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## The Development of Lexical Competence in Teaching Russian-to-Spanish Translation

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**Abstract.** This article outlines the structure and results of a didactic proposal that was part of a teaching project aimed at enhancing the lexical competence of future Russian-Spanish translators during their training. The project was conducted using a distinctive approach based on Nation's principles (2001, 2005, 2013), combining action research methodology with problem-based learning (PBL) within the framework of the "Translation 2 C (Russian-Spanish)" course on the Translation and Interpreting degree program at the University of Granada.

The didactic proposal was divided into three phases: an initial assessment to evaluate the students' levels of lexical competence, preparatory tasks that included lexical documentation and pre-translation activities, and a translation task followed by an analysis of the translated texts and a global reflection to assess vocabulary acquisition. The learning outcomes obtained indicate that the structure and implementation of this didactic proposal significantly improved the students' levels of Russian lexical competence and they achieved better results in the translation process.

**Keywords:** lexical competence, Russian language teaching, translation, the Russian language, the Spanish language.

Research area: Social Structure, Social Institutions and Processes; Languages of the Peoples of the Foreign Countries (Spanish); Foreign Language Teaching; Theoretical, Applied and Comparative Linguistics; Translation Studies.

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## Развитие лексической компетенции в обучении переводу с русского на испанский

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**Аннотация.** В данной статье описывается структура и результаты дидактической модели, реализованной в рамках учебного проекта, направленного на развитие лексической компетенции при подготовке будущих переводчиков с русского языка на испанский. Данный проект был выполнен с использованием авторского подхода, основанного на постулатах П. Нейшена (Nation 2001, 2005, 2013), на методологии исследования-действия и метода решения проблем (PBL: problem-based learning). Апробация предложенной модели проходила в рамках курса «Перевод 2 С (русский-испанский)» бакалавриата профиля «Устный и письменный перевод» в Университете Гранады.

Дидактическая последовательность делится на три этапа: 1) начальная диагностика для оценки уровня лексической компетенции студентов; 2) подготовительные задания, включающие лексическую документацию и предпереводческие упражнения; 3) финальные задания, такие как перевод, анализ переведенных текстов и общее размышление о ходе выполнения последовательности для оценки освоенной лексики. Полученные результаты обучения показывают, что структура и реализация данной дидактической модели значительно улучшают уровень лексической компетенции студентов в русском языке и обеспечивают более высокую производительность в процессе перевода.

**Ключевые слова:** лексическая компетенция, преподавание русского языка, перевод, русский язык, испанский язык.

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### 1. Introduction

Linguistic subcompetence in general, and the lexical component in particular, is a key element for translators to master and, as Sánchez Ramos (2013: 139) stated, it involves «(a) recognizing and understanding the structure and functions of the lexical systems of the languages involved in the transfer process and (b) mastering their use for the purpose of the compre-

hension and/or production of texts in different contexts». The development of this subcompetence in the training of future translators and interpreters must be carried out by employing a curriculum based on the specific needs of these students. According to Cerezo Herrero (2020), the defining features of the linguistic component within the framework of translation and interpreting are:

- The promotion of translation competence, with transfer competence as the central focus.

- The study of languages from a contrastive perspective, as the foreign language being used is always linked to the native language. A translator works simultaneously with two different linguistic codes.

- The methodology, in which the use of different textual genres is key, prioritizes procedural knowledge over declarative knowledge. Therefore, the communicative use of the language is considered more important than an in-depth understanding of the linguistic system in question, as is the case in Philological studies.

- The job market, which will help shape the curricular content (Cerezo Herrero, 2020: 47).

To achieve these objectives preparatory activities should be carried out to address issues related to language and culture, such as lexical, pragmatic and sociocultural areas, and knowledge of these issues should be combined with specific translation and interpreting exercises focused on the differences between the languages being used. The contexts of use and textual genres should also be considered. However, in the case of the Russian language, most students on the Translation and Interpreting degree program at the University of Granada begin their linguistic training in this language during the first year of the program. Therefore, the expectation that they will be able to achieve an advanced level of linguistic and cultural competence by the end of the degree -in just four years- is an almost impossible goal. For this reason, in the case of second languages such as Russian (referred to as C languages in the Faculty of Translation and Interpreting), translation competences must be complemented with activities that develop linguistic and cultural knowledge.

Most of the studies published to date on the development of lexical competence in the Russian language are not framed within the training of future translators and interpreters but are instead directed towards the teaching of second languages in general (Gabdullina, 2015; Gazizova & Khuzina, 2019; Korablyov, 2023; Pantykina, 2024). Thus, this research can be justified by the need to develop a didactic

methodology for teaching vocabulary that considers the specific nature of translation studies and the circumstances of the students targeted by the project.

In this article, a didactic proposal that has been successfully developed within the framework of the Translation and Interpreting degree program at the University of Granada is presented. First, an analysis on the need to develop lexical competence within the framework of translation in general was conducted, followed by the proposal of a model for teaching this component, using a contrastive approach for training of translators. Next, the academic context in which the project was developed and the characteristics of the participating students have been outlined. Finally, the didactic proposal has been described along with the results obtained after it was carried out.

In this context, at the University of Granada, a project is being developed that is based on the action-research methodology combined with Problem-Based Learning (PBL), the objective of which is to design a strategy to develop the lexical component of translators' linguistic subcompetence.

## **2. The development of lexical competence in the field of translation**

As Hurtado Albir (2019) stated, translation pedagogy has evolved from transmission-based and prescriptive approaches centered on the teacher and the translation product, such as traditional pedagogy and contrastive approaches, to contemporary pedagogical approaches focused on the development of the translation process and student learning. These methods include task-based and translation project approaches, competency-based training, and methods that emphasize the elements of professional translation. The task-based approach applied to translation pedagogy is based on integrative curriculum design capable of encompassing all the components of this approach: objectives, content, methodology, and evaluation. Hurtado Albir made a valid point when he stated that an important element of this task-based approach is the distinction between final tasks, such as translating a specific text, and preparatory tasks, which serve to prepare stu-

dents for the execution of each final task. These preparatory tasks are pre-translation exercises that help develop the skills required for carrying out the final task.

Focusing on analyzing the issues involved in vocabulary acquisition is an important element of preparatory exercises for the development of the lexical component. Learning words entails much more than knowing their forms and meanings; it is a complex process that encompasses cognitive, linguistic, social, and cultural dimensions. Therefore, developing lexical competence, particularly in the case of typologically distant languages such as Russian, requires a multifaceted and progressive approach.

Since the methodological proposal for teaching vocabulary introduced nearly half a century ago by Richards (1976), major changes have taken place in the methodological approaches used to teach vocabulary. Richard's proposal, which considered semantic, syntactic, and associative issues, among others, has been expanded on and adapted by numerous authors such as Lewis (1993, 1997), Laufer (1997), Ellis (2003) and Nation (2001, 2005, 2013). Nation developed a classification that includes issues related to the knowledge of a word (form, meaning, and use) from both receptive and productive perspectives. Distinguishing between these two facets is a key part of the development of the lexical component in the foreign language of each translator. The cognitive effort made by students during the process of direct and inverse translation is directly related to their receptive or productive knowledge of the language. In other words, receptive knowledge of the vocabulary of the foreign language being used enables students to understand the form, meaning, and use of the source text, while productive knowledge enables them to appropriately use vocabulary when translating into their foreign language.

Nation's language learning model has been adapted by various authors, such as Sánchez Ramos (2013), who has proposed a model for teaching lexical competence in translation for the English-Spanish combination. In the project which this article is based on, a new methodology for teaching vocabulary in the

Russian-Spanish combination has been developed. This approach is based on the classification proposed by Nation (2001, 2005) and the adaptation by Sánchez Ramos (2013), which has been applied to teaching direct translation from Russian to Spanish. In this proposal, special attention is given to the receptive element from the contrastive perspective of these languages, without ignoring the productive element. Therefore, as discussed by Lewis (1993), the broader concept of a lexical unit (LU) instead of the term *word* has been used, as this concept encompasses other aspects that must be considered in the teaching and learning of vocabulary.

### **Issues associated with the development of lexical competence from a contrastive perspective in the Russian-Spanish combination**

#### **Form and Structure in Russian and Spanish**

Elements associated with the oral and written form of the lexical unit:

Spelling, orthotypography, and pronunciation of the LU.

Composition and derivation of the LU (including the co-occurrence of different elements within the phraseological unit and their distribution).

Grammatical form (gender, number, etc.) of the LU.

Syntax of the lexical unit (determination, case, transitivity, verb valency, etc.).

#### **Meaning in Russian and Spanish**

Elements associated with the semantics of the LU:

Meaning of the LU (denotative, connotative, contextual, metaphorical, etc.)

Paradigmatic relations with other lexical units (synonymy, antonymy, hyperonymy, etc.).

### Use in Russian and Spanish

Elements associated  
with the use of the LU:

Diatopic elements: linguistic  
variations arising from the geographical  
location where the LU is used

Diachronic elements: evolution  
of the lexical unit over time.

Diastratic elements: linguistic variations  
related to social factors such as educational  
level, socioeconomic group, profession,  
age, or even belonging to subcultures.

Diaphasic elements: use of the LU  
according to the communicative context,  
the purpose of the text, or the discourse.

Frequency of use: the number  
of times the LU is used within the  
context of the translation task.

Register: the level of formality  
of the LU based on the communicative  
context and the purpose of the source text.

### 3. Methodology and the field of research

Various aspects involved in the teaching-learning process had to be considered when designing the project: the research methodology, the academic context, and the characteristics of the participants, such as their native languages and levels of proficiency in their foreign language, as well as the characteristics of the subject involved (general translation, specialized translation, etc.). In this case, the study was based on the action-research methodology (Latorre, 2003; Tripp, 2005) combined with Problem-Based Learning, PBL (Hmelo-Silver, 2004; Hmelo-Silver & Barrows, 2006; Savery, 2006; Schmidt, Loyens, Van Gog, & Paas, 2007; Hung, 2011). This is a study that transformed the classroom into a space for learning and reflection, in which both the teacher and students could participate in shaping a teaching/learning method that addresses lexical problems encountered during

the translation process. The problem-based approach is a pedagogical method focused on developing critical and creative thinking through problem-solving. This approach is based on the idea that learning is more effective when students face problematic situations that require analysis, reflection, and decision-making. In this educational process, students should not merely assimilate pre-prepared knowledge but actively engage in its acquisition, with research and the discovery of new rules for themselves. The problem-based learning method is a highly effective strategy for teaching languages to future translators and interpreters. This approach is a cyclical, participatory process that enables educators and students to collaborate in identifying problems. This study focuses on addressing a lack of lexical knowledge and the need to develop this component by implementing solutions and reflecting on outcomes by employing interaction, collaboration, and critical reflection. In language teaching, this approach promotes the development of linguistic and communicative skills. In this context, PBL (Problem-Based Learning) is based on the following principles:

- Real and contextualized problems: Students work on texts that reflect real-life situations within the topic proposed.
- Active learning: Students actively engage in solving problems related to the translation process, developing critical and creative thinking skills.
- Collaboration: Teamwork is encouraged, helping to enhance both communication and translation skills.
- Reflection: Students reflect on their learning processes, identifying areas for improvement and consolidating knowledge.

The participants in this project are students on this degree program who are being trained to be generalist translators and interpreters in two languages: their native language, or Language A, and two foreign languages. The first foreign language, referred to as Language B, requires students to have a B1 level of linguistic competence at the beginning of the course, as defined by the Common European Framework of Reference for Languages (CEFR)

(Council of Europe, 2021). The second foreign language, referred to as Language C, is typically introduced in the first year of the program and the student begins to study the language from scratch. Thus, most project participants are native Spanish speakers whose second foreign language, or Language C, is Russian.

The project was carried out as part of the *Translation 2 Russian-Spanish* course on the Translation and Interpreting degree program at the University of Granada (UGR) during the first semester of the 2024–25 academic year. At the time of this study, the students involved had an approximate linguistic competence level of B 1+ according to the CEFR or *Pervyy* + in the Russian TRKI system. This level is often below what is considered ideal for producing translations of guaranteed quality. This justifies the inclusion of exercises on this course that straddle purely linguistic competence and the development of translation competence.

The proposed teaching sequence was divided into three phases: initial diagnosis, preparatory tasks, final translation tasks and reflection and analysis. Initially, a diagnostic assessment was conducted to evaluate the students' vocabulary levels and identify areas for improvement. This diagnosis helped plan tasks that combine translation practice with preparatory vocabulary exercises tailored to the course and student needs. Based on the data obtained in the first phase, preparatory tasks were designed to target the vocabulary under study. Subsequently, final translation tasks were carried out. Finally, a group review session was conducted, during which each student could reflect on the vocabulary they had acquired and identify any remaining gaps related to the topic under study.

## 4. Project Development

### 4.1. Level Diagnosis

The objective of this initial test was to estimate the students' levels of lexical competence in a specific area. In our case, the project was conducted within the thematic area of "Current Politics: Elections in Russia." Thus, in the first stage, the students' levels of lexical translation competence were assessed with a test divided into two parts: a translation exercise and a

vocabulary exercise designed to evaluate the formal, semantic, and pragmatic knowledge of lexical units related to the topic chosen.

To ensure maximum reliability, these tests were conducted individually and without the aid of dictionaries or any other lexicographic materials. The translation test consisted of sight or written translation of 25 news headlines containing basic vocabulary related to the topic selected, such as:

- Определились с выбором: за кого россияне собираются голосовать на выборах президента (Газета.Ru).

<https://www.gazeta.ru/social/2024/03/11/18402529.shtml>

- ЦИК утвердил окончательные итоги выборов в Госдуму" (Российская газета)

<https://rg.ru/2021/09/24/cik-utverdil-okonchatelnye-itogi-vyborov-v-gosdumu.html>

- В России стартует голосование на президентских выборах 2024 года (Газета.Ru)

<https://www.gazeta.ru/politics/2024/03/15/18409675.shtml>

The vocabulary test consisted of different sections aimed at assessing the lexical availability of students concerning a selection of frequently used lexical units within the topic chosen. Not only did this test determine whether the students knew the meaning of these lexical units, but it also evaluated elements related to the form and usage of these units. This test enabled each student's strengths and weaknesses in lexical competence to be identified. It included a selection of tasks and comprises exercises such as those presented below:

- Победить (а. на выборах  
b. в выборах c. к выборам)  
Голосовать (а. на кого b. за кого  
c. на ком)

It also includes exercises in which students have to choose an appropriate lexical unit according to context:

- На выборах кандидаты представляют свои (а. выборные программы.  
b. предвыборные программы. d. надвыборные программы)



To assess semantic knowledge, various types of tests were conducted, such as completing definitions (e.g., Ящик, используемый для сбора бюллетеней во время голосования, называется избирательной урной), filling in the blanks with appropriate words to make the sentence meaningful in the given context (e.g., На прошлой неделе в нашей стране прошли выборы, где выбирали нового президента), or explaining the meaning of certain phrases that contain phraseological units with metaphorical meanings (e.g., Эта партия получила зелёный свет на участие в выборах).

With this diagnostic test, the teacher could obtain information about the levels of knowledge of lexical units related to the chosen topic, which enabled them to plan preparatory and final translation tasks for their students. The diagnostic test helped students become aware of their competence levels and understand the need to expand their lexical repertoires in order to approach translations effectively.

#### **4.2. Preparatory Tasks**

In this phase, lexical and thematic preparation activities were carried out, as well as activities focusing on contrastive lexicon and pre-translation. This phase focused on, the vocabulary related to the subject under study, which was analyzed contrastively, and activities were conducted to familiarize students with the vocabulary before they performed the final translation tasks.

##### **4.2.1. Lexical and Documentary Preparation**

In the lexical and documentary preparation phase, students performed exercises to learn about and become familiar with the chosen topic and its associated vocabulary (Cervero & Pichardo, 2000; Baralo, 2007). The selection and presentation of vocabulary for teaching was a key element of this phase as it facilitates vocabulary acquisition. As Díaz Ferrero stated, «to develop lexical competence, studies on lexical acquisition agree on the advantages of creating associations between lexical units that facilitate the assimilation of vocabulary and its subsequent retrieval for appropriate use» (Díaz Ferrero, 2018: 187).

In our study, students were provided with basic vocabulary related to current political events and the presidential elections in Russia, organized into different blocks to encourage the formation of morphological, semantic, or pragmatic associations. Moreover, the inclusion of phraseological units such as proverbs, aphorisms, or sententious phrases enabled the parallel development of cultural competence, as many expressions were connected to historical events or prominent political figures in Russian history. For instance, «Учиться, учиться и еще раз учиться!» (Learn, learn, and learn again!) was pronounced by Vladimir Lenin in the context of the Russian Revolution and the construction of the socialist state, or «Государство – это аппарат насилия» (The state is an apparatus of violence). This phrase was also pronounced by Lenin to support his theory of the state as an oppressive instrument from a Marxist perspective.

As an example, a selection of vocabulary concerning voting is presented below, grouped into categories for better assimilation and understanding. The categories selected were: actors, places and documents, voting process, types of voting, results, and counting. Possible correspondence in Spanish, as well as synonyms and variations, are discussed in class.

#### **General terms**

- Выборы
- Избирательный процесс
- Голосование

#### **Actors**

- Избиратель
- Кандидат
- Избирательная комиссия
- Председатель избирательной комиссии
- Наблюдатель на выборах
- Политическая партия
- Победитель
- Проигравший
- Счетная комиссия
- Электорат

#### **Places and documents**

- Избирательный участок
- Удостоверение личности

- Избирательный бюллетень
- Урна для голосования
- Избирательный список / список избирателей
- Опрос
- Регистрация кандидатов
- Выдвижение кандидатов

#### Voting process

- Голосовать
- Проводить выборы
- Отдать голос
- Проверить документы
- Бюллетень для голосования
- Избирательный процесс
- Заполнить бюллетень
- Опустить бюллетень в урну
- Агитация
- Участвовать в выборах
- Право голоса
- Наблюдать за выборами
- Победить на выборах
- Проиграть выборы

#### Types of voting

- Очное голосование
- Дистанционное                      электронное
- голосование
- Досрочное голосование
- Голосование на дому
- Секретное голосование

#### Results and vote counting

- Подсчет голосов
- Явка избирателей
- Результаты выборов
- Пустой бюллетень
- Недействительный голос
- Фальсификация выборов
- Официальные результаты

#### 4.2.2. Pre-translation Activities

The goal of these activities was to achieve a solid linguistic and cultural understanding of the Russian language, along with possible equivalents in Spanish, with repeated and varied exposure to the vocabulary under study.

In accordance with the previously presented approach, the objective of these activities

encompass all the elements associated with the knowledge of a lexical unit: form and structure, meaning, and usage. Therefore, they are targeted lexical exercises for understanding or practicing specific aspects of vocabulary with a focus on translation.

Concerning issues regarding form, the exercises emphasize the spelling of each lexical unit in Russian and its correspondence in Spanish, the compositional or derivational elements of the lexical unit, or its grammatical form. For example, activities were conducted using lexical units whose spelling could pose challenges in translation. An example of this was the lexical unit used to designate a president who has left office: in Russian, a two-word lexical unit is used, formed with the adjective *бывший* (*бывший президент*), while in Spanish, a single word with the prefix *ex-* is used (*expresidente*). The exercises in this section that address issues related to definiteness and indefiniteness, the use of prefixes and suffixes, and grammatical gender are also of great importance. For example, in Russian, masculine forms are used to refer to political positions (*президент, мэр, министр*), even when referring to a woman. In Spanish, however, masculine or feminine forms are used as appropriate (*presidente/presidenta, alcalde/alcadesa, ministro/ministra*).

To practice this topic, sentences such as *Ольга Борисовна Любимова вступила в должность Министра культуры Российской Федерации 21 января 2020 года*, which refers to a female minister, and the sentence *Министр иностранных дел Российской Федерации, Сергей Викторович Лавров, вступил в должность 9 марта 2004 года*, which refers to a male minister were translated. Exercises on derivational elements were proposed to practice the use of prefixes and suffixes in Russian, as in the following example, in which students had to complete the sentence with the correct option from three possible choices (*Избирательная комиссия а. считает; б. высчитывает; с. подсчитывает голоса*).



The preparatory tasks for working on the semantic element of the lexicon consisted of activities for analyzing and translating the denotative, contextual, and figurative or metaphorical meanings of lexical units. For example, they involved classifying a selection of vocabulary into sections or categories to understand meanings and semantic relationships:

**Vocabulary:** исполнительная власть, гражданское общество, избирательная кампания, политическая система, законодательный процесс, государственное управление, оппозиция, президент, парламент, федерация, конституция, министерство, правительство, дебаты, программа, лидер, протест, фракция, идеология, реформа, бюрократия, санкции, радикализм, популизм, кризис, коррупция, неравенство, протесты, инвестиции, бюджет, налоги, экспорт, реформы, импорт, конфликт, дипломатия, интеграция, глобализация, переговоры, союз, сотрудничество.

**Categories:** процессы в политике//processes in politics, государственная власть//state power, политические партии и оппозиция//political parties and opposition, экономика и политика//economy and politics, проблемы в политике//problems in politics, международные отношения//international relations.

To develop fluency and enhance lexical availability, exercises were given in which students had to replace certain lexical units with their synonyms or antonyms. This exercise was carried out in both Russian and Spanish to develop this skill in a contrastive manner. Activities were also carried out that involved completing the meaning of a text with the missing words, which were sometimes provided to the students beforehand, and sometimes not. The purpose of this exercise was to practice semantic understanding in context.

Выборы и политика в современном мире

Выборы – это важный процесс в системе \_\_\_\_\_ (политика), который

позволяет гражданам выбрать своих \_\_\_\_\_ (кандидат) для управления страной. Перед выборами проводятся \_\_\_\_\_ (дебаты), где кандидаты обсуждают вопросы, касающиеся \_\_\_\_\_ (экономика), социальной политики и международных \_\_\_\_\_ (отношения).

To work on contextual meaning, students were provided with the same word in different contexts. For example, the word *глава* is used to refer to leaders, heads, or officials of institutions, governments, or states, and the equivalent words in Spanish vary depending on the context.

*Глава государства* подписал новый указ (*jefe de estado*); *Глава правительства* выступил на пресс-конференции (*presidente del gobierno/primer ministro*); *Глава региона* обсудил планы развития инфраструктуры (*gobernador*); *Глава делегации* России провел переговоры (*jefe de la delegación*); *Глава комиссии* представил результаты расследования (*presidente de la comisión*); *Глава ООН* выступил с обращением к мировому сообществу (*secretario general de la ONU*); *Глава ЕС* обсудил с лидерами реформы в организации (*presidente de la Unión Europea*); *Глава Удмуртской Республики* представил отчет о проделанной работе (*presidente de la República de Udmurtia*).

To work on the pragmatic element of vocabulary, activities were carried out to raise awareness of issues related to usage and to understand the factors that influence linguistic variation. The objective of these exercises was to analyze meanings and nuances conveyed by the source text in Russian, depending on communicative intent, register, or context, and to use Spanish appropriately according to social, cultural, and contextual norms so that the intended meaning in the target text could be conveyed. For example, to practice how to adjust language to recipients and communicative situations, students were tasked with transforming

a text from a formal register to a more informal one or translating the same Russian text for different audiences. Identifying euphemisms in a text and analyzing their communicative intent, or simply matching euphemisms with their literal meanings were also very productive tasks. One such exercise involved associating euphemistic terms related to politics with their respective meanings. Here, the terms are presented in pairs, but in the student exercise, they were presented in a random order.

Adjectives related to ideologies and political tendencies	
Neutral adjectives (most commonly used)	Equivalent euphemisms in certain contexts
Левый (de izquierdas)	Социалистический (socialista), прогрессивный (progresista)
Правый (de derechas)	Консервативный (conservador), фашистский (facha, fascista)
Центристский (centrista, de centro)	Умеренный (moderado)
Консервативный (conservador)	Традиционный (tradicional)
Национальный (nacional)	Патриотический (patriótico)
Националистический (nacionalista)	Фашистский (fascista)
Авторитарный (autoritario)	Диктаторский (dictatorial, con connotación negativa)
Демократический (democrático)	Народный (popular), народовластный (democrático)
Социалистический (socialista)	Левый (de izquierdas)
Коммунистический (comunista)	Левый (de izquierdas)
Adjectives related to the characteristics of political movements	
Популистский (populista)	Демагогический (demagógico)
Радикальный (radical)	Крайний (extremista), революционный (revolucionario), фундаменталистский (fundamentalista)

## 1. Final Translation Tasks

### and Analysis of Translated Texts

Next, final translation tasks were carried out progressively: starting with shorter, less challenging texts and culminating with longer and more complex texts from various genres. These were authentic Russian texts simulating a real translation assignment, where all the knowledge and skills acquired had to be applied. Examples included a full newspaper article, a chronicle, or a political speech.

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Если избиратель допустил ошибку в бюллетене, стоит обратиться к членам УИК, чтобы ему выдали новый. Испорченный бюллетень уничтожат и незамедлительно погасят, сообщает пресс-служба ЦИК России.

Такая же практика работает в других странах – испорченный бюллетень меняют на новый, но в некоторых государствах, например, в Венгрии, Молдове и на Кипре это можно сделать только один раз.

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Another useful exercise to develop the translators' critical thinking skills, as well as those related to revision and post-editing, was the correction of translations produced by a machine translator and the identification of its strengths and weaknesses. The following speech delivered by Boris Yeltsin on December 31, 1999, in which he announced his resignation, along with its translation into Spanish, is an example of this exercise:

«Дорогие друзья! Сегодня я обращаюсь к вам в последний раз как президент России. Я принял решение. Я много раз обдумывал его. Сегодня, в последний день уходящего века, я ухожу в отставку. Я сделал все, что мог. Я доволен своими достижениями и изменениями, которые преобразили нашу страну. Но не все получилось так, как я надеялся. Прошу прощения за это. Сегодня я передаю власть новому поколению. Владимир Путин

будет исполняющим обязанности президента.»

«Queridos amigos, hoy me dirijo a vosotros por última vez como Presidente de Rusia. He tomado una decisión. Lo he pensado muchas veces. Hoy, en el último día del siglo que pasa, dimito. He hecho todo lo que he podido. Estoy satisfecho de mis logros y de los cambios que han transformado nuestro país. Pero no todo ha salido como esperaba. Pido disculpas por ello. Hoy traspaso el poder a una nueva generación. Vladimir Putin será Presidente en funciones».

Translated with DeepL.com

Finally, a final debate was held in the classroom, involving team reflection to evaluate the learning process and the results obtained. Not only did this final analysis enable the assessment of lexical achievements, but it also identified any lexical deficiencies that need to be addressed in the future. Additionally, it provided valuable insights about any improvements that need to be made to the project for future students.

## Conclusions

The methodological approach presented here, based on action-research methodology combined with Problem-Based Learning (PBL), has proven to be a system that promotes active, reflective, and contextualized learning, enhancing both the linguistic skills and translational competencies of students. A high percentage of translation problems stem from severe deficiencies in students' lexical knowledge. Therefore, it is considered that the lexical

teaching model proposed in this article is extremely useful for developing lexical competence in the field of translator and interpreter training. It is a didactic sequence with exercises and strategies that enhance educational practice and enable the acquisition of knowledge about the vocabulary of foreign languages by contrasting it with Spanish. In the initial diagnostic phase, students become aware of their lexical levels by coming into contact with the vocabulary under study for the first time. As a result, students develop an interest in the subject matter and realize that ignorance or concentration issues can lead to errors in translation. Therefore, this exercise helps students understand that successfully carrying out a translation requires a high linguistic level and that lexical and thematic knowledge must always be kept up to date.

The completion of preparatory tasks promotes lexical comprehension and familiarization, and ultimately, the translation and correction tasks enable students to reactivate the lexicon learned, facilitating consolidation and retention. In other words, this methodology enables the development of the lexical component by employing reflective analysis and repeated exposure to the vocabulary under study. The application of this didactic sequence, along with analysis and evaluation in the classroom, has demonstrated that it is an effective methodology for teaching Russian-Spanish translation. Action-research combined with Problem-Based Learning (PBL) promotes critical thinking and self-assessment among students, enabling collaborative work in the classroom that can help them identify and solve problems, in this case, those related to the lexical component in translation.

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