо детальних кількісних даних, було зібрано 643 переважно бінарні лінгвістичні помилки з 1065 речень, перекладених студентами спеціалізації «переклад». Ці помилки були ретельно класифіковані на граматичні (30%), лексичні (31%), стилістичні (7%) та технічні (32%).

Граматичні помилки стосуються неправильного вживання артиклів, узгодження числа іменників, комплементів дієслова, неозначеної форми дієслова, вживання прийменників та порядку слів. Ці проблеми часто виникають через структурні відмінності між українською та англійською мовами, такі як відсутність артиклів та прямих каузативних конструкцій в українській мові. Лексичні помилки виникали через неправильний вибір слів і помилкові споріднені слова, що свідчить про недостатню глибину словникового запасу. Стилістичні помилки включають надто довгі групи підмета та синтаксичні моделі, перенесені з української мови на англійську. Технічні помилки стосувалися пунктуації, великої літери та переносів, часто спричинені відмінностями в мовних конвенціях.

Основні результати показують, що студентам важко даються англійські мовні елементи та структури, відсутні в українській мові, особливо артиклі та множина в певних контекстах. Вплив гнучкого синтаксису української мови на структуру англійського речення призводить до помилок у порядку слів. Дослідження пропонує детальну кількісну оцінку цих помилок, надаючи інформацію, яка не була висвітлена в попередніх дослідженнях.

Результати дослідження мають суттєве значення для підготовки перекладачів. Точне визначення проблемних місць свідчить про необхідність цілеспрямованого навчання з акцентом на означеності, правилах множини, дієслівному доповненні та вживанні прийменників. Посилення мовної підготовки з акцентом на контекст і особливості вживання цільової мови, а також покращення стилістичної компетенції можуть сприяти подальшому підвищенню точності перекладу та якості підготовки перекладачів.

**Ключові слова:** переклад іноземною мовою, що вивчається, бінарні (лінгвістичні) помилки, студентські переклади, переклад з української на англійську.