

Abstract book

«English as second language instructors publishing practices in English: Yes, we can!»

Talalakina Ekaterina

“Common myths among Russian ESL instructors about publishing in English”

Publishing in peer-reviewed journals is an indispensable part of career success for today's academia. At the same time, publishing activity of Russian ESL instructors in English represents a certain kind of paradox: professionals, who teach other people to write in English, rarely practice writing in English themselves. The major issue behind this contradiction is a number of misconceptions of Russian ESL instructors which stem from the difference in publishing cultures in Russia and abroad. Those false beliefs (or myths) revolve around a whole spectrum of aspects connected to publishing and thus can be grouped under several categories. The first category represents research design and includes such aspects as posing research questions, making literature review, conducting qualitative and quantitative assessment, presenting the findings to international community. The second category deals with scientific discourse and covers such aspects as using certain style and format, structuring the material, avoiding plagiarism. Finally, the third category embraces the issues connected to communicating with scientific journals and comprises such activities as evaluating a journal, submitting an article, corresponding with the editors. Dissolving the myths of publishing in peer-reviewed journals can possibly contribute to the increase of successful attempts undertaken by Russian ESL instructors in presenting their research globally.

Smirnova Natalya

“How to make your text travel?”

Multilingual scholars have been increasingly facing the pressure to publish their papers in English. Evidence from a number of studies exploring publication practices among non-Anglophone centre scholars indicate that linguistic and rhetorical competence do not secure publication in English-medium journals. Research shows that participation in academic research networks is seen as the key resource in the process of writing for publication (T.Lillis, M.Cury, Canagarajah, etc.).

The research focus has been mainly on writing for publication practices among multilingual scholars from Eastern Europe, China, Brazil. However, little research has been done in the field of academic writing for publication in the context of the Russian geo-political space.

Despite English language competence, few English as second language (ESL) instructors seek to publish their research papers in English-medium journals and monographs. This article presents the results of a broader study of English as second language (ESL) instructors publishing practices. It examines the importance of scholars' networks and tracks how English as second language (ESL) instructors located in Russia gain access to them and investigates their networking practices.

As a part of our ethnographic study, we use the term “network histories” (T.Lillis) to present networking practices of 5 scholars and apply such dimensions as: local/transnational, formal/informal, strong/weak, durable/temporary.

The results of the study suggest that strong, local, durable networks enable ESL researchers to build transnational networks and thus publish their papers in English-medium journals.

The findings are relevant to understanding the nature of both academic writing for publication and academic publishing in a global context.

Neculai Catalina

“The Anatomy of Writing and Publishing Practices: From Knowledge Production to Knowledge Dissemination”

"A seminar/workshop which is a combination of talk about publishing strategies and writing for publication in general, peppered with some activities and round-table discussions with colleagues, which will include both theoretical perspectives (like the kind of research being done these days on the topic) and practical strategies"

Shchemeleva Irina

“Disciplinary Convention or Nationally Specific Academic Style?”

Comparative studies of academic writing help to reveal cultural variations in rhetorical preferences and styles in different cultures. They also aim to determine the extent to which academic writing is influenced by epistemological and social presumptions of a given discipline.

Recent research has shown that different writing traditions may vary considerably in the ways that authors express their positions. In this study I take Hyland’s definition of “stance” (2005), but restrict the analysis to the use “hedges” — i.e., devices which withhold complete commitment to a proposition, allowing information to be presented as an opinion rather than fact (Hyland, 1998), “boosters,” — i.e., devices that allow writers to express their certainty in their claims (Hyland, 2005), and “self-mentions,” — i.e., the use of 1st-person pronouns, one of the most obvious strategies of authorial presence (Hyland, 2001). The study aims at comparing the frequencies of hedges, boosters and 1st-person pronouns in English and Russian research articles in Applied Linguistics. It attempts to identify which differences might be explained by conventions of academic writing and which are discipline specific. The study employs both qualitative and quantitative approaches, including frequency counts and discourse analysis of a small corpus of research articles (40 single-authored articles in Applied Linguistics: 20 in English and 20 in Russian).

Preliminary results show that authors writing in Russian tend to use fewer hedges and more boosters than the authors writing in English, although the difference is not substantial. This finding might suggest that regardless of the language in which an article is written, authors tend to follow the norms of the discipline. The use of 1st-person pronouns, on the other hand, is very different in English in Russian research articles. I will argue that these differences originate in the traditional collectivist approach to scholarly work that informs Russian academic style. In the concluding section, I discuss the implications of these findings for EAP pedagogies.

Nuzha Irina

How to best “sell” your work: Writing a Research Abstract

Today’s English dominated research world creates new challenges for many Russian scholars who aim to receive credits for publications in high-status international journals. A clear and compelling research abstract helps a manuscript be accepted for publication. However, for researchers, whose mother tongue is not English, it is a much more difficult goal to achieve due to cultural and ideological backgrounds underlying national traditions of academic writing. As a result, Russian-speaking scholars often pose the question: is it possible to write their work in their first language to be translated into English afterwards? The presentation focuses on how culture-specific writing conventions of Russian authors can be transformed into English academic discourse patterns. It offers some useful tips for meeting specific linguistic and rhetorical challenges non-native speakers of English might face.

Kucherenko Svetlana
“Writing for research purposes”

The purpose of the workshop is to give academia professionals the opportunity to learn about academic writing and publishing from a number of angles and to provide information on what is expected from a submission for it to be successful in an English-medium journal. Throughout the workshop the following topics will be considered:

- a. Steps in manuscript preparation;
- b. Principles and characteristics of good scientific writing;
- c. The IMRAD (Introduction, Method, Result, and Discussion) method of organizing the manuscript;
- d. Reviewing and proofreading issues;

Particular emphasis will be placed on the issues culturally challenging for Russian speaking academia professionals such as plagiarism, the choice between the active voice and the passive voice, hedging, and writing in the first person singular.

Kuptzov Alexander
“Research methods in Applied linguistics”

Being a top-class university, Higher School of Economics also seeks to establish its reputation as a leading research center, which requires extensive scientific work and consequent academic papers being published in internationally recognized journals. Among other researchers, ESL teachers have an undeniable advantage of academic writing and presentational skills, which technically should easily put them on the list of active researchers. However, lack of research skills, such as unfamiliarity with quantitative and qualitative methods, statistical analysis and others prevents academic papers from being published. To address this issue, the educational trajectory of professional development should include courses on research methods, data collection, data analysis and reporting research result. Moreover, various fields of research within the language domain should be taken into consideration to equip investigators with modern research methods and tools.