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## **ACADEMIC INTEGRITY IN LITERARY TRANSLATION: CHALLENGES OF ORIGINALITY AND AUTHORSHIP**

*The article addresses the issue of academic integrity in literary translation, focusing on the challenges of originality and authorship within the framework of contemporary translation studies. In the context of globalization and intensified intercultural communication, literary translation plays a crucial role in mediating artistic texts across linguistic and cultural boundaries. However, the growing emphasis on academic integrity in higher education raises significant concerns regarding ethical responsibility, intellectual ownership, and transparency in translation practices. The problem lies in the inherent ambiguity of literary translation as both a reproductive and creative activity. Unlike traditional academic writing, translation involves the reinterpretation and transformation of an existing text, which complicates the application of standard academic integrity principles such as plagiarism avoidance and proper attribution. The tension between fidelity to the source text and the translator's creative input creates difficulties in defining clear boundaries between acceptable transformation and ethical violation. Furthermore, the lack of unified methodological guidelines and the inconsistency in applying academic integrity standards contribute to uncertainty among students and practitioners. The aim of the article is to examine the conceptual and methodological foundations of academic integrity in literary translation, with particular attention to the problem of originality and authorship. The study explores key theoretical approaches in translation studies, analyzes the role of the translator as both mediator and co-creator, and evaluates the impact of digital technologies, including machine and computer-assisted translation, on ethical standards and authorship models. The results of the research demonstrate that academic integrity in literary translation should be understood as a dynamic and context-dependent system rather than a fixed set of rules. The study identifies a fundamental contradiction between the creative nature of translation and the normative requirements of academic discourse. It also reveals that traditional concepts of authorship and originality are insufficient to describe the hybrid nature of translated texts. Special attention is given to the influence of technological developments, which further blur the boundaries of authorship and introduce new ethical challenges. As a result, the article proposes a problem-centered framework that conceptualizes academic integrity in literary translation as a multi-dimensional phenomenon shaped by the interaction of creative practices, ethical norms, contextual factors, and digital technologies. The findings highlight the need to rethink core concepts such as originality, fidelity, and authorship, and to develop more flexible and transparent ethical guidelines tailored to the specific nature of literary translation.*

**Key words:** *academic integrity, literary translation, originality, authorship, translation ethics, machine translation, fidelity.*

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## **АКАДЕМІЧНА ДОБРОЧЕСНІСТЬ В ХУДОЖНЬОМУ ПЕРЕКЛАДІ: ПРОБЛЕМИ ОРИГІНАЛЬНОСТІ Й АВТОРСТВА**

*У статті розглядається питання академічної доброчесності в художньому перекладі, з акцентом на проблемах оригінальності та авторства в рамках сучасних перекладознавчих досліджень. У контексті глобалізації та посиленої міжкультурної комунікації художній переклад відіграє вирішальну роль у просуванні художніх текстів через лінгвістичні та культурні кордони. Однак зростаючий акцент на академічній доброчесності у вищій освіті змушує замислитися над категоріями етичної відповідальності, інтелектуальної власності та прозорості в перекладацькій практиці. Посутні властивості художньому перекладу як одночасно репродуктивної та творчої діяльності породжують двозначність трактувань. На відміну від традиційного академічного письма, переклад*

передбачає переосмислення та трансформацію існуючого тексту, що ускладнює застосування стандартних принципів академічної доброчесності, таких як уникнення плагіату та належного зазначення авторства. Конфлікт між точністю відтворення вихідного тексту та творчим внеском перекладача створює труднощі у визначенні чітких меж між прийнятною трансформацією та порушенням етичних норм. Крім того, відсутність єдиних методологічних рекомендацій та непослідовність у застосуванні стандартів академічної доброчесності сприяють невизначеності як у колі студентів, так і перекладачів-практиків. Метою статті є дослідження концептуальних та методологічних основ академічної доброчесності в художньому перекладі, з особливою увагою до проблем оригінальності та авторства. У дослідженні розглядаються ключові теоретичні підходи в перекладознавстві, аналізується роль перекладача як посередника та співтворця, а також оцінюється вплив цифрових технологій, включаючи машинний та комп'ютерний переклад, на етичні стандарти та моделі авторства. Результати дослідження демонструють, що академічну доброчесність у літературному перекладі слід розуміти як динамічну та контекстно-залежну систему, а не як фіксований набір правил. Дослідження виявляє фундаментальне протиріччя між творчою природою перекладу та нормативними вимогами академічного дискурсу. Воно також показує, що традиційні концепції авторства та оригінальності недостатні для опису гібридної природи перекладених текстів. Особлива увага приділяється впливу технологічних розробок, які ще більше розмивають межі авторства та створюють нові етичні виклики. У статті пропонується проблемно-зорієнтована структура, яка концептуалізує академічну доброчесність у літературному перекладі як багатовимірне явище, що формується взаємодією творчих практик, етичних норм, контекстуальних факторів та цифрових технологій. Результати дослідження підкреслюють необхідність переосмислення таких ключових понять, як оригінальність, точність та авторство, а також розробки більш гнучких та прозорих етичних рекомендацій, адаптованих до специфічної природи літературного перекладу.

**Ключові слова:** академічна доброчесність, літературний переклад, оригінальність, авторство, етика перекладу, машинний переклад, точність.

**Problem Statement.** In the context of increasing globalization and cross-cultural communication, literary translation has become a vital medium for the dissemination of artistic texts across linguistic and cultural boundaries. At the same time, the growing emphasis on academic integrity within higher education and research practices has raised important questions regarding originality, authorship, and ethical responsibility in translation studies. Unlike other forms of academic writing, literary translation occupies a unique position, as it inherently involves the reinterpretation and re-creation of an existing text, which complicates traditional notions of authorship and intellectual ownership.

The problem arises from the ambiguity in distinguishing between acceptable creative transformation and potential violations of academic integrity, such as plagiarism or misattribution. Translators are expected to remain faithful to the source text while simultaneously producing a target text that reflects linguistic, stylistic, and cultural appropriateness. This dual responsibility often leads to tensions between originality and fidelity, making it difficult to define clear ethical boundaries. Furthermore, insufficient attention to proper citation practices, acknowledgment of sources, and transparency in translation choices may undermine the credibility of both academic work and professional translation.

Another significant issue is the lack of unified guidelines and standards that specifically address academic integrity in the field of literary translation. While general principles of academic honesty are widely recognized, their application to translation practices

remains inconsistent and under-theorized. As a result, students and emerging translators may face uncertainty in understanding what constitutes ethical behavior in their academic and professional activities.

Therefore, there is a pressing need to critically examine the challenges of originality and authorship in literary translation within the framework of academic integrity, in order to develop clearer methodological approaches and ethical standards that can guide both research and practice in this field.

**Analysis of Previous Research.** The issues of academic integrity, originality, and authorship in literary translation have been examined from multiple theoretical and methodological perspectives within translation studies. Foundational works in the field provide a conceptual basis for understanding the complex nature of translation as both a linguistic and creative process, while more recent studies address ethical challenges emerging in the digital age.

A significant contribution to the theoretical framework of translation studies is made by Susan Bassnett, who conceptualizes translation as a form of intercultural communication that goes beyond mere linguistic transfer. In *Translation Studies*, S. Bassnett emphasizes the interpretative and creative role of the translator, highlighting that translation inevitably involves transformation of the source text (Bassnett, 2014: 30). This perspective problematizes the notion of strict originality, as the translator simultaneously reproduces and recreates meaning, thus occupying an ambiguous position between author and mediator.

Lawrence Venuti further develops this discussion by introducing the concept of the “invisibility” of the

translator. In *The Translator's Invisibility*, he argues that dominant translation practices often aim to conceal the translator's presence, promoting fluency and naturalness in the target text (Venuti, 2008: 1–4). This invisibility, however, raises ethical concerns regarding authorship and recognition, as it obscures the translator's contribution and may conflict with principles of academic transparency and proper attribution.

Mona Baker, in *In Other Words*, approaches translation from a linguistic and pedagogical perspective, focusing on strategies such as equivalence, paraphrasing, and adaptation (Baker, 2018: 20–43). Her work is particularly relevant to the discussion of academic integrity, as it demonstrates how translation inherently involves rephrasing and restructuring existing content. These processes may resemble practices that, in other academic contexts, could be considered plagiarism, thereby underscoring the need for clear ethical guidelines specific to translation.

Anthony Pym's *Method in Translation History* contributes to the methodological understanding of translation by emphasizing the socio-cultural and historical contexts in which translation occurs (Pym, 1998: 5–6). A. Pym highlights the role of translators as active agents whose decisions are influenced by norms, ideologies, and professional ethics (Pym, 1998: 143–145). This perspective supports the argument that issues of authorship and originality cannot be separated from broader cultural and institutional frameworks.

Juliane House, in *Translation: The Basics*, provides a functional approach to translation, focusing on the relationship between source and target texts in terms of meaning, function, and context (House, 2017: 9–11, 22–24). Her work reinforces the idea that translation is guided by purpose and audience, which may justify certain shifts and transformations. However, these justified changes still require ethical consideration, particularly in academic settings where transparency and accountability are essential.

The ethical dimension of translation is explicitly addressed in the work of V. Tafani, who examines correctness and ethics as fundamental principles guiding translation practice (Tafani, 2024: 138–144). V. Tafani argues that ethical responsibility in translation extends beyond linguistic accuracy to include fidelity to the author's intent and respect for intellectual property (Tafani, 2024: 140–141). This aligns closely with the principles of academic integrity, emphasizing honesty and responsibility in handling source texts.

More recent research reflects the impact of technological advancements on translation practices. J. Moorkens discusses ethical challenges in the "Anthropocene" era, particularly in relation to

digital production and reproduction (Moorkens, 2022: 121–140). He highlights how technological tools can blur the boundaries between human and machine-generated content, complicating questions of authorship and accountability. This is especially relevant for literary translation, where creativity and human interpretation have traditionally been central.

Similarly, L. Bowker focuses on the implications of machine translation in academic contexts, arguing that the widespread use of such tools necessitates a re-evaluation of academic integrity. She emphasizes the importance of transparency in disclosing the use of digital tools and warns against uncritical reliance on automated translation, which may lead to ethical violations (Bowker, 2023: 12).

A.W. Khalifa provides a global perspective on academic integrity in translation studies, identifying inconsistencies in how ethical standards are understood and applied across different educational systems (Khalifa, 2013: 9–20). The study underscores the need for clearer guidelines and emphasizes the role of education in fostering ethical awareness among translation students.

Finally, R. Youdale explores the impact of computer-assisted translation on literary translation, particularly in redefining authorship (Youdale, 2024: 222–247). The study suggests that the use of digital tools introduces new forms of collaboration between human translators and technology, thereby challenging traditional notions of individual authorship and originality.

In summary, the analyzed research demonstrates that literary translation is inherently linked to issues of interpretation, creativity, and ethical responsibility. While foundational theories highlight the complex and hybrid nature of translation, contemporary studies reveal new challenges posed by digital technologies and evolving academic standards. Despite significant scholarly attention, the intersection of academic integrity and literary translation remains insufficiently systematized, indicating a need for further research and the development of clear ethical frameworks.

**Aim of the Article.** The aim of this article is to examine the problem of academic integrity in literary translation with a particular focus on the challenges of originality and authorship. The study seeks to analyze how the inherently interpretative and creative nature of literary translation complicates traditional academic standards related to intellectual ownership, plagiarism, and ethical responsibility.

In achieving this aim, the article intends to explore the theoretical foundations of translation studies alongside contemporary approaches to academic integrity, identifying key areas of tension between

fidelity to the source text and the translator's creative input. Special attention is given to the role of the translator as both mediator and co-creator, as well as to the ethical implications of this dual position in academic and professional contexts.

Furthermore, the article aims to evaluate existing scholarly perspectives and methodological approaches in order to determine whether current academic integrity frameworks adequately address the specificities of literary translation. It also seeks to outline the impact of digital technologies, including machine and computer-assisted translation, on the understanding of authorship and originality.

Ultimately, the purpose of this research is to contribute to the development of clearer ethical guidelines and conceptual frameworks that can support students, researchers, and practitioners in maintaining academic integrity while engaging in literary translation.

**Main Body of Research.** The problem of academic integrity in literary translation emerges from a fundamental contradiction embedded in the nature of translation itself. On the one hand, translation is expected to reproduce an existing text faithfully; on the other, it inevitably involves interpretation, transformation, and creative intervention. This duality challenges traditional academic standards that are built on clear distinctions between original and borrowed work. As S. Bassnett argues, translation is an act of rewriting shaped by cultural and linguistic mediation, which makes it difficult to apply rigid criteria of originality commonly used in academic writing (Bassnett, 2014: 104). Consequently, the central question arises: to what extent can a translated literary text be considered original without violating the principles of academic integrity?

This question becomes particularly problematic when considering authorship. In literary translation, the translator occupies an intermediate position between author and reader, yet this position is not consistently recognized within academic frameworks. L. Venuti demonstrates that the dominant norm of translator "invisibility" suppresses the translator's agency, presenting the translated text as if it were a direct reflection of the original (Venuti, 2008: 1, 4–5). However, such an approach conflicts with the requirement for transparency in academic work, where all contributions must be explicitly acknowledged. This creates a tension between disciplinary conventions in translation and the ethical expectations of academia, raising the issue of whether existing models of attribution are adequate for translated texts.

The problem is further complicated by the linguistic mechanisms inherent in translation. As M. Baker

shows, processes such as paraphrasing, restructuring, and adaptation are essential for achieving equivalence between source and target texts (Baker, 2018: 20–43). Yet, in an academic context, these same processes may resemble forms of textual appropriation that require citation. This overlap exposes a conceptual gap: while paraphrasing in academic writing must be carefully referenced, in translation it constitutes the very essence of the task. Therefore, the lack of clear criteria distinguishing legitimate translation strategies from potential breaches of academic integrity leads to ambiguity in both teaching and practice.

From a methodological perspective, this ambiguity reflects a broader lack of standardized approaches to ethical evaluation in translation studies. A. Pym emphasizes that translation practices are historically and culturally situated, shaped by norms that vary across contexts (Pym, 1998: 10, 143). Similarly, J. House highlights that translation decisions are determined by functional considerations, such as audience and purpose (House, 2017: 22–24, 28). However, these context-dependent factors complicate the establishment of universal ethical guidelines. If translation is always shaped by situational variables, then academic integrity in this field cannot rely solely on fixed rules but must account for interpretative flexibility. This raises a critical issue: how can consistent ethical standards be developed without disregarding the inherent variability of translation practice?

The ethical dimension of this problem is particularly evident in the concept of fidelity. V. Tafani argues that ethical translation requires both accuracy and respect for the source text, yet the notion of "faithfulness" itself is not absolute (Tafani, 2024: 140). In literary translation, fidelity often involves creative deviation in order to preserve aesthetic or cultural meaning. Such deviations, while justified within translation theory, may appear problematic from the standpoint of academic integrity if they are not properly explained or contextualized. Thus, the absence of explicit justification for translation choices can lead to misinterpretation of the translator's work as either overly derivative or insufficiently faithful.

The situation becomes even more complex in the context of digital technologies. The increasing use of machine translation and computer-assisted tools introduces new forms of textual production that challenge traditional notions of authorship. J. Moorkens points out that digital environments facilitate the reproduction and modification of texts on a large scale, blurring the boundaries between human and automated contributions (Moorkens, 2022: 121–140). In literary translation, where creativity is central, the integration of such tools raises the question of responsibility:

who can be considered the author of a text partially generated or influenced by algorithms?

L. Bowker emphasizes that the use of machine translation in academic contexts requires a rethinking of integrity policies, particularly in terms of transparency (Bowker, 2023: 2–3, 12). If students or researchers incorporate machine-generated translations without proper acknowledgment, this may constitute a form of academic misconduct. However, the absence of clear institutional guidelines often leaves this issue unresolved. As a result, the rapid development of translation technologies has outpaced the ethical frameworks designed to regulate them, creating a gap between practice and policy.

This gap is also evident at the global level. A. W. Khalifa demonstrates that understandings of academic integrity vary significantly across educational systems, leading to inconsistencies in how ethical principles are applied in translation studies. Such disparities complicate the development of unified standards and increase the risk of misinterpretation, particularly in international academic environments (Khalifa, 2014: 11–12). Consequently, students and practitioners may face uncertainty when navigating expectations related to originality and authorship.

Finally, the integration of digital tools into literary translation redefines the very concept of authorship. R. Youdale argues that computer-assisted translation transforms the translator's role into that of a collaborator within a broader technological process (Youdale, 2024: 240–242). This challenges the traditional view of authorship as an individual act and raises the question of how credit and accountability should be distributed. If translation becomes a hybrid activity involving multiple agents, then existing models of academic attribution may no longer be sufficient.

Taken together, these issues indicate that the problem of academic integrity in literary translation cannot be resolved within existing conceptual frameworks. The field requires a reconsideration of key categories such as originality, authorship, and fidelity, taking into account both the creative nature of translation and the ethical demands of academic discourse. Without such reconsideration, the gap between translation practice and academic standards will continue to generate ambiguity, limiting the development of coherent methodological and ethical guidelines.

With this in mind, we have created a problem-centered framework visually representing the results of the theoretical analysis conducted in the main body of the study and conceptualizing academic integrity in literary translation as a complex, multi-layered problem. At the center of the model lies the core contradiction defined as the tension between originality

and fidelity, which reflects the fundamental conflict identified in translation theory and academic practice.

Intrinsic nature of literary translation is characterized by interpretation, paraphrasing, adaptation, and functional shifts. These processes, grounded in the works of S. Bassnett (Bassnett, 2014) and M. Baker (Baker, 2018), emphasize the creative and transformative dimension of translation. They demonstrate that translation inevitably generates a degree of originality, as the translator actively reconstructs meaning within a new linguistic and cultural context.

In contrast, the requirements of academic integrity, such as authorship attribution, transparency, and adherence to anti-plagiarism norms, impose ethical constraints on the translation process, reflecting the expectations of academic discourse. The interaction between these two domains, creative transformation and ethical regulation, produces the central tension.

The problem of authorship is positioned as a critical factor influencing this tension. Drawing on L. Venuti's concept of translator invisibility (Venuti, 2008), the paradox between the translator's substantial contribution and their limited recognition is demonstrated. This creates ambiguity in assigning authorship and challenges conventional academic models of attribution.

Contextual factors, such as cultural and historical norms, ethical responsibility, and global variability in academic standards, discussed by A. Pym (Pym, 1998), V. Tafani (Tafani, 2024), and A.W. Khalifa (Khalifa, 2014), explain why the application of academic integrity principles in translation is not uniform but depends on specific disciplinary and institutional contexts.

Additionally, we need to consider a separate domain of digital challenges, which introduces a new dimension to the problem. The inclusion of machine translation, digital reproduction, and human-machine collaboration reflects the arguments of J. Moorkens (Moorkens, 2022), L. Bowker (Bowker, 2023), and R. Youdale (Youdale, 2024). These factors intensify the central tension by blurring the boundaries of authorship and complicating issues of accountability and originality.

Overall, academic integrity in literary translation cannot be understood through linear or simplified models. Instead, it should be approached as a dynamic system shaped by the interaction of creative practices, ethical norms, contextual influences, and technological developments. The visualization supports the conclusion that resolving the identified tension requires a redefinition of key concepts such as originality, authorship, and fidelity within the specific framework of translation studies (Fig. 1).

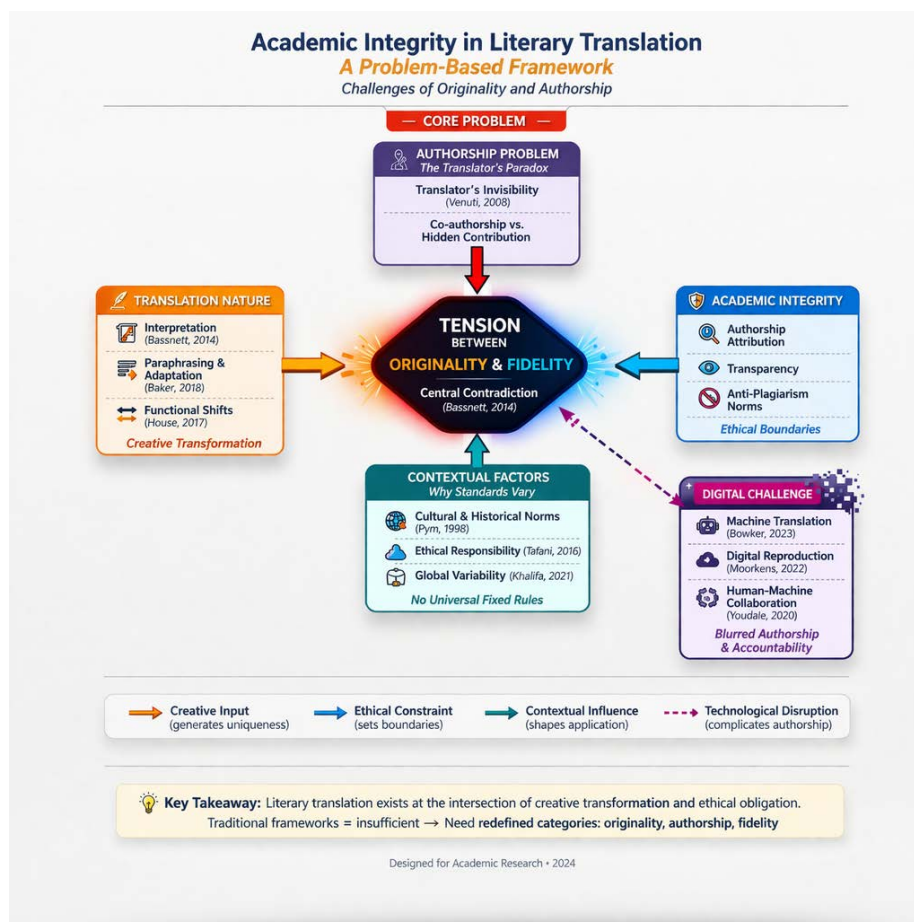


Fig. 1. Academic Integrity in Literary Translation: A Problem-Based Framework

### Conclusions and Prospects for Further Research.

The conducted study has demonstrated that academic integrity in literary translation is a complex and multifaceted issue that cannot be adequately addressed within traditional academic frameworks. The central finding is the existence of a fundamental tension between originality and fidelity, which arises from the dual nature of translation as both a reproductive and creative activity. This tension challenges conventional understandings of authorship, as the translator simultaneously depends on the source text and produces a new, contextually shaped work.

The analysis has shown that existing principles of academic integrity, such as transparency, proper attribution, and avoidance of plagiarism, are not easily transferable to the field of literary translation without adaptation. The inherent processes of paraphrasing, interpretation, and cultural transformation complicate the clear identification of intellectual ownership. Moreover, the persistent notion of translator invisibility further obscures the recognition of the translator's contribution, reinforcing ambiguities in authorship.

It has also been established that ethical considerations in literary translation are highly context-de-

pendent. Cultural norms, institutional standards, and disciplinary conventions significantly influence how academic integrity is understood and applied. This variability highlights the absence of unified guidelines specifically tailored to translation studies, which creates challenges for both students and professionals.

An additional layer of complexity is introduced by digital technologies. The increasing use of machine translation and computer-assisted tools redefines the boundaries of authorship and raises new ethical questions regarding responsibility, transparency, and the status of generated texts. These developments indicate that academic integrity in literary translation must be reconsidered in light of ongoing technological transformation.

In conclusion, the study confirms the need to rethink key concepts such as originality, authorship, and fidelity within the framework of literary translation. A more flexible and context-sensitive approach to academic integrity is required; one that acknowledges the creative role of the translator while maintaining clear ethical standards and transparency.

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