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ENGLISH ACADEMIC WRITING IN DIGITAL ENVIRONMENTS: DISCURSIVE AND TEXTUAL ORGANIZATION

The article examines the specificity of English academic writing in digital environments, focusing on its textual organization and discursive characteristics. It explores how digital tools reshape academic discourse, contributing to the emergence of non-linear, multimodal, and interaction-oriented forms of textual representation

The research is based on an integrative methodological framework that combines discourse, structural-functional, pragmatic, and comparative analyses. The empirical material consists of academic texts produced in digitally mediated contexts. The analytical procedure focuses on identifying patterns of textual organization, multimodal integration, and communicative interaction shaped by digital tools.

The research shows that English academic writing in digital environments demonstrates a tendency toward non-linearity and multimodality. Academic texts increasingly integrate visual and interactive elements that contribute to meaning construction. From a discursive perspective, digital tools enhance audience awareness and support dynamic forms of author–reader interaction. The study also outlines key textual and discursive features, including flexible structural organization, multimodal integration, and hybridization of communicative forms. At the same time, the analysis highlights challenges related to maintaining formal academic style and managing information complexity in digital contexts.

The study concludes that English academic writing in the digital age should be understood as a complex discursive and textual phenomenon shaped by technological mediation. Academic texts increasingly function as dynamic and networked structures rather than linear and self-contained units. The transformation of academic writing reflects broader changes in academic communication, where meaning is constructed through the interaction of textual, visual, and digital elements.

Key words: academic discourse, digital tools, multimodality, textual organization, discursive practices, digital environments.

Problem Statement. The rapid development of digital technologies has significantly transformed the nature of academic communication. Within this context, English academic writing increasingly functions in digitally mediated environments, where traditional textual conventions are reconfigured under the influence of new communicative and technological conditions. Traditionally, academic writing has been associated with linear structure, formalized conventions, and relative stability of textual organization. However, contemporary digital environments introduce new forms of textual representation characterized by non-linearity, multimodality, and increased interactivity. The integration of hyperlinks, visual elements, and digital platforms contributes to the emergence of complex textual configurations in which meaning is constructed through the interaction of multiple semiotic resources.

These transformations also reflect a broader shift in the nature of textuality itself. Academic texts are no longer confined to static written forms but increasingly operate within interconnected digital spaces. As a result, the boundaries between text, context, and communication become more fluid, allowing for greater flexibility in the organization and presentation of information.

At the same time, digital mediation affects not only the structural organization of academic texts but also their discursive characteristics. Academic writing is no longer limited to a static, self-contained product; rather, it increasingly functions as a dynamic communicative process involving continuous revision, audience awareness, and interaction between participants. These changes reflect broader transformations in academic discourse, where communication becomes more flexible, networked, and context-dependent.

In this regard, digital tools act not merely as technical instruments but as mediating factors that shape both textual structure and communicative practices. Their influence extends to the ways in which information is organized, interpreted, and presented within academic texts.

Despite the growing body of research on digital academic discourse, the specific textual and discursive features of English academic writing in digitally mediated environments remain insufficiently systematized. In particular, there is a lack of focused analysis of how digital tools influence text organization, multimodal integration, and communicative interaction within academic writing. This creates a need for a more detailed examination of academic writing as a discursive and textual phenomenon shaped by digital conditions. These transformations necessitate a closer examination of how academic writing has been conceptualized in previous research. In particular, it is important to consider the theoretical and methodological approaches that have shaped the understanding of academic discourse and its textual organization

Analysis of Previous Studies. To better understand these transformations, it is necessary to consider how academic writing has been conceptualized in previous research. Academic writing has traditionally been examined within applied linguistics and discourse studies as a structured and regulated form of communication. Classical approaches emphasize *coherence, genre conventions, and stylistic accuracy as key features of effective academic texts*. In this regard, S. Bailey [Bailey] highlights the importance of progressive development from basic paraphrasing to extended structured writing, while B. Gastel and R. Day [Gastel, Day] focus on clarity, precision, and ethical standards in scientific communication.

Further research has addressed the communicative dimension of academic writing. A. Wallwork [Wallwork] identifies typical structural and stylistic difficulties, particularly in texts produced by non-native speakers, whereas D. Meredith [Meredith] emphasizes the importance of audience-oriented communication strategies. Institutional frameworks, such as those developed by the American Psychological Association, provide standardized models that ensure transparency and consistency in academic texts.

More recent studies have shifted attention to the effects of digitalization. The concept of digital academic discourse, developed by M. Kuteeva and A. Mauranen [Kuteeva, Mauranen], describes academic communication as increasingly networked and multimodal. R. Lorés [Lorés], demonstrates how digital platforms reshape interaction patterns and enhance audience visibility

Despite these developments, the textual and discursive characteristics of academic writing in digitally mediated environments remain insufficiently systematized. In particular, there is a need to analyze how digital tools influence text organization, multimodality, and communicative interaction. This gap defines the focus of the present study.

In the Ukrainian scholarly context, academic writing and its transformation under the influence of digitalization have also been examined in recent studies. In particular, O. Hurko and O. Novikova [Hurko, Novikova] analyze the challenges and specific features of academic writing in higher education, emphasizing the role of linguistic competence, cultural factors, and digital environments. Their research highlights the interaction between textual organization and communicative effectiveness in contemporary academic discourse. In a similar vein, A. Vornachev [Vornachev] examines the opportunities and constraints introduced by digital environments in higher education.

These approaches contribute to the understanding of academic writing as a dynamic and context-dependent form of discourse, shaped by both linguistic and technological factors.

The aim of the article is to provide a systematic analysis of English academic writing in digital environments as a discursive and textual phenomenon, with a particular focus on its structural organization, multimodal configuration, and communicative dynamics. To achieve this aim, the study addresses the following **objectives**: to examine the main patterns of textual organization in digitally mediated academic writing; to analyze the role of multimodality in the construction of meaning; to identify the discursive features that characterize author–reader interaction in digital contexts; and to determine the impact of digital tools on the structural and communicative configuration of academic texts.

Methods. The study is based on an integrative methodological framework that combines

discourse, structural-functional, pragmatic, and comparative analyses. This approach allows academic writing to be examined both as a textual product and as a communicative practice shaped by digital environments. It also provides a comprehensive perspective on the interaction between structural organization and communicative functions in academic discourse.

Discourse analysis is used to explore writing as a form of interaction embedded in digital communication. Structural-functional analysis focuses on patterns of text organization, including coherence, hierarchy, and segmentation. **Pragmatic analysis** examines the relationship between authors and readers, as well as the role of audience awareness and feedback. **Comparative analysis** highlights differences between traditional academic texts and those produced in digital environments.

The analytical procedure is aimed at identifying recurrent textual and discursive features, including multimodal integration, non-linearity, and hybridization of communicative forms. Particular attention is given to the role of digital tools in shaping the structure and dynamics of academic texts, as well as their influence on communicative strategies.

The empirical material consists of academic texts produced in digitally mediated writing contexts at Oles Honchar Dnipro National University. These texts represent different forms of academic communication created with the support of digital tools and reflect the diversity of contemporary academic writing practices.

Participants included students enrolled in 'English Language' and 'Business English' courses. The instructional design followed a staged approach, incorporating diagnostic assessment, guided writing practice, and comparative evaluation. Special attention was given to the description of visual data to develop multimodal literacy, with digital tools supporting text analysis, revision, and self-editing. The final stage involved the analysis of students' writing samples from the beginning and end of the course using a standardized rubric assessing structural coherence, linguistic accuracy, stylistic consistency, and information synthesis. This enabled tracking error dynamics and evaluating the development of students' independent writing skills. Based on the described

methodological framework, the analysis reveals that the transformation of English academic writing in digital environments is not a peripheral change but a fundamental shift in the discursive paradigm.

Results and Discussions. Digitalization functions as a catalyst for the evolution of academic communication, redefining its structural, pragmatic, and epistemological boundaries. The research demonstrates that contemporary academic writing operates within a 'hybrid semiotic space', where traditional linguistic norms intersect with the affordances of digital technologies. The results of the analysis are structured around five key dimensions that characterize this transformation: structural organization of academic texts; multimodal integration; pragmatic reconfiguration of author-reader interaction; hybridization of discourse features; the reconceptualization of knowledge as a fluid and dynamic construct.

First, the transformation concerns the structural organization of academic texts. Traditionally, English academic writing followed a 'Gutenbergian' linear model, characterized by a rigid sequence of information and a self-contained nature. [Bailey; Gastel, Day]. In digital environments, this linearity is superseded by hypertextual architectures. Digital academic texts function as 'open systems', where the integration of hyperlinks creates a non-linear cognitive path for the reader. This is not merely a technical convenience but a discursive strategy that allows for 'layered reading'. A single scholarly article now acts as a portal to a global intertextual network. For instance, in contemporary open-access platforms such as *Nature* or *PLOS ONE*, the text is no longer a standalone PDF; it is a 'live' document where embedded DOIs and CrossRef links transport the reader directly to the source texts. This creates what we define as 'networked validity' – the authority of the text is built not just on its internal logic, but on its verifiable connections to the broader digital scientific ecosystem. We observe the emergence of 'liquid textuality', where the boundaries of an article are porous, allowing for a multi-level engagement with the content.

Second, the analysis reveals a significant shift toward multimodal integration. Academic writing is moving away from being purely logocentric. The digital environment elevates visual and interactive elements to the status of primary carriers of meaning. Multimodality in digital

writing involves the synergy of verbal, visual, and sometimes audio-visual semiotic resources. We identified that in digitally-mediated writing, the ‘semiotic weight’ is redistributed. A complex graph is no longer an ‘illustration’ of a paragraph; often, the verbal text serves as a ‘meta-commentary’ for high-density data visualizations. The evolution of the ‘Graphical Abstract’ and ‘Video Abstract’ in leading journals like *Elsevier* and *Cell* is a prime example. These are not simplified versions of the text but sophisticated multimodal translations that use icons and spatial metaphors to represent causal relationships. The implementation of H5P interactive tools within Moodle environments shows that students can construct ‘interactive essays’. In these texts, a ‘hotspot’ on a diagram provides a pop-up explanation, allowing the text to remain concise while offering ‘on-demand’ depth. This confirms the transition from static to ‘responsive textuality’, where meaning is constructed through the interaction of textual, visual, and digital components [Kuteeva, Mauranen; Janković].

Third, the digital environment reshapes the pragmatic relationship between the author and the reader. Digital tools facilitate ‘discursive immediacy’, where the author–reader relationship is no longer a one-way transmission of knowledge but a dynamic dialogic process. Digital platforms allow for instantaneous feedback through comments, annotations, and shares, which forces the author to anticipate a much broader and more critical audience. Scholarly communication on platforms like ResearchGate or Academia.edu demonstrates this shift, as authors engage in ‘post-publication peer review’ through public discussion threads. This interactivity reshapes the author’s rhetorical strategy: they must be more explicit, responsive, and ‘visible’ in their writing. We observe a move from “authority-based discourse” to ‘accessibility-based discourse’. Authors increasingly use signposting, meta-discursive markers (‘Let us consider...’, ‘As we can see here...’), and even ‘alt-text’ for images to ensure their work is navigable for a global, multidisciplinary audience. This pragmatic adaptation is essential for survival in the ‘attention economy’ of modern science, where the visibility and ‘findability’ of a text are as important as its content [Lorés; Meredith].

Fourth, the study identifies a hybridization of written and oral discourse features. Digital academic writing is increasingly influenced

by the conventions of synchronous electronic communication, leading to a trend of ‘professional directness’. The rigid, passive-voice heavy style of the 20th century is yielding to the active voice and more personal constructions. Analysis of digital academic blogs (e.g., *The LSE Impact Blog*) or ‘Video Abstracts’ shows that authors frequently use first-person pronouns (‘I argue’, ‘Our team found’) to reduce cognitive distance and facilitate knowledge transfer. Unlike traditional papers, digitally-mediated writing allows for the inclusion of ‘informal cues’ such as bulleted lists, bolding for scanability, and modular paragraphing. This reflects a ‘democratization of academic discourse’, where clarity, engagement, and communicative efficiency are prioritized alongside scientific rigor [Wallwork; Lorés]. The ‘Digital Professional’ tone is a hybrid that maintains academic standards while adopting the speed and directness of digital media.

Finally, the transformation affects the conceptualization of knowledge itself. The ‘fixity’ of the printed word is being replaced by the ‘fluidity’ of digital knowledge. Digital texts are subject to constant updates, ‘versioning’, and ‘errata’ integrated directly into the live document. However, this fluidity introduces the risk of ‘cognitive and informational overload’. The density of multimodal elements and the infinite nature of hyperlinks can lead to ‘discursive fragmentation’, where the reader loses the main thread of the argument. Furthermore, our analysis of AI-assisted writing (using tools like Grammarly or ChatGPT) reveals a new challenge: the ‘standardization of voice’. While these tools assist non-native speakers in maintaining formal standards, they risk creating pragmatically ‘flat’ texts that lack a unique authorial voice. This ‘algorithmic mediation’ is a new factor in the discursive organization of academic writing that requires critical scholarly attention.

To synthesize the structural and pragmatic shifts identified in this study, the following table provides a comparative analysis of the traditional and digital paradigms of academic writing:

As shown in Table 1, the transition from traditional to digital academic writing involves not merely a change in format but a fundamental reconfiguration of textual and discursive practices. Linear and self-contained texts are gradually being replaced by networked, multimodal, and dynamically evolving forms of communication.

Table 1

Comparison of Traditional and Digital Academic Writing Models

| Feature | Traditional Academic Writing (Linear) | Digital Academic Writing (Networked) |
|--------------------|---------------------------------------|---|
| Structural Logic | Linear, sequential, self-contained | Non-linear, hypertextual, networked |
| Primary Medium | Logocentric (text-dominant) | Multimodal (text, image, interactive) |
| Authorial Voice | Distant, passive, authoritative | Engaged, active, dialogic |
| Reader's Role | Passive recipient of finished product | Active navigator, participant in dialogue |
| Textual Stability | Fixed, permanent (printed) | Fluid, versioned, dynamically updated |
| Communicative Goal | Formal documentation of facts | Knowledge dissemination and engagement |
| Key Tools | Word processors, static PDF | LMS (Moodle), AI tools, interactive platforms |

Particularly significant is the shift in the roles of both the author and the reader. While traditional academic writing positions the author as a distant authority and the reader as a passive recipient, digital environments foster a more dialogic and interactive model, in which meaning is co-constructed through engagement and navigation.

Moreover, the increasing use of digital tools, including learning management systems such as Moodle and AI-based platforms, contributes to the emergence of new writing practices characterized by flexibility, revision, and continuous development. As a result, academic writing becomes not only a product but also an ongoing communicative process.

These transformations can be further illustrated through the functional differentiation of digital tools used in academic writing. In digitally mediated writing practices, tools are not homogeneous but perform distinct roles within the writing process. AI-supported systems (e.g., ChatGPT, QuillBot) facilitate idea generation, text formulation, and paraphrasing, thus supporting the early stages of writing and coherence development. Language and style correction tools (e.g., Grammarly, LanguageTool) contribute to grammatical accuracy and stylistic refinement, ensuring adherence to academic conventions. Readability enhancement tools, such as Hemingway Editor, assist in improving clarity, conciseness, and structural organization of the text. At the same time, reference management systems (e.g., Zotero) play a crucial role in organizing sources, managing citations, and maintaining academic integrity, while formatting tools (e.g., Overleaf) support the preparation of structured academic documents in accordance with formal requirements. Taken together, these tools demonstrate that digital academic writing is not only multimodal but also functionally distributed, with different technologies shaping specific stages and aspects of the writing process.

Digital academic writing involves the use of various technological tools that support different aspects of the writing process. Figure 1 illustrates how these tools are distributed according to their functions, including text generation, editing, readability improvement, and reference management.

The systematic use of the tools listed above helped mitigate these difficulties. These activities fostered digital competence, allowing for more effective data processing and accurate information presentation.

These changes highlight the need to reconsider the structural and pragmatic dimensions of academic writing in the context of digitalization, which will be further explored in the following sections.

The findings suggest that English academic writing in the digital age is a ‘hybrid semiotic practice’. It combines the rigor of traditional scholarly norms with the flexibility, multimodality, and interactivity of digital media. For the academic community, this necessitates a move toward Digital Academic Literacy – a competence that involves not only the mastery of language but also the mastery of digital content design, multimodal argumentation, and networked interaction [Janković; Kuteeva, Mauranen]. The transformation occurs at the core of the discursive organization, where meaning is constructed through the interaction of textual, visual, and digital elements. Digitalization thus functions as a catalyst for the evolution of academic discourse, generating new structural configurations and redefining the communicative architecture of higher education institutions. This study conceptualizes digitalization as a discursive phenomenon that redefines the internal architecture of academic communication, contributing to the further development of contemporary discourse studies.

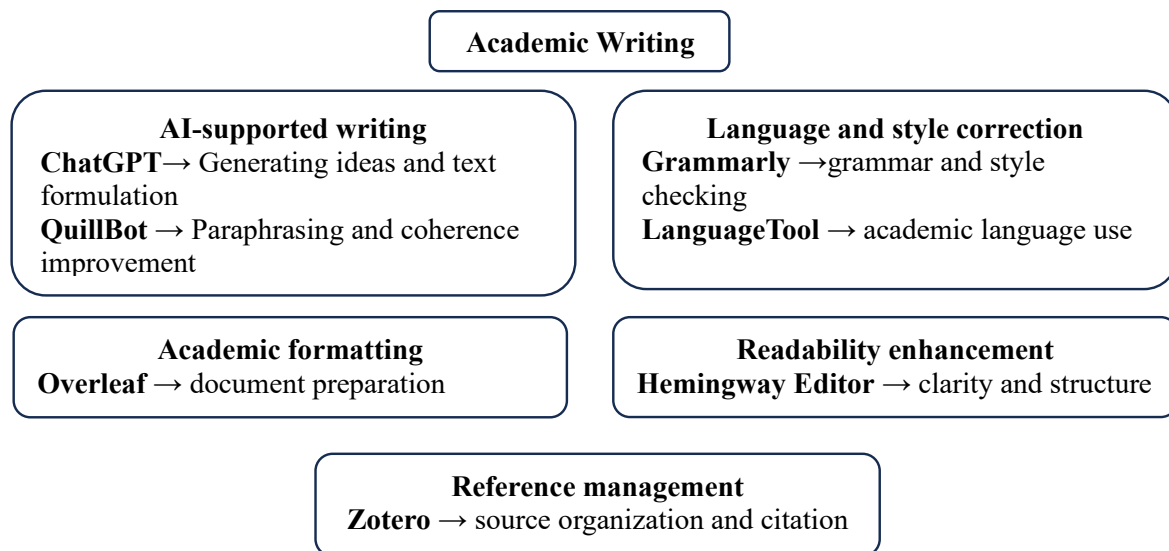


Figure 1. Digital Tools and Their Application in Academic Writing

Conclusions. The findings of the study demonstrate that the transformation of English academic writing in digital environments involves a fundamental reconfiguration of its structural and discursive organization. Rather than functioning as linear and self-contained units, academic texts increasingly operate as dynamic, networked, and multimodal constructs.

This transformation is reflected not only in the integration of visual and interactive elements but also in the changing nature of communicative interaction, where the relationship between author and reader becomes more dialogic, flexible, and process-oriented.

The study also highlights that digital mediation contributes to the hybridization of academic discourse, combining features of formal scientific communication with elements of accessibility, interactivity, and responsiveness.

At the same time, these developments raise important challenges related to maintaining academic standards, managing informational complexity, and preserving authorial voice in the context of increasing technological influence.

Overall, the results suggest that the analysis of academic writing in contemporary conditions requires an integrated approach that takes into account both its textual organization and its discursive dynamics within digitally mediated communication.

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АНГЛОМОВНЕ АКАДЕМІЧНЕ ПИСЬМО В ЦИФРОВИХ СЕРЕДОВИЩАХ: ДИСКУРСИВНО-ТЕКСТОВА ОРГАНІЗАЦІЯ

У статті досліджено специфіку англomовного академічного письма в цифрових середовищах із зосередженням на його текстовій організації та дискурсивних характеристиках. Розглянуто, яким чином цифрові інструменти трансформують академічний дискурс, зумовлюючи появу нелінійних, мультимодальних і інтерактивних форм текстової репрезентації.

Дослідження ґрунтується на інтегративному методологічному підході, що поєднує дискурсивний, структурно-функційний, прагматичний і порівняльний аналіз. Емпіричний матеріал становлять академічні тексти, створені в умовах цифрового опосередкування. Аналітична процедура спрямована на виявлення закономірностей текстової організації, мультимодальної інтеграції та комунікативної взаємодії, сформованих під впливом цифрових інструментів.

Результати дослідження засвідчують, що англomовне академічне письмо в цифрових середовищах характеризується тенденцією до нелінійності та мультимодальності. Академічні тексти дедалі частіше інтегрують візуальні та інтерактивні елементи, які беруть участь у конструюванні значення. У дискурсивному вимірі цифрові інструменти посилюють орієнтацію на адресата та підтримують динамічні форми взаємодії автора й читача. У дослідженні також окреслено ключові текстові й дискурсивні ознаки, зокрема гнучку структурну організацію, мультимодальну інтеграцію та гібридизацію комунікативних форм. Водночас аналіз виявляє низку проблем, пов'язаних із дотриманням формального академічного стилю та керуванням складністю інформації в умовах цифрового середовища.

У висновках підкреслено, що англomовне академічне письмо в цифрову епоху доцільно трактувати як складний дискурсивно-текстовий феномен, сформований під впливом технологічного опосередкування. Академічні тексти дедалі більше функціонують як динамічні мережеві структури, а не як лінійні й самодостатні одиниці.

Трансформація академічного письма відображає ширші зміни в академічній комунікації, де смисл конструюється у взаємодії текстових, візуальних і цифрових компонентів.

Ключові слова: академічний дискурс, цифрові інструменти, мультимодальність, текстова організація, дискурсивні практики, цифрові середовища.

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