

Povorozniuk R. V.,
Doctor of Philology,

Professor, Professor at the Department of Theory
and Practice of Translation from English of the Educational
and Scientific Institute of Philology,
Taras Shevchenko National University of Kyiv
<https://orcid.org/0000-0003-3418-6651>

Palamarchuk O. F.,

Candidate of Pedagogical Sciences,
Senior Researcher, Senior Lecturer at the Department of Theory
and Practice of Translation from English of the Educational
and Scientific Institute of Philology,
Taras Shevchenko National University of Kyiv
<https://orcid.org/.0000-0002-5703-5496>

DEVELOPING TRANSLATION COMPETENCE IN BUSINESS COMMUNICATION: A FUNCTIONALIST PERSPECTIVE FOR STUDENTS OF ROMANCE LANGUAGES

Summary. The article explores the development of translation competence in business communication from a communicative-functional perspective, focusing on English–Romance language pairs. The study is grounded in the theoretical framework of functionalist translation, drawing on the works of H. J. Vermeer, K. Reiss, C. Nord, and L. Molina and A. Hurtado Albir, whose Skopos and functionalist principles redefine translation as a purposeful communicative act. The research also integrates cognitive and neuropsychological findings, demonstrating how perception, attention, and intercultural cognition influence translation decisions. The article identifies a gap between theoretical models and practical training for translators of Romance languages, particularly in the business domain, where accuracy, coherence, and cultural adequacy are crucial. To address this, a Communicative-Functional Model of Business Translation (CFMBT) is proposed, encompassing four interrelated stages: Situational Analysis (Skopos Identification), Strategic Planning (Technique Selection), Textual Realization (Linguistic Implementation), and Evaluation and Feedback (Loyalty and Quality Assurance). The model unites functionalist and cognitive approaches to develop linguistic precision, intercultural literacy, and strategic awareness. The study argues that applying CFMBT in translator education enhances professional adaptability, ethical responsibility, and pragmatic competence, enabling translators to manage diverse business genres and technologies effectively. The findings contribute to the modernization of translation pedagogy, linking theory and practice in the globalized business environment and laying the groundwork for empirical research into functional-cognitive training methods for future translators of Romance languages.

Key words: business communication, theory and practice of translation, translation competence, translation techniques, Communicative-Functional Model of Business Translation (CFMBT).

Problem statement and its relation to important scientific and practical tasks. In the era of globalization, business communication increasingly relies on precise, culturally sensitive, and functionally adequate translation. The ability to translate business texts effectively has become an essential skill not only for professional translators but also for linguists and students of foreign languages. For learners of Romance languages—such as French, Spanish, and Italian—the challenge lies in mastering translation strategies that account for both linguistic structure and pragmatic intent, particularly when rendering meaning from English into the corresponding Romance language and vice versa. Despite the availability of numerous teaching materials in translation studies, there remains a significant gap in developing translation competence that integrates linguistic accuracy, cultural mediation, and functional adequacy in the specific domain of business discourse.

The problem under consideration consists in identifying effective pedagogical approaches and functional strategies that enhance the professional translation competence of students of Romance languages in the field of business communication. Traditional translation training often focuses on equivalence at the lexical or syntactic level, while contemporary professional practice requires a broader functional awareness that takes into account communicative purpose, audience expectations, and the conventions of business genres such as contracts, correspondence, and presentations. Consequently, translation teaching should shift toward models that align with the principles of functionalism, as proposed by scholars such as Christiane Nord [1] and further developed by Lucía Molina and Amparo Hurtado Albir [2, c. 498–512], where translation is seen as a purposeful communicative act rather than a mere linguistic substitution.

The scientific relevance of this research lies in its contribution to the advancement of translation pedagogy within the framework of functionalist theory, promoting an integrated model of compe-

tence development that unites linguistic, pragmatic, and sociocultural dimensions. From a practical perspective, the study addresses the growing demand for translators and language specialists capable of mediating communication in multilingual business environments. Its findings may inform the design of academic programs and training modules that better prepare students for the realities of international business translation, where clarity, coherence, and intercultural adaptability are vital. Ultimately, the research aims to bridge the gap between theoretical knowledge and practical application, thus contributing to the modernization of translation education and the enhancement of professional communication across English and Romance language contexts.

Analysis of recent research and publications. In recent decades, translation studies have evolved from a purely linguistic discipline into a communicatively and functionally oriented field that integrates linguistic, pragmatic, and cognitive approaches. Foundational theories by Hans J. Vermeer (Skopos Theory [3]), Katharina Reiss [4], and Christiane Nord [1] have redefined translation as a purposeful act of communication, where the translator's task is not to reproduce linguistic form but to achieve communicative function in the target culture. C. Nord [1, c. 115] expands this functionalist paradigm with the concept of loyalty, emphasizing the translator's ethical responsibility toward both the author and the audience. This theoretical evolution has direct implications for translation pedagogy, particularly in professional domains such as business communication, where pragmatic precision and cultural adequacy are essential.

A significant contribution to functionalist translation theory and pedagogy was made by Lucía Molina and Amparo Hurtado Albir [2, c. 498-512] in their article "Translation Techniques Revisited: A Dynamic and Functional Approach". Their taxonomy of techniques—adaptation, amplification, modulation, reduction, description, and established equivalence—conceptualizes translation as a dynamic process of context-driven decision-making. This framework provides practical tools for analyzing and teaching translation strategies across genres, including business discourse, where linguistic precision intersects with intercultural mediation.

Within the Ukrainian scholarly tradition, substantial progress has been made in applying functionalist and communicative principles to translator training. The textbook by Roksolana Povoroznyuk and Iryna Danilchenko *Community Interpreting in the Field of Economics and Entrepreneurship* [5] focuses on the translation of economic and business communication, emphasizing terminological consistency, pragmatic equivalence, and intercultural sensitivity. Their approach reflects the functionalist emphasis on communicative purpose and audience adaptation, while situating translation in real professional contexts. Similarly, Olena Kopylna and Roksolana Povoroznyuk, in *Lexical Aspects of Translation*, provide an in-depth analysis of lexical transformation, synonymous substitution, and pragmatic adaptation across language pairs [6]. Their research aligns with L. Molina and A. H. Albir's taxonomy [2, c. 498-512] by highlighting lexical and stylistic choices as micro-level translation techniques shaped by text function and communicative intent.

Recent interdisciplinary studies extend these ideas by introducing cognitive, semiotic, and neuropedagogical perspectives into translation education. In *Neuropedagogical Guidelines for Translation Studies* [7, c. 185-209], the authors explore how cognitive and cultural perception mechanisms influence the translator's

ability to interpret linguistic and cultural markers of "otherness." This research offers a neurocognitive rationale for functionalist approaches, suggesting that understanding cross-cultural meaning-making processes enhances translators' adaptability and empathy, key qualities in business and intercultural communication. Complementarily, M. Tkachivska et al. [8, c. 622-642] investigate the sociolinguistic and semiotic aspects of translating culture-specific items in foreign language acquisition. Their findings confirm that effective translation depends on a translator's capacity to mediate between cultural codes, social conventions, and linguistic forms—principles that directly support the training of translators for English–Romance language business communication.

Internationally, Anthony Pym [9] has defined translator competence as a problem-solving ability grounded in intercultural communication, while Andrew Chesterman [10] advocates for ethical and sociocultural awareness as essential components of translator education. These insights resonate with the pedagogical emphasis in Ukrainian scholarship, where translation is increasingly viewed as a holistic activity combining linguistic precision with socio-pragmatic and cognitive skills. Contemporary studies on business translation [11; 12] also underline the growing importance of genre awareness and discourse management, particularly in multilingual corporate communication. Translators are expected not only to convey meaning accurately but also to maintain the stylistic, persuasive, and interpersonal functions of business discourse across cultures.

Nevertheless, despite significant theoretical and methodological advances, several unresolved aspects remain. First, there is insufficient empirical research assessing how functionalist translation strategies are applied in real business contexts, particularly by students of Romance languages. While Ukrainian textbooks [5; 6] and neuropedagogical studies [7, c. 185-209] provide valuable frameworks, they seldom include large-scale experimental data on how such techniques affect translation competence development. Second, there is limited integration of editing and revision practices into translation training, even though modern business communication requires translators to act as both mediators and editors ensuring textual coherence, clarity, and tone. Third, the functionalist principles elaborated by L. Molina and A. H. Albir [2, c. 498-512] and C. Nord [1] have not yet been fully adapted to the specific challenges of English–Romance language business translation, where pragmatic conventions and register differences significantly affect communicative equivalence. Fourth, as highlighted by M. Tkachivska et al. [8, c. 622-642], the semiotic and cultural dimensions of meaning transfer in business discourse remain underexplored in translator training, leading to difficulties in rendering implicit values, politeness strategies, and intercultural nuances.

Finally, contemporary research rarely addresses the intersection between cognitive and technological aspects of translation in the business sphere. With the growing prevalence of AI-assisted translation and computer-aided editing, future translators must learn to balance technological efficiency with functional and ethical awareness. Therefore, this study aims to fill these gaps by applying a functionalist and cognitive framework to the development of translation competence in business communication for students of Romance languages. It seeks to link theoretical models with pedagogical practice, proposing an integrative approach that unites linguistic, pragmatic, and neuropedagogical insights to enhance translation training and professional readiness in a globalized, multilingual business environment.

The aim and objectives of the study. The present study aims to explore the development of translation competence in the field of business communication from a functionalist perspective, with particular emphasis on English–Romance language pairs. The research seeks to bridge the gap between theoretical models of translation—especially those grounded in functionalist and cognitive frameworks—and the practical requirements of professional translator training. Within the globalized context of multilingual business interaction, the study focuses on identifying effective pedagogical strategies and translation techniques that enhance clarity, coherence, and cultural adequacy in the translation of business texts.

The functionalist approach, as articulated by Hans J. Vermeer [3], Christiane Nord [1], and further developed by Lucía Molina and Amparo Hurtado Albir [2, c. 498-512], positions translation as a purposeful communicative act that serves the needs of a specific audience in a specific situation. Consequently, the primary aim of this research is to adapt functionalist theory to the pedagogical reality of translator education for students of Romance languages—French, Spanish, and Italian—who must operate effectively in international business environments. The study also incorporates insights from cognitive and neuropsychological research [7, c. 185-209; 8, c. 622-642] to examine how perception, attention, and cultural cognition influence the translator's decision-making process in cross-cultural professional contexts.

The main material of the study. The formation of translation competence in the field of business communication has become one of the central issues in contemporary translation studies, reflecting the growing importance of intercultural mediation in the globalized economy. Within the functionalist paradigm, translation is no longer perceived as the mechanical transfer of linguistic units from one language to another but as a purposeful act of communication shaped by contextual, pragmatic, and sociocultural variables [3; 1]. This approach foregrounds the *skopos*—the communicative purpose of translation—as the decisive factor guiding a translator's strategic and lexical choices. In business translation, the *skopos* is particularly explicit: to achieve clarity, accuracy, and credibility while preserving the persuasive and formal tone characteristic of corporate and commercial discourse.

The communicative-functional model of translation originates in the works of Hans J. Vermeer [3], Katharina Reiss [4], and Christiane Nord [1], who proposed that translation should be evaluated not in terms of equivalence at the word or sentence level but through the degree to which it fulfills the communicative intentions of the original in the target culture. H.J. Vermeer's *Skopos Theory* [3, c. 29] introduced the idea that “the end justifies the means” in translation: the translator's decisions must serve the purpose of the target text within its specific context. K. Reiss [4] categorized text types: informative, expressive, and operative, each requiring different strategies, while C. Nord [1, c. 115] refined the model by adding the principle of loyalty, stressing the translator's ethical responsibility toward both source and target participants.

Building upon this theoretical foundation, L. Molina and A. H. Albir [2, c. 499] conceptualized translation as a set of micro-level techniques that operate within a functional macro-framework. Their dynamic taxonomy, including adaptation, modulation, amplification, compression, and established equivalence, explains how translators achieve pragmatic adequacy depending on genre, purpose, and audience [2, c. 509-511]. In business communication, such techniques allow translators to balance terminological

precision with intercultural naturalness. For instance, modulation may transform an English “cost-effective solution” into a Romance-language equivalent emphasizing “efficiency of expenditure,” maintaining communicative intent while conforming to target rhetorical conventions.

The communicative dimension of translation was further developed by scholars such as J. House [11], A. Pym [9], and A. Chesterman [10]. Juliane House's model of overt and covert translation highlights how business texts often require a covert strategy, in which the translation reads as an original document adapted to the target corporate culture [11, c. 54-55]. Anthony Pym conceptualizes translator competence as a dynamic problem-solving ability that integrates risk management, cooperation, and intercultural negotiation [9, c. 125-130]. A. Chesterman adds an ethical and sociocultural layer, emphasizing norms of trust and responsibility between translators, clients, and end-users, values particularly vital in international business settings [10, c. 65-68, 169-194].

In the sphere of business communication, translation competence comprises several interrelated components:

- a) linguistic competence: knowledge of terminology, grammar, and stylistic conventions;
- b) communicative competence: understanding of pragmatic functions and register;
- c) sociocultural competence: awareness of cultural expectations, politeness strategies, and corporate etiquette;
- d) strategic competence: the ability to select appropriate techniques and manage the translation process effectively.

Studies by R. Povoroznyuk and I. Danilchenko [5] emphasize that translators of economic and entrepreneurial discourse must integrate all these dimensions simultaneously. Their textbook demonstrates that rendering business concepts requires not only lexical accuracy but also rhetorical adaptation and contextual reasoning. Likewise, O. Kopylna and R. Povoroznyuk [6] emphasize that lexical transformation in translation: synonymous substitution, nominalization, and attenuation, should be guided by pragmatic relevance rather than literal equivalence. These findings reinforce L. Molina and A. H. Albir claim that translation techniques are meaningful only within a functional system oriented toward communicative adequacy [2, c. 498-512].

Functional translation also intersects with cognitive and neuropsychological insights. R. Povoroznyuk et al. [7, c. 185-209] propose that perception and conceptualization processes underlie successful translation decisions: interpreters and translators must mentally reconstruct communicative intent before reformulating it linguistically. This neurocognitive mechanism supports H. J. Vermeer's concept of purpose-driven mediation [3, c. 29], showing that translation involves not only linguistic substitution but also re-conceptualization of meaning within the translator's cognitive frame. Similarly, M. Tkachivska et al. [8, c. 622-642] demonstrate that sociolinguistic and semiotic awareness of culture-specific signs enhances translators' sensitivity to implicit meanings, idiomatic connotations, and non-verbal cultural codes, – all critical for business discourse that often relies on persuasion and corporate identity.

Drawing upon the above theoretical and empirical findings, this research proposes a Communicative-Functional Model of Business Translation (CFMBT) – a pedagogically oriented framework for developing professional translation competence in English–Romance contexts. The model integrates principles of functional-

ism [3; 1], communicative theory [9; 10], and cognitive pedagogy [7; 8] into a unified system comprising four interdependent stages (Fig. 1):

1. Situational Analysis (Skopos Identification): The translator analyzes the communicative purpose of the source text, its target audience, and situational context—determining whether the text functions to inform, persuade, or instruct. In business contexts, this involves defining whether the goal is negotiation, promotion, or documentation.

2. Strategic Planning (Technique Selection): Based on the analysis, the translator selects functional translation techniques—adaptation, modulation, amplification, or compression—according to the text's communicative intent. The translator anticipates potential pragmatic mismatches between English and the target Romance language, planning adjustments that preserve tone and corporate identity.

3. Textual Realization (Linguistic Implementation): At this stage, communicative strategies are operationalized through lexical, syntactic, and stylistic transformations. Following L. Molina and A. H. Albir's model, micro-techniques (e.g., established equivalence, description, generalization) are applied dynamically [2, c. 509-511]. Editing and self-revision are integral, ensuring cohesion, coherence, and register consistency.

4. Evaluation and Feedback (Loyalty and Quality Assurance): The translated text is assessed in terms of its functionality, accuracy, and ethical loyalty to both source and target communicators [1, c. 115]. Feedback mechanisms: peer review, client evaluation, or automated quality metrics, serve as reflective tools for competence improvement.

The CFMBT emphasizes that translation competence develops through iterative cycles of contextual analysis, strategic planning, execution, and reflection. Pedagogically, it supports experiential learning, encouraging students to treat each translation task as a communicative event requiring negotiation of meaning rather than mechanical equivalence.

Applying the communicative-functional model to translator training yields several important outcomes. First, it promotes cog-

nitive flexibility, allowing future translators to adapt to diverse business genres, from contracts to press releases. Second, it enhances intercultural literacy, teaching students to recognize the cultural logic embedded in business terminology, politeness formulas, and persuasive rhetoric. Third, it strengthens strategic awareness, enabling translators to consciously select functional techniques based on communicative purpose rather than intuition. Finally, it cultivates ethical professionalism, aligning with C. Nord's principle of loyalty [1, c. 115] and A. Chesterman's translator ethics [10, c. 169-194].

Conclusions. The theoretical analysis and the proposed CFMBT framework substantiate that functionalist and communicative principles form a coherent foundation for translation competence in business communication. The integration of linguistic, pragmatic, and cognitive dimensions transforms translation into an act of purposeful mediation. This approach ensures that future translators—particularly students of Romance languages—develop the skills required to operate successfully in international business environments characterized by linguistic diversity, cultural complexity, and communicative precision.

Further research in the field of communicative-functional translation competence should focus on the empirical verification of the proposed CFMBT model in real educational and professional contexts. Experimental studies are needed to assess the effectiveness of integrating functionalist and cognitive principles into translator training for students of Romance languages, particularly in business-oriented curricula. Future investigations should also explore the use of digital translation environments and AI-based tools in enhancing communicative functionality and intercultural awareness during translation tasks.

Another promising direction involves developing assessment instruments capable of measuring the pragmatic adequacy and functional coherence of translated business texts, combining linguistic and cognitive metrics. The inclusion of neurodidactic and semiotic dimensions could further expand our understanding of how translators internalize cultural and ethical values during decision-making.

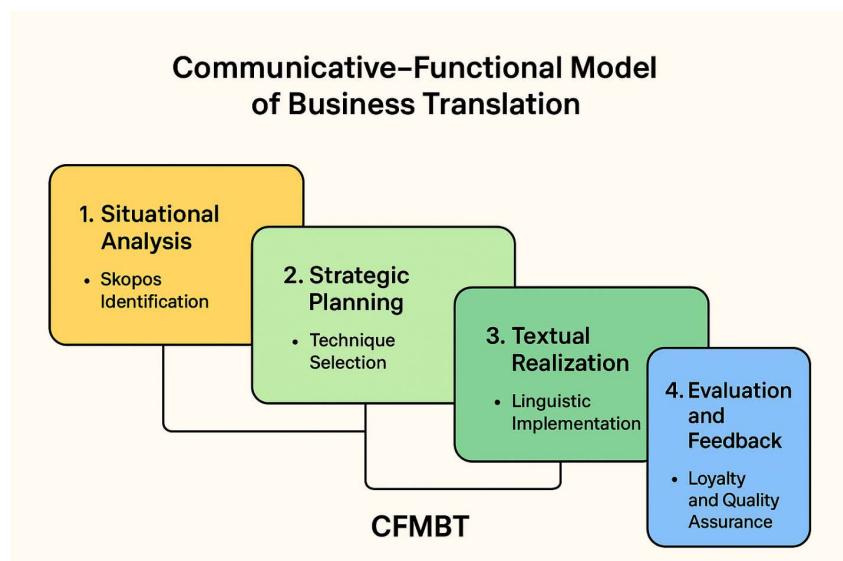


Fig. 1. Communicative-functional model of business translation

Longitudinal research across multilingual contexts (English-French, English-Spanish, English-Italian) would allow for comparative analysis of translation strategies shaped by cultural and discourse-specific norms. Finally, collaboration between linguists, educators, and business professionals may foster the creation of interdisciplinary pedagogical models that more effectively prepare future translators to meet the communicative, technological, and ethical demands of global business translation practice.

Література:

1. Nord C. *Translating As a Purposeful Activity*. 2nd ed.: Functional Approach Explained. Taylor & Francis Group, 2018. 154 p.
2. Molina L., Albir A. H. *Translation Techniques Revisited: A Dynamic and Functional Approach*. *Meta*. 2002. Vol. 47. P. 498-512. DOI: <https://doi.org/10.7202/008033ar>.
3. Reiss K., Vermeer H. J. *Towards a General Theory of Translational Action: Skopos Theory Explained*. London: Taylor & Francis Group, 2015. 240 p.
4. Reiss K. *Texttyp und Übersetzungsmethode: Der operative Text*. 3rd ed. Heidelberg : Groos, 1993. 146 p.
5. Поворознюк Р.В., Данильченко І.В. *Громадський переклад у сфері економіки та підприємництва*: навч. посіб. К.: Видавництво Ліра-К, 2023. 141 с.
6. Копильна Олена, Поворознюк Роксолана. *Лексичні аспекти перекладу. Lexical aspects of translation*: навч. посіб. К.: Видавництво Ліра-К, 2025. 93 с.
7. Povoroznyuk R., Pocheniuk I., Gaidash A., Rybakova K., Ostropalchenko Y., Saifutdinova O. *Neuropedagogical Guidelines for Translation Studies: Perceiving the Linguistic-Cultural Markers of the Other (Foreign) in Translation*. *Revista Romaneasca Pentru Educatie Multidimensională*. 2024. Vol. 16, No 4. P. 185-209. DOI: <https://doi.org/10.18662/rrem/16.4/912>.
8. Tkachivska M., Donii T., Povoroznyuk R., Kurakh N., Buhrii A., Bilous A. *Exploring the Sociolinguistic and Semiotic Aspects Involved in Translating Culture-Specific Items in Foreign Language Acquisition*. *Revista Romaneasca Pentru Educatie Multidimensională*. 2025. Vol. 17, No 1. P. 622-642. DOI: <https://doi.org/10.18662/rrem/17.1/968>.
9. Pym A. *Exploring Translation Theories*. 3rd ed. London: Routledge, 2023. 256 p.
10. Chesterman A. *Memes of Translation: The spread of ideas in translation theory*. Revised ed. Amsterdam: John Benjamins, 2016. 225 p.
11. House J. *Translation Quality Assessment: Past and Present*. London: Routledge, 2015. 176 p.
12. Bargiela-Chiappini F., Nickerson C. *The Handbook of Business Discourse*. Edinburgh: Edinburgh University Press, 2020. 528 p.

Поворознюк Р., Паламарчук О. Розвиток перекладацької компетенції в бізнес-комунікації: функціональний підхід до опанування романських мов

Анотація. У статті досліджується розвиток перекладацької компетенції в бізнес-комунікації у комунікативно-функціональній перспективі на матеріалі мовних пар: «англійська-романські мови». Дослідження реалізується в теоретичних рамках функціонального підходу до перекладу, спираючись на праці Г. Й. Вермієра, К. Райсс, К. Норд, а також Л. Моліні та А. Ургадо Альбір, які, застосовуючи скопос та функціональні принципи, переосмислюють переклад як цілеспрямований комунікативний акт. Дослідження також інтегрує результати когнітивних та нейропедагогічних студій, демонструючи, як сприйняття, увага та міжкультурне пізнання впливають на перекладацькі рішення. У статті констатується розрив між теоретичними моделями та практичною підготовкою перекладачів романських мов, особливо в бізнес-сфері, де точність, узгодженість та культурна адекватність мають вирішальне значення. Для вирішення цієї проблеми пропонується комунікативно-функціональна модель бізнес-перекладу (КФМБП), яка охоплює чотири взаємопов'язані етапи: ситуаційний аналіз (ідентифікація скопосів), стратегічне планування (вибір техніки), текстова реалізація (оприявлення в мові) та оцінка та зворотний зв'язок (лояльність та забезпечення якості). Модель поєднує функціональні та когнітивні підходи перекладознавства для розвитку мовленнєвої точності, міжкультурної грамотності та стратегічної обізнаності. У дослідженні стверджується, що застосування КФМБП в підготовці перекладачів підвищує професійну адаптивність, етичну відповідальність та прагматичну компетентність, дозволяє ефективно послуговуватися різноманітними жанрами та технологіями бізнес-комунікації. Результати дослідження сприяють модернізації педагогіки перекладу, пов'язуючи теорію та практику в глобалізованому бізнес-середовищі та закладаючи основу для емпіричних досліджень функціонально-когнітивних методів навчання майбутніх перекладачів романських мов.

Ключові слова: бізнес-комунікація, теорія та практика перекладу, перекладацька компетентність, техніки перекладу, комунікативно-функціональна модель бізнес-перекладу (КФМБП).

Дата першого надходження рукопису
до видання: 27.10.2025

Дата прийнятого до друку рукопису
після рецензування: 26.11.2025
Дата публікації: 30.12.2025