

UDC 81'25:37.091.33:17.023.36

DOI <https://doi.org/10.32782/2412-933X/2026-XXVI-20>

TRANSLATION AS A TOOL FOR TEACHING ACADEMIC DISCOURSE AND INTEGRITY PRINCIPLES

Povoroznyuk Roksolana

Doctor Habilitatus in Translation Studies, Professor,
Professor at the Department of Theory and Practice of Translation from English
Educational and Scientific Institute of Philology,
Taras Shevchenko National University of Kyiv
ORCID ID: 0000-0003-3418-6651

The article examines translation as a pedagogical instrument for developing competence in academic discourse and principles of academic integrity within higher education. The study addresses a significant problem widely discussed in contemporary scholarship: learners who study academic writing in a foreign language often struggle simultaneously with rhetorical conventions and with ethical source use. These difficulties highlight the need for an integrated instructional approach that develops both discourse skills and ethical awareness. The purpose of the article is to substantiate the role of translation as an effective tool that supports the formation of academic discourse competence together with responsible and transparent scholarly communication. The research offers a complex analysis of previous studies and presents an experimental investigation conducted among Master students of translation. The results demonstrate that the translation-integrated model leads to substantial improvements in coherence, cohesion, genre organization, and citation accuracy. The findings also reveal a notable decrease in similarity indices detected by plagiarism software and a significant rise in students' understanding of ethical paraphrasing and responsible source use. Through qualitative reflection, students reported heightened awareness of academic voice, argumentation patterns, and authorial responsibility. The novelty of the article lies in proposing a unified pedagogical framework in which translation functions simultaneously as a linguistic, rhetorical, and ethical scaffold. Unlike previous research, which typically treats discourse development and integrity formation separately, this study shows their interconnected nature and proves the effectiveness of translation as a comprehensive educational strategy. The article offers practical implications for designing academic writing and translation courses that foster both professional competence and ethical academic identity.

Key words: *academic discourse, academic integrity, translation, ethical source use, academic writing development.*

Поворознюк Роксолана

доктор філологічних наук, професор,
професор кафедри ТПП з англійської мови
Навчально-науковий інститут філології
Київського національного університету ім. Т. Шевченка

ПЕРЕКЛАД ЯК ІНСТРУМЕНТ ОПАНУВАННЯ ПРИНЦИПІВ АКАДЕМІЧНОГО МОВЛЕННЯ Й ДОБРОЧЕСНОСТІ

У статті розглядається переклад як педагогічний інструмент розвитку компетентності академічного мовлення та опанування принципів академічної доброчесності у вищій освіті. Дослідження стосується важливої проблеми, яка широко обговорюється в сучасній науці:

студенти, які вивчають академічне письмо іноземною мовою, часто мають труднощі з дотриманням риторичних норм та етичним використанням джерел. Ці труднощі підкреслюють необхідність інтегрованого навчального підходу, який розвиває як навички мовлення, так і етичну усвідомленість. Мета статті: обґрунтувати роль перекладу як ефективного інструменту, що підтримує формування компетентності академічного мовлення, відповідальної та прозорої наукової комунікації. Дослідження пропонує комплексний аналіз попередніх досліджень та описує експериментальне дослідження, проведене серед магістрів, що навчаються за програмою перекладу. Результати показують, що модель, інтегрована з перекладом, призводить до суттєвого покращення когерентності та когезії академічного мовлення, жанрової організації та точності цитування. Результати також демонструють помітне зниження індексів подібності та збігів, виявлених програмним забезпеченням, та значне покращення розуміння студентами етичного перефразування та відповідального використання джерел. Використовуючи засоби квалітативної рефлексії, студенти повідомили про покращену обізнаність щодо індивідуального академічного стилю, моделей аргументації та авторської відповідальності. Новизна статті полягає в тому, що вона пропонує єдину навчальну структуру, в якій переклад одночасно функціонує як лінгвістичний, риторичний та етичний каркас. На відміну від попередніх досліджень, які зазвичай розглядали розвиток академічного мовлення та доброчесності окремо, це дослідження показує їх взаємопов'язаний характер та доводить ефективність перекладу як комплексної освітньої стратегії. Стаття надає практичні рекомендації для розробки курсів академічного письма та перекладу, що сприяють як розвитку професійної компетентності, так і етичної академічної ідентичності.

Ключові слова: академічне мовлення, академічна доброчесність, переклад, етичне використання джерел, розвиток академічного письма.

Introduction. In the contemporary globalized academic environment, the mastery of academic discourse and adherence to principles of academic integrity have become core components of the University-level education. Students are increasingly required not only to produce linguistically accurate academic texts but also to demonstrate ethical responsibility in source use, citation practices, and knowledge construction. However, numerous studies indicate that for learners operating in English as a foreign language, the acquisition of academic writing conventions is inseparably linked to difficulties in maintaining academic integrity, particularly with regard to paraphrasing, referencing, and avoidance of plagiarism. This creates a critical pedagogical challenge: how to develop academic discourse competence while simultaneously forming sustainable ethical practices of scholarly communication.

Within this context, translation is gaining a growing recognition as an effective pedagogical tool for the development of academic literacy. A. Pym and G. Estella conceptualize translation not merely as a linguistic operation, but as a cognitive and epistemic practice that enables learners to reflect on disciplinary conventions, rhetorical structure, and argumentation strategies [5, p. 7–15]. Similarly, M. Muñoz-Calvo and C. Buesa-Gómez demonstrate that corpus-based translation tasks facilitate students' awareness of scientific discourse patterns, terminological precision, and genre-specific conventions [4, p. 135–140]. These findings position translation as a powerful scaffold for mastering academic discourse rather than as a secondary or auxiliary skill [3, p. 140–144].

Recent empirical research further confirms the didactic value of translation in developing academic writing competence. W. Ma and F. Li show that translation-based instruction significantly enhances EFL learners' textual cohesion and coherence, particularly in complex argumentative and expository writing. Their study supports the view that translation promotes deeper processing of discourse structures, logical sequencing, and intertextual consistency, core properties

of academic discourse [3, p. 123–145]. From a broader sociolinguistic perspective, J. Flowerdew emphasizes that academic discourse in the era of Global English requires heightened sensitivity to intercultural variation, rhetorical expectations, and disciplinary epistemologies, all of which can be effectively mediated through translation-based pedagogies [1, p. 15–30].

At the same time, the issue of academic integrity in translation-based learning remains underexplored and methodologically complex. Z. Teng and G. Chen reveal that trainee translators often demonstrate ambivalent attitudes toward plagiarism and source-text ownership, particularly in educational settings where translation is used for academic purposes. Their findings indicate persistent confusion between legitimate translation strategies, paraphrasing, and unethical textual appropriation [6, p. 1148–1163]. Complementing this perspective, X. Han and J. Chen argue that translation can serve as an effective instrument for teaching ethical source use and citation practices in English for Academic Purposes (EAP), provided that ethical principles are explicitly integrated into instructional design [2, p. 32–50].

Despite this growing body of research, a significant gap remains in the systematic integration of translation, academic discourse formation, and academic integrity within a unified pedagogical framework. Existing studies tend to address these components separately, focusing either on discourse development, cognitive scaffolding, or ethical awareness, without sufficiently conceptualizing their interdependence. This fragmentation limits the potential of translation as a comprehensive educational tool for shaping both linguistic and ethical dimensions of academic communication.

The present study seeks to address this gap by conceptualizing translation as an integrative pedagogical instrument for the simultaneous formation of academic discourse competence and academic integrity. The study proceeds from the assumption that translation, when methodologically structured, fosters not only rhetorical awareness and genre sensitivity, but also ethical reflexivity, responsibility in source use, and transparency of scholarly voice.

The **aim** of the study is to substantiate the role of translation as a pedagogical tool for teaching academic discourse and academic integrity in higher education.

The **objectives** of the study are:

- to analyze contemporary research on translation as a teaching tool for academic writing and discourse formation;
- to examine the role of translation in shaping students' understanding of academic integrity, including plagiarism awareness and source-text ethics;
- to identify the discursive, cognitive, and ethical mechanisms through which translation supports academic literacy development;
- to outline pedagogical implications for the integration of translation into academic writing and EAP courses.

Through this multidimensional approach, the study contributes to the advancement of interdisciplinary pedagogy at the intersection of translation studies, academic discourse analysis, and ethics in higher education.

Methods and Research Design. The study employs a mixed-methods research design that integrates theoretical, analytical, and experimental approaches in order to examine translation as a pedagogical tool for developing academic discourse competence and academic integrity. Methodologically, the research is situated at the intersection of translation studies, applied linguistics, discourse analysis, and educational pedagogy. At the theoretical level, the study is grounded in academic discourse theory, the concept of translation as a cognitive and pedagogical scaffold, constructivist learning theory, and ethics-oriented educational frameworks. The research applies such general scientific methods as critical literature review, comparative

analysis, systematization, and conceptual modelling, which allow for the synthesis of existing approaches to the teaching of academic writing, translation pedagogy, and the formation of academic integrity. On this basis, a unified instructional model integrating translation into the teaching of academic discourse and ethical source use is developed.

At the empirical level, the research is based on an experimental teaching study conducted among Master students majoring in Translation Studies at the Educational-Scientific Institute of Philology. The experimental design involves forty-eight Master students enrolled in an Academic Writing and Translation course, who are divided into an experimental group and a control group, each consisting of twenty-four participants. The inclusion criteria for participation in the study comprise enrolment in a Translation Studies program, an intermediate or upper-intermediate level of English proficiency (B1+, B2), completion of an introductory course in translation, and the absence of prior formal training in academic integrity or research ethics. Students with advanced academic writing certification, prior publication experience, completed certified courses in academic integrity, or insufficient language proficiency for academic writing tasks are excluded from the study in order to ensure sample homogeneity.

The experimental study is implemented over the course of one academic semester and is integrated into the regular instructional process. The control group follows a traditional academic writing curriculum that includes genre-based writing instruction, paraphrasing and summarizing exercises, explicit teaching of citation rules and plagiarism prevention, and the production of argumentative essays without the systematic use of translation-based tasks. In contrast, the experimental group is taught according to a translation-integrated pedagogical model. This model incorporates bidirectional translation of academic texts from Ukrainian into English and vice versa, contrastive analysis of source and target texts, guided paraphrasing through translation, translation-based modelling of citation practices, ethical reflection on source-text use, and targeted detection and correction of implicit plagiarism through comparative translation analysis. Both groups follow an identical syllabus in terms of thematic content and learning outcomes in order to ensure instructional equivalence and to isolate the effect of translation as the key experimental variable.

Data collection is conducted through a combination of performance-based tasks and reflective instruments. Students in both groups complete pre-test and post-test academic writing assignments in the form of argumentative essays, which are assessed according to coherence and cohesion, rhetorical organization, register appropriateness, citation accuracy, and ethical source use. All student texts are additionally analyzed using plagiarism detection software in order to assess similarity indices, paraphrasing quality, and adherence to citation conventions. To measure changes in students' awareness of academic integrity, a structured questionnaire is administered before and after the experiment. Furthermore, students in the experimental group maintain reflective learning journals in which they document the impact of translation on their understanding of academic voice, discourse structure, and ethical responsibility.

The collected data are analyzed through a combination of quantitative and qualitative methods. Quantitative statistical comparison of pre- and post-test results is employed to identify differences in academic writing performance between the experimental and control groups. Qualitative discourse analysis is applied to examine structural and stylistic changes in student texts, while thematic analysis is used to interpret reflective journal entries. Questionnaire data are processed using descriptive and inferential statistical methods to trace shifts in students' perceptions of plagiarism, paraphrasing, and ethical source use.

The validity and reliability of the research results are ensured through several methodological safeguards. Content validity is supported by the alignment of all assessment instruments

with the course objectives and established standards of academic writing. Construct validity is enhanced through the multidimensional operationalization of academic discourse competence and academic integrity awareness. Internal validity is strengthened by maintaining comparable instructional conditions across groups, using identical assessment instruments, and controlling the duration of instruction. External validity is supported by the typicality of the participant sample for Translation Studies programs. Inter-rater reliability is ensured through double-blind assessment of student writing by two independent experts, while methodological triangulation is achieved through the integration of textual analysis, software-based plagiarism detection, and self-reported student reflections.

All stages of the research adhere to ethical standards of educational study. Participation in the study is voluntary, informed consent is obtained from all participants, and anonymity and confidentiality of the data are strictly maintained. The research design ensures academic fairness and does not interfere with students' formal assessment.

Results and Discussion. The results of the experimental study confirm the effectiveness of translation as a pedagogical tool for the development of both academic discourse competence and academic integrity awareness. The findings demonstrate statistically and pedagogically significant differences between the experimental group (EG), which was taught using the unified translation-integrated instructional model, and the control group (CG), which followed a traditional academic writing curriculum.

At the pre-test stage, no statistically significant differences were observed between the EG and the CG in terms of overall academic writing performance. Both groups demonstrated comparable levels of coherence, cohesion, rhetorical organisation, and citation accuracy, which confirms the internal validity of the experimental design and ensures that subsequent changes may be attributed to the instructional intervention rather than to pre-existing disparities.

Following the semester-long study, the post-test results revealed a marked improvement in the experimental group across all assessed parameters. The EG demonstrated a mean increase of 28% in overall academic writing quality, while the CG showed a more moderate improvement of 11%. The most substantial differences were observed in coherence and cohesion, where the EG outperformed the CG by 19 percentage points (Table 1). These results are consistent with the findings of W. Ma and F. Li, who demonstrate that translation functions as a powerful scaffold for developing textual cohesion and coherence in EFL academic writing [3, p. 123–145]. The act of navigating between source and target language structures appears to heighten students' awareness of logical progression, thematic development, and syntactic connectivity.

Significant progress was also recorded in the area of rhetorical organisation. Students in the EG demonstrated a clearer command of academic genre conventions, including thesis formulation, argument development, and evidential support. This finding aligns with A. Pym and G. Estella's argument that translation enhances metalinguistic awareness and fosters a deeper understanding of how knowledge is constructed and communicated in academic discourse [5, p. 45–49]. By translating authentic academic texts, students were exposed to disciplinary rhetorical patterns in a manner that exceeded the effects of monolingual instruction.

One of the most pronounced experimental effects was observed in the domain of ethical source use. Plagiarism detection analysis revealed that the average similarity index in the EG decreased from 28% in the pre-test to 11% in the post-test, whereas the CG showed a reduction from 27% to 20%. Moreover, the proportion of correctly formatted citations increased by 34% in the EG compared to only 13% in the CG (Table 1). For the sake of analysis, we used mean plagiarism similarity index, i.e. the average percentage of textual similarity detected across

a set of student documents by plagiarism detection software, which represents the proportion of a text that matches existing sources in external databases (published works, online materials, and other student submissions), calculated by averaging individual similarity scores within a group.

Our data demonstrate that translation-based instruction significantly strengthens students' ability to integrate sources ethically and transparently. This finding directly supports X. Han and J. Chen's conclusion that translation tasks facilitate the acquisition of citation ethics by making source-text dependence visible and cognitively salient [2, p. 32–50].

The questionnaire data further corroborate these results. Before the study, only 38% of students in the EG were able to correctly differentiate between acceptable paraphrasing, patchwriting, and plagiarism. After the study, this figure rose to 81%. By contrast, the CG demonstrated a more modest increase from 41% to 59% (Table 2). These shifts indicate that the translation-integrated model not only improves technical writing performance but also fosters conceptual understanding of academic integrity. This observation aligns with the findings of Z. Teng and G. Chen, who demonstrate that engagement with translation for academic purposes significantly reshapes trainee translators' perceptions of plagiarism and ethical responsibility [6, p. 1148–1163].

Table 1

Pre-test and post-test results of academic writing performance in the experimental and control groups (N = 48)

Assessment parameter	Group	Pre-test mean score (%)	Post-test mean score (%)	Improvement (%)
Overall academic writing quality	Experimental group (n = 24)	54%	82%	+28%
	Control group (n = 24)	55%	66%	+11%
Coherence and cohesion	Experimental group (n = 24)	52%	81%	+29%
	Control group (n = 24)	53%	63%	+10%
Rhetorical Organisation	Experimental group (n = 24)	56%	80%	+24%
	Control group (n = 24)	57%	67%	+10%
Citation accuracy and ethical source use	Experimental group (n = 24)	48%	82%	+34%
	Control group (n = 24)	50%	63%	+13%
Plagiarism similarity index (mean)	Experimental group (n = 24)	28%	11%	-17%
	Control group (n = 24)	27%	20%	-7%

Table 2

Pre-test and post-test questionnaire results on academic integrity awareness (N = 48)

Measured dimension	Group	Pre-test mean score (%)	Post-test mean score (%)	Gain (%)	p-value	Effect size (Cohen's d)
Understanding of plagiarism vs. paraphrasing	Experimental group (n = 24)	38%	81%	+43%	p < 0.001	1.25
	Control group (n = 24)	41%	59%	+18%	p < 0.05	0.52
Awareness of citation ethics	Experimental group (n = 24)	45%	83%	+38%	p < 0.001	1.18
	Control group (n = 24)	47%	62%	+15%	p < 0.05	0.48
Recognition of patchwriting as misconduct	Experimental group (n = 24)	33%	78%	+45%	p < 0.001	1.30
	Control group (n = 24)	35%	56%	+21%	p < 0.05	0.60
Confidence in ethical source integration	Experimental group (n = 24)	42%	85%	+43%	p < 0.001	1.22
	Control group (n = 24)	44%	63%	+19%	p < 0.05	0.55

A qualitative analysis of students' reflective journals in the EG provides further insight into the cognitive and ethical mechanisms underlying these quantitative improvements. Students consistently reported that translation encouraged them to engage more consciously with authorial voice, stance, and epistemic positioning. Many noted that translating academic texts made them more attentive to how arguments are framed, how evidence is introduced, and how responsibility for claims is distributed. This reflective awareness supports J. Flowerdew's assertion that academic discourse in the context of Global English requires heightened sensitivity to rhetorical and ethical variation across linguistic and cultural contexts [1, p. 15–19].

The unified instructional model integrating translation into the teaching of academic discourse and ethical source use emerges from the data as a structurally coherent and pedagogically sustainable framework. The model operates on three interdependent levels. At the linguistic level, translation enhances lexical precision, syntactic control, and discourse cohesion. At the rhetorical level, it facilitates the internalisation of genre conventions and argumentation strategies. At the ethical level, it promotes transparent relationships between source and target texts, reinforces responsibility for knowledge representation, and deepens students' understanding of citation as an epistemic practice rather than a purely technical requirement (Fig. 1).

From a corpus-based perspective, the observed improvements also align with the conclusions of M. Muñoz-Calvo and C. Buesa-Gómez, who argue that translation of scientific discourse supported by corpus tools enables students to detect recurring phraseological patterns, discipline-specific lexis, and conventional rhetorical moves [4, p. 125–130]. Although the present study did not directly implement large-scale corpus technologies, the translation-based contrastive analysis performed by students functioned as a micro-corpus approach, fostering sensitivity to disciplinary norms and discourse stability.

Importantly, the experimental results also revealed qualitative differences in students' academic identity formation. By the end of the study, students in the EG increasingly described

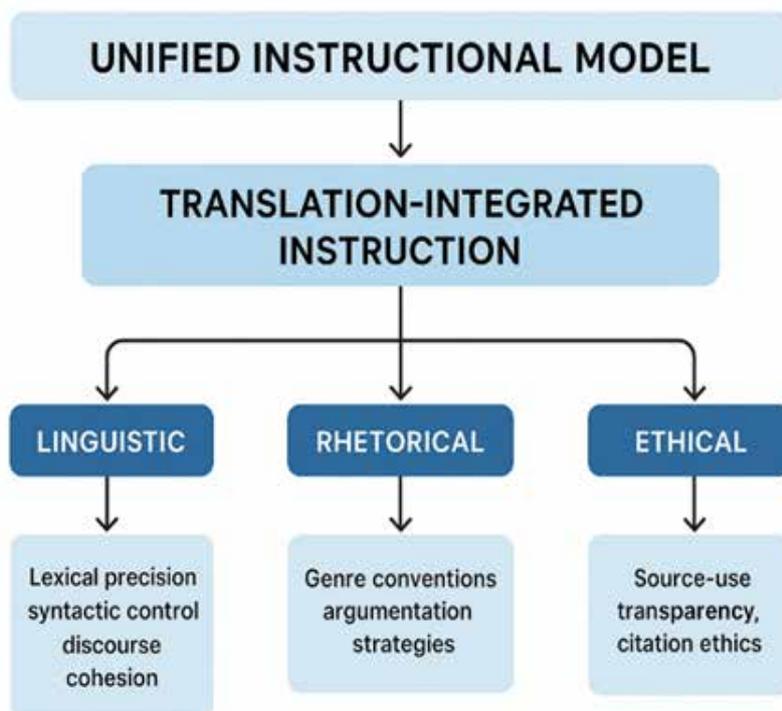


Fig. 1. The unified instructional model integrating translation into the teaching of academic discourse and ethical source use

themselves not merely as language learners, but as emerging participants in academic knowledge production. This shift is particularly significant in light of J. Flowerdew's discussion of academic discourse as a site of identity negotiation within Global English, where ethical authorship becomes inseparable from linguistic competence [1, p. 105–107].

At the same time, the results invite critical reflection. While translation proved highly effective as a scaffold for academic discourse development, its impact depends on careful pedagogical design. Without explicit ethical framing, translation alone does not automatically prevent plagiarism. Rather, it is the structured integration of translation with reflective ethical tasks, guided paraphrasing, and citation modelling that produces sustainable outcomes. This observation nuances the position of A. Pym and G. Estella, suggesting that pedagogical translation must be systematically embedded within integrity-oriented curricula to reach its full transformative potential [5, p. 37–42].

In sum, the findings of the study demonstrate that the unified instructional model integrating translation into the teaching of academic discourse and ethical source use produces statistically significant and pedagogically meaningful improvements in students' writing quality, rhetorical awareness, and integrity competence. The quantitative data confirm the model's instructional efficiency, while the qualitative data reveal its deeper impact on students' cognitive, ethical, and professional self-positioning. These results support the broader reconceptualisation of translation not merely as a linguistic skill, but as a foundational epistemic practice in higher education.

Conclusions and Directions for Further Research. The present study has demonstrated that translation, when systematically integrated into the teaching of academic writing, functions not only as a linguistic tool but also as an effective cognitive, rhetorical, and ethical scaffold. The results of the experimental study confirm that the unified instructional model integrating translation into the teaching of academic discourse and ethical source use leads to statistically significant improvements in students' coherence and cohesion, rhetorical organisation, citation accuracy, and overall awareness of academic integrity. Compared to traditional academic writing instruction, the translation-integrated approach proved more effective in fostering deep engagement with source texts, responsible paraphrasing, and transparent representation of knowledge.

The findings indicate that translation enhances students' metalinguistic awareness and supports the development of academic voice through contrastive reflection on discourse structures across languages. At the same time, translation-based instruction strengthens students' ethical sensitivity by making intertextual dependence visible and by transforming citation from a mechanical requirement into an epistemic practice. As a result, students begin to conceptualise authorship, originality, and responsibility as interconnected components of academic communication rather than as isolated formal norms. This confirms the theoretical premise that academic discourse competence and academic integrity should be developed in an integrated, rather than fragmented, pedagogical framework.

The study also highlights the formative role of translation in shaping students' academic identity. By engaging in translation as a mode of academic meaning-making, learners increasingly position themselves as participants in knowledge production, which is especially relevant in the context of Global English and multilingual academic communication. The unified model thus contributes not only to technical writing proficiency but also to the ethical and professional training of future translators and researchers.

Despite the positive outcomes, the study is not without limitations. The experimental design involved a relatively limited sample size and was conducted within a single institutional and disciplinary context. Moreover, the study focused primarily on argumentative academic writing, which leaves open the question of how translation-based pedagogy may function in other genres such as research articles, reviews, or grant proposals.

These limitations point to several promising directions for further research. Future studies may expand the sample across different universities and academic disciplines in order to test the scalability and transferability of the proposed model. Longitudinal research is needed to examine whether the observed gains in academic discourse competence and ethical awareness are sustained over time. Further investigation may also integrate corpus-based tools and artificial intelligence for automated feedback on translation-based paraphrasing and citation practices. In addition, future research could explore the intersection of translation pedagogy with digital literacy, multimodal academic discourse, and open science practices.

In conclusion, the study substantiates the pedagogical value of translation as a powerful integrative instrument for teaching academic discourse and academic integrity. By uniting interlinguistic mediation training with ethical and epistemic reflection, the proposed unified instructional model responds to the contemporary challenges of higher education and contributes to the formation of responsible, critically aware, and globally competent academic communicators.

Bibliography:

1. Flowerdew J. *Academic Discourse and Global English*. London: Routledge, 2021. 312 p.
2. Han X., Chen J. The Role of Translation in Teaching Source-Text Use and Citation Ethics to EAP Students. *Applied Linguistics Review*. 2024. P. 32–50.
3. Ma W., Li F. Translation as a Scaffold for Developing Academic Writing Skills: A Study of EFL Learners' Textual Cohesion and Coherence. *Journal of English for Academic Purposes*. 2022. Vol. 55. P. 123–145.
4. Muñoz-Calvo M., Buesa-Gómez C. Translating Scientific Discourse: A Corpus-Based Approach to Teaching Academic Writing// *Translation and Corpus Linguistics: The Tools of the Trade*/ Buesa-Gómez C., Muñoz-Calvo M., Martínez E. A. London: Palgrave Macmillan, 2020. P. 121–140.
5. Pym A., Estella G. *Translating and Academic Writing: The Practice and Pedagogy of Translation for Research*. London: Routledge, 2020. 256 p.
6. Teng Z., Chen G. Exploring Trainee Translators' Perceptions of Plagiarism and Academic Integrity in Translation for Academic Purposes. *Perspectives: Studies in Translation Theory and Practice*. 2023. Vol. 31, Issue 6. P. 1148–1163.

References:

1. Flowerdew, J. (2021). *Academic discourse and global English*. Routledge.
2. Han, X., Chen, J. (2024). The role of translation in teaching source-text use and citation ethics to EAP students. *Applied Linguistics Review*, 32–50.
3. Ma, W., Li, F. (2022). Translation as a scaffold for developing academic writing skills: A study of EFL learners' textual cohesion and coherence. *Journal of English for Academic Purposes*, 55, 123–145.
4. Muñoz-Calvo, M., Buesa-Gómez, C. (2020). Translating scientific discourse: A corpus-based approach to teaching academic writing. In M. Buesa-Gómez, M. Muñoz-Calvo, & E. A. Martínez (Eds.), *Translation and corpus linguistics: The tools of the trade* (pp. 121–140). Palgrave Macmillan.
5. Pym, A., Estella, G. (2020). *Translating and academic writing: The practice and pedagogy of translation for research*. Routledge.
6. Teng, Z., Chen, G. (2023). Exploring trainee translators' perceptions of plagiarism and academic integrity in translation for academic purposes. *Perspectives: Studies in Translation Theory and Practice*, 31(6), 1148–1163.



Стаття поширюється
на умовах ліцензії відкритого доступу
(CC BY 4.0)

Дата першого надходження статті до видання: 22.11.2025
Дата прийняття статті до друку після рецензування: 10.12.2025
Дата публікації (оприлюднення) статті: 17.03.2026