

Exploring contemporary Russian scholars' writing for publication experience: a pilot study

Natalia V. SMIRNOVA

National Research University Higher School of Economics, St. Petersburg, Russia

smirnovan@hse.ru

For the last thirty years writing research has been significantly informed and promoted by various studies in the field of scholarly writing by non-native speakers of English. Many studies have explored intercultural rhetoric of writing for publication (Mauranen, 1993), scholarly genres in academia (e.g. Harwood, 2005; Hyland 2007; Miller, 1984; Swales, 1990) and pedagogy of scholarly writing (Flowerdew 1999; Hewings, 2001). The geopolitical aspect of academic writing is increasingly becoming an important line of research (e.g. Canagarajah, 2002, Lillis and Curry 2010). To date, little is known about the Russian geopolitics of contemporary scholarly writing. This paper will report on a pilot study aimed at investigating the writing for publication practices of two Russian scholars from two disciplinary fields (Economics and Philosophy) in a similar stage of career (mid-career). Drawing on literacy history interviews and a comparative analysis of the scholars' Russian and English medium research articles the paper will discuss the following key themes: 1) scholars' perspectives on competing pressures in writing for publication in Russia; 2) scholars' strategies, values and ideologies in writing for publication; 3) rhetorical practices across languages and disciplines. Given the complexity of writing for publication in the multilingual world, the paper contributes to current research on academic writing in a global context.

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Biodata

Natalya V. Smirnova is doing her Post Graduate degree in the field of Applied Linguistics and is exploring writing for publication practices of contemporary Russian scholars.. She has been involved in a number of innovative projects of developing professional writing as well as e-learning courses design for the National Research University Higher School of Economics. The main research interests are related to professional writing as a social practice, self-regulated writing, e-teaching and e-learning of English for Specific Academic Purposes.