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**ABSTRACT IN ENGLISH TO THE ARTICLE IN UKRAINIAN:  
HOW TO PREVENT FIRST LANGUAGE INTERFERENCE IN TRANSLATION  
(A CASE STUDY OF THE ARTICLES IN HUMANITIES)**

*The article highlights topical issues of English academic writing with an emphasis on the English abstracts to the Ukrainian articles and the ways to prevent first language interference in them. The theoretical and practical significance of the study is evident in view of the steady increase in the number of publications in English, not only in the international but also in the national editions. The purpose of the research involves analysis of the errors in the English abstracts to the academic articles made by the Ukrainian authors, examining the phenomenon of the first language interference in the translation of the Ukrainian article abstracts and offering possible ways to prevent or, at least, minimize such interference. The in-depth analysis of the issue of interference contributes to academic writing accuracy improvement. The case study focuses on the abstracts in English to the articles published in the collection of Linguo-stylistic Studies and the Scientific Bulletin (series: Historical Sciences) of Lesya Ukrainka Volyn National University with an emphasis on the analysis of the representative (typical) errors revealed in them. The study has identified the most common errors, among which are verbosity and vagueness, paragraph structuring, redundancy, selecting inappropriate synonyms, referencing and clarifications, paraphrasing, and plagiarism. The linguistic features of a source text copied in the target text lead to the lack of clarity in the English version produced by non-native speakers of English. The identified errors are considered in terms of the Models for Error Analysis suggested by world-known experts in the field. The article not only analyzes the phenomenon of native language interference in translation but also develops a set of recommendations on how to avoid it and thus help Ukrainian scholars and students overcome difficulties in writing an abstract in English, particularly when submitting an article to an international journal or institution. The key findings of the study contribute to a better understanding of how to deal with the negative effects of native language interference in writing abstracts and improve scholars' academic English skills.*

**Key words:** *English academic writing, abstract, native language interference in the translation, error analysis, corrective measures.*

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**АНОТАЦІЯ АНГЛІЙСЬКОЮ МОВОЮ ДО СТАТТІ УКРАЇНСЬКОЮ МОВОЮ:  
ЯК ЗАПОБІГТИ ІНТЕРФЕРЕНЦІЇ РІДНОЇ МОВИ ПРИ ПЕРЕКЛАДІ  
(НА ПРИКЛАДІ СТАТЕЙ З ГУМАНІТАРНИХ НАУК)**

*У статті висвітлюються актуальні питання англійського академічного письма з акцентом на особливостях написання англійських анотацій до українських статей та шляхах запобігання інтерференції рідної мови в їх*

перекладах англійською. Теоретичне та практичне значення дослідження є очевидним з огляду на невпинне зростання кількості публікацій англійською мовою не лише у міжнародних, але й у національних виданнях. Завдання тематичного дослідження охоплюють аналіз помилок в англійських анотаціях до наукових статей, допущених українськими авторами, вивчення явища інтерференції норм українського наукового дискурсу у перекладі статті і анотації до неї англійською та пропонування можливих способів запобігання, або, принаймні, мінімізації такого втручання. Поглиблений аналіз проблеми інтерференції може сприяти підвищенню якості академічного письма. Матеріалом для наукової розвідки слугували анотації англійською мовою до статей, опублікованих у збірнику *Лінгвостилістичні Студії та Наукового Вісника* (серія: *Історичні науки*) Волинського національного університету імені Лесі Українки з акцентом на аналізі виявлених у них репрезентативних (типових) помилок. Виявлені помилки інтерпретуються у відповідності до моделей аналізу помилок, запропонованих всесвітньо відомими експертами у цій галузі. Основні висновки дослідження сприяють кращому розумінню того, як впоратися з негативними наслідками інтерференції мови оригіналу у перекладі анотацій англійською, пропонують науковцям способи вдосконалення навичок наукових комунікацій англійською мовою у різних академічних жанрах.

**Ключові слова:** наукові комунікації англійською мовою, анотація, інтерференція у перекладі, аналіз помилок.

## Introduction

Today the requirements to the Ukrainian scientists' publications are becoming more and more stringent. Approbation of the scientific research findings in international scientific editions, registered in Scopus or Web of Science databases is among the primary goals. The scholars' awareness of the rules and canons of modern English academic writing and the feasibility to share their scientific research findings with colleagues is an important aspect of the scientific activity of any scientist in the world, including the postgraduate students. It requires the development of a strategy for mastering the basics of written and oral communication in English and the ability to produce literate scientific texts in English in different genres (thesis, term papers, abstracts, summaries). This ability is also needed to read the research papers/articles from international professional journals published in English. They are reliable sources of scientific knowledge and information in the process of writing a dissertation and MA Thesis (students also participate in the international conferences, round tables and so on). Competence in the scientific communication can facilitate effective compliance with English scientific discourse standards in practice (style and register, content-composition structure, basic academic vocabulary, terminology, grammatical forms, syntax structures, useful phrases and patterns, ethical norms).

The heading and an abstract are of great significance when presenting a paper at a conference, or drawing the attention of editors when submitting an article to a journal for publication. According to statistics, no more than 10% (100 readers) out of 1000 of those who read the title of the article proceed to the abstract, and only 10% of this hundred go to the body of the article. Thus, the rate of interest in the published material and its citation largely depends on the abstract.

The main problem with non-native speakers is often their non-compliance with the requirements of international journals. The editors' rejection of publication is predominantly due to poor English,

wrong structuring, or even unreadability of the submitted materials. The editors quite often criticize authors for wordiness and vagueness, redundant text, choice of the inappropriate synonyms, references and clarifications, paraphrasing and plagiarism, etc. Some authors disregard the requirement that the text of an abstract should be concise and clear, free from minor information, unnecessary introductory words, general and insignificant formulations, using active rather than passive voice. The abovementioned factors have stipulated the choice of the research topic for this paper.

**Analysis of the research into the problem.** Recently there has been an increase of interest in the issues of academic writing skills development. It has become the main concern for EAP (English for Academic Purposes) teachers and learners, educational curricula, translators, and scientists, whatever the field. An abstract, as a compositional or structural part of the scientific article, belongs to a summarizing variety of scientific communication, the purpose of which is to attract attention to the materials presented in the article, to help the reader understand the range of problems of the published text, and decide whether they are in his professional interest scope. An abstract must always correspond to the applicable standards, answer the requirements of the subject of publishing, and be provided in two or three languages, one of which is international (mostly English).

The European Association of Science Editors recommends the following abstract composition structure for authors and translators of scientific articles: 1) Background (relevance of the study); 2) Objectives (research goals); 3) Methods; 4) Results of the research; 5) Final Conclusions (theoretical and practical significance of the study). These structural elements very often utilize generally recognized lexical and grammatical clichés (Карабан, 2001: 243).

Many experts in the subject area, both Ukrainian and foreign, are concerned with searching the ways of developing academic writing skills, both in native and English language. We shall name just a few, whose scientific background has facilitated

the formulation of the methodological basis of this research and provided theoretical framework for reliable conclusions as to the practical application.

The literature analysis of the research into the problem we start with J. Flowerdew from Lancaster University. In his Introduction to the book *Academic Discourse (Approaches to the analysis of academic discourse in English)*, J. Flowerdew stresses that linguistic/discourse descriptions of the target academic genres can provide insights into EAP (English for Academic Purpose) learning and teaching, and both corpus-based and genre-based approaches to the text analysis in EAP or ESP can, to some extent, help to counteract some of the major criticisms (Flowerdew, 2002: 24). All through the collection of the purposely-selected articles, the book covers the scope, theoretical approaches, and pedagogical concerns in the field of discourse analysis of the academic contexts in English. In a number of his publications devoted to the issue, J. Flowerdew argues a critical pragmatic approach to English for Research Publishing Purposes. Many scholars in the world support his ideas.

Features of English academic discourse are in the focus of the research papers by such Ukrainian scholars as O. M. Gnizdechko, L. I. Zilberman, O. M. Ilchenko, T. V. Yakhontova; methods of teaching writing scientific texts of different genres – I. V. Bezhenar, E. V. Vasyliieva, T. M. Korzh, L. V. Kurylo; the issues of source language interference in translation, interlingual interference – V. I. Karaban, O. Shablii, N. Dobshanska-Nait, Yu. Zhluktenko, N. Smoliar; practical guide to writing research paper titles, abstracts, summaries – O. S. Chastnyk, S. V. Chastnyk, T. V. Yakhontova and many others.

The Prague Linguistic School introduced the term *interference* in linguistics to define the phenomenon. Language interference is usually understood as a transfer of particular features of one language into another.

According to B. Lekova, interference is explicit in cases when learners make mistakes in oral and written foreign language expression, transferring language habits from the native to the foreign language and, thus, they ignore the norms of the latter (Lekova, 2010).

The complexity of writing annotation in English for Ukrainian authors is mainly due to their tendency to lodge amounts of information in a single sentence via subordination.

The book *Academic Writing. A Handbook for International Students* by S. Bailey deserves special attention in the context of this study. The book provides international students with useful information about basic practices in reading and writing for academic purposes (Bailey, 2006). It contains a great variety of

topics such as a typical content of the article abstracts, the citation and referencing standards, etc. Interesting tasks and exercises provided in the book facilitate mastering the fundamentals of language interference in the translation of the Ukrainian article abstracts, offering possible ways to prevent or at least minimize such interference. In our opinion, the in-depth analysis academic writing in English.

#### **The goal and the specific tasks of the article.**

The goal of the article is to reveal and analyze the most common errors in writing abstracts to articles, develop a set of recommendations how to avoid them and thus help Ukrainian scholars and students overcome difficulties in writing an abstract in English, in particular, when submitting an article to an international journal or institution. The specific tasks of the study involve: 1) analysis of the common errors in English abstracts to the academic articles in Humanities written by the Ukrainian authors; 2) examination of the phenomenon of native language interference and offering possible ways to avoid it which may contribute to academic writing accuracy improvement.

**Results and Discussion.** There are researchers in Second Language Acquisition who, when given a piece of writing by a foreign user of English, can identify the mother tongue of the author. They are sure that interference of the first language in presenting thoughts in the second one is quite a natural phenomenon. Most experts argue that one of the possible ways to minimize native language interference in translation is to read articles in English in the field of inquiry. First of all, it ensures the correct use of the terminology. Actually, this is the only reliable way to master the appropriate English terminology in the field of studies. From our practical experience, we know that dictionaries cannot fully solve this problem.

The study focuses on the abstracts in English to the articles published in the journal *Lingvostylistychni Studii* (Linguostylistic Studies) and the Scientific Bulletin (series: Historical Sciences) of Lesya Ukrainka Volyn National University with an emphasis on the analysis of the representative (typical) errors revealed in them. Error analysis is useful as it helps to see what aspect of academic writing is problematic for authors and shows how much more they need to master.

We have utilized the Models for Error Analysis suggested by world-known authorities in the field. The initiator of *error analysis* (EA) S. Corder (Corder, 1975, 1981) has developed the procedure for such analysis and other scientists refined on this model, among them R. Ellis (Ellis, 1994), S. Gass, and L. Selinker (Gass & Selinker, 2008).



In terms of the above scholars' theory, the Model for Error Analysis involves three stages: 1) data collection (the selection of a language corpus, written or oral, the identification of errors, errors classification, and quantification; 2) description (lexical and grammatical analysis of the errors or sources), and 3) the final stage of error analysis – explanation of different types of errors (Ellis, Barkhuizen, 2005).

Analyzing the article abstracts from the mentioned before scientific journals and the editors' comments on the rejected articles, the study has revealed that:

– the most common **spelling errors** are such as misspelled words (*analyse/analyze, professional/professional, lern/learn, especialy/especially, hovever/however*), misspelled grammatical forms (*studing/studying, begun/began*), missing hyphen in a number (*fifty three/fifty-three*), the lowercase pronoun *i* (I), the mistakes due to inattentive printing of the text (*ans/and, abous/about*);

– the most frequent **grammar errors** are: the use of articles, incorrect verb forms, misuse of quantifiers, wrong noun number, misuse of modifiers, syntax;

– **structure errors** group contains examples that deal with misplaced words or phrases, word order;

– the **style errors** group appears to be the most challenging for the Ukrainian authors of scientific papers (wordiness, additional writing, intricateness of the text, mixing styles, synonyms discrimination, etc.).

Analyzing the issue of errors in the English academic articles of non-native speakers, V. Marina makes an attempt to interpret the cases of language misuse in terms of the laws of interference, i.e. linguistic features of the source text copied in the target text. Marina lays emphasis on the lack of clarity in the English texts produced by non-native speakers of English (Marina, 2005: 156). It is the most frequent criticism among other researchers of the issue. With the emphasis on interference, we can assume that the issue of the first language interference is the most essential approach to error analysis when it comes to the English abstracts to the Ukrainian articles.

The study has identified and analyzed the errors in the abstracts selected for consideration in terms of this approach. We provide only some illustrative examples of Ukrainian abstracts with their English versions to underpin the study analysis findings. For ethical reasons, we do not mention either the authors whose abstracts are used for error analysis or the issue of the journal.

The total number of the abstracts considered in the course of study is thirty-five. Each of the issues under the analysis comprises: an abstract in Ukrainian; an original author's English version of an abstract to the article in Ukrainian; error analysis; a modified

version, suggested by the authors of this article. The errors to be analyzed are singled out in bold.

1. (Ukrainian) *У статті висвітлюється місце тароль Реформації в європейській історії XVI-XVII ст. Проаналізовано чинники, які **сприяли** появі реформаційного руху в Європі. Охарактеризовано основні течії протестантизму. Показано місце Реформації у формуванні цінностей західноєвропейської цивілізації.* [Scientific Bulletin (series: Historical Sciences) of Lesya Ukrainka Eastern European National University]

(Original English abstract) *In this article a place and a role of the Reformation in the European history of XVI- XVII centuries **are illuminated. It is found out** that the Reformation became one of the main stages in the development of European civilization. The factors which **assisted to the appearance of reformed movement in Europe were analysed.** The place of the Reformation in the formation of values of Western European civilization **is shown.***

The author of the abstract has made some serious mistakes at different levels. Firstly, the structure (word order). Secondly, lexical level: the study *elucidates* or *highlights* the issues, but not *illuminates*; factors may *promote* or *contribute to*, but not *assist to* the emergence of *reforming/or -tion* (not *reformed*) movement in Europe, grammar level: not *reformed* but *reforming*; Passive constructions are too frequent – *It is found out; were analysed, is shown*, and spelling mistake: *analyse* instead of *analyze*.

(Our modified version) *The article highlights the issue of place and role of the Reformation movement in the European history of the 16 – 17<sup>th</sup> centuries with an emphasis on the factors that contributed to/provided for its emergence in Europe. The study considers the main trends of Protestantism and the significance of Reformation movement for shaping Western European civilization values.*

2. (Ukrainian) *У статті доведено, що художнє мовлення – це об'єкт лінгвістичних досліджень у контексті двох мовознавчих парадигм – традиційної (системоцентричної) та сучасної (прагматично-комунікативної), актуалізовані текстові категорії, відмінність яких визначається діалогічною взаємодією автора та читача через художній текст.* [Linguostylistic Studies]

(English original abstract) *The article **notes** that the modern paradigmatic space of linguistics, represented by the coexistence of two dominant paradigms - pragmatic and cognitive, actualizes the text **categories which distincton is determined (3)** by the dialogue interaction between the author and the reader through the artistic text.*

The author avoids using Passive voice in conveying Ukrainian **доведено** (1) (it is good!) but fails to choose the appropriate synonym (*to note* does not mean *to prove smth*; better version is *to argue* or *substantiate*). We also observe deviation from the original text in the word-combination highlighted in bold, and several errors in the third position – structure, misuse of the conjunction *which*, word choice (**distinction/differentiation**), and spelling (**distincton/tion**).

(Our modified version) *The article argues that artistic speech is an issue of linguistic research in the context of two linguistic paradigms - traditional (system-centered) and modern (pragmatic-communicative). To actualize the text categories, the author refers to the dialogue between the author and the reader via the artistic text.*

3. (Ukrainian) *У статті визначено стилістичні функції взаємопереходів слів з одного лексико-граматичного складу в інший на матеріалі сучасних українськомовних періодичних видань. Доведено збагачення словникового запасу внутрішньомовним ресурсом, зокрема засобами конверсії. Указано частовживані переходи лексем. Виявлено багаточастотність використання субстантивзації в текстах періодики.* [Linguostylistic Studies]

(English original abstract) *The article defines the stylistic functions of the **interconversions** (1) from one lexical-grammatical composition to another on the material of contemporary **Ukrainian-language** (2) periodicals. The enrichment of the vocabulary stock with an intricacies resource, in particular, the means of conversion, **has been proved** (3). The occasional transitions of lexemes have been shown. Multifrequency of use in texts of **periodization period** (5) has been shown.*

This abstract is really hard-to-read and understand due to the author's poor English. Probably, it was translated by a non-professional translator or using a computer translation program. Without verifying it against the Ukrainian version of the abstract, position (3) is hardly possible to understand, as well as the statement (5) *periodization period*.

(Our modified version) *The article identifies and describes stylistic functions of the word transition processes (from one lexico-grammatical stratum to another) using the case study of modern Ukrainian periodicals. The study highlights the issue of vocabulary enrichment based on the in-language resources, including conversion, and proves a high-frequency level of substantiation in the texts of the Ukrainian periodicals.*

The error analysis of thirty-five abstracts in the abovementioned scientific journals and the

generalized editors' criticism on the rejected articles have revealed that the most common are the grammar and lexical-stylistic errors in the translation of article headings and abstracts. One of them is an excessive use of the noun genitive case (of-phrases). Let us consider the following example.

(Ukrainian) *Стаття присвячена проблемі формування **понятійно-термінологічного** апарату кібербезпеки у сучасних умовах розвитку правової системи України.*

(Original English abstract) *The article is devoted to the problem **of forming of concept-terminology vehicle of cybersecurity in the modern terms of development of the legal system of Ukraine.***

It is better to use noun clusters (Noun + Noun) to translate this sentence. The word *vehicle* is obviously inappropriate in this context (better version is *apparatus*).

(Modified version) *The article highlights the issue of developing cybersecurity concept-terminology apparatus in terms of the current reforming process in the Ukrainian legal system.*

The tendency to preserve common for the Ukrainian scientific discourse phrases in the English summary/abstract gives rise to criticism. The most frequent among them are word combinations of the type *до проблеми/у сфері культури і мистецтва/через призму прав людини* (to the problem of/in the sphere of culture and art/ through the prism of human rights, etc.). It is better keep to the norms of the English discourse: *in culture and art; as the human rights issue*, thus avoiding translation of *до проблеми (to the problem of)*.

When writing abstracts to the articles, Ukrainian authors frequently use the Ukrainian verbs ending in - *но*, - *мо*, that is, in the passive voice. When translating an article or an abstract into English, we recommend not copying blindly the structure of the Ukrainian sentences and the accepted style of scientific presentation in Ukrainian. The impersonal sentences in Passive Voice are not so common in the English academic style. Research papers are more often personalized, pointing to the doer (*the author*, or *the paper/article*) e.g. *The current study investigates...; The author highlights the issue of...*

There is a strong evidence that typical phrases, the so-called linguistic cliches, facilitate the perception of scientific information and contribute to the clearness of its presentation. These cliches move from abstract to abstract. English authors, for example, use the following cliches to communicate the purpose of the study: *This paper intends to describe ...; The study aims (is directed at) at ... -ing ...* (frequent error: *directed on ...*); *The article attempts to provide an*

overview of ...; This study is designed to ...; The research problem for this study is to describe the ...; The primary concern of this research is to examine ... The article aims to highlight; The purpose of... is to unfold the significant connections between...; The article provides (offers) an analysis of ...; The article provides a detailed examination of ...; The study seeks out to identify.... The Ukrainian phrase *Актуальність дослідження* is translated as *significance, topicality, importance, relevance*. The English authors often use the verb *to draw on* to cite the research material (*drawing on the recent studies...*).

A priori, we are against using software translation programs in case of translating scientific article abstracts. Nevertheless, applying it in the translation of abstracts, one can improve translation quality yet at the stage of source text corrective-adaptation. What is needed is not the post-editing of the translated text by a professional translator, but pre-editing the original text.

The study findings argue that knowledge of the essential linguistic and compositional features of the English academic genres, reading the articles published in authoritative international journals, and following recommendations for literate writing or translation of summaries and abstracts to articles are of prior importance for the Ukrainian authors.

#### Conclusions and prospects for further research.

The research has elucidated the difficulties in writing an abstract in English and suggests possible

ways to overcome them. Error analysis of the abstracts to the articles published in the Ukrainian scientific journals and those rejected by editors of the international ones sheds light on the common faults in the translation of the Ukrainian abstracts into English and native language interference issues. The linguistic features of a source text copied in a target text lead to the lack of clarity in the English version. This study results demonstrate convincingly that the current state of things with Ukrainian scholars' publications in the high-ranking international journals in every subject area needs improvement of scientific communication skills in English, especially in academic writing. One of the possible ways is to design/organize a specialized training courses for authors and students aimed at prevention of the native language interference in scientific text translation into English. The corrective measures may involve: establishing a system of exercises for overcoming lexical and grammatical interference mistakes; exercises on synonyms differentiation, depending on the context of scientific message; exercises to develop translation skills, using various translation techniques, etc.

Further research is needed to study software translation programs' feasibility in the translation of abstracts, in particular, the issue of pre-editing of the original text, in other words, preparing the text for translation before it enters the machine translation field or spatial structuring of the information field.

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