1ST NWCC
INTERNATIONAL CONFERENCE
ACADEMIC WRITING
IN A GLOBAL WORLD:
CURRENT CHALLENGES
& FUTURE PERSPECTIVES

PROGRAM BOOK

19-20 OCTOBER 2018
<table>
<thead>
<tr>
<th>TIME</th>
<th>OCTOBER 19</th>
<th>VENUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00-09:00</td>
<td>CONFERENCE REGISTRATION / WELCOME COFFEE / BOOK FAIR</td>
<td>Foyer (Central Entrance)</td>
</tr>
<tr>
<td>09:00-09:20</td>
<td><strong>WELCOME ADDRESSES TO CONFERENCE PARTICIPANTS</strong></td>
<td>Concert Hall 3rd floor</td>
</tr>
</tbody>
</table>
| 09:00-09:20  | Elena Bazanova, PhD, Associate Professor, President of the Association of Academic Writing Experts "National Writing Centres Consortium", Moscow  
Kelli Oduh, PhD, Regional English Language Officer, USA | Concert Hall 3rd floor |
| 09:20-09:40  | **BIG TRUNK RATE** | Concert Hall 3rd floor |
| 09:20-09:40  | Marina Neyskaya, Dean, Linguistics Department, Russian State Social University, Moscow | Concert Hall 3rd floor |
| 09:40-10:20  | **KEYNOTE SESSIONS** | Concert Hall 3rd floor |
| 10:20-11:00  | Academic Writing in a Global World: Confronting Challenges and Making Changes  
Robert A. Côté, PhD, Director of The Writing Skills Improvement Program, The University of Arizona, College for Humanities, USA | Concert Hall 3rd floor |
| 11:00-11:40  | Writing Well – Skills that Adapt  
Thomas Wiseman, Academic Director of the English Language School "English Connection", Saint-Petersburg, B.A., University of Notre Dame, Notre Dame, Indiana, USA, TESL Certificate from the Tennessee Foreign Language Institute | Concert Hall 3rd floor |
| 11:40-12:20  | Techno-Pedagogy in Teaching Academic Discourse: Writing a Research Article  
Radislav Milrood, DSc, Professor, Tambov State Technical University, Tambov, Russia | Concert Hall 3rd floor |
| 12:30-13:30  | **LUNCH** | Canteen |
| 13:00-13:40  | **CONCURRENT SESSIONS** |  |
| 13:30-13:45  | CEFR and Writing: New Targets or Unattainable Goals?  
Natalia Kasatkina, PhD, Associate Professor, Head of the Department of Foreign Languages for Humanities, Demidov Yaroslavl State University, Yaroslavl | 416 |
Irina Titarenko, MAELT, Cambridge Assessment English Trainer, Krasnoyarsk | 418 |
| 13:45-14:00  | Compensation Competency and Academic Writing  
Tatiana S. Putilovskaya, PhD in Psychology, Associate Professor, English Language Department, State University of Management, Moscow | 416 |
| 13:45-14:00  | Patterns of Resentment  
Akiva Weiss, U.S. State Department-sponsored Specialist currently residing in Novosibirsk, Novosibirsk | 418 |
| 14:00-14:15  | Inquiry-Based Writing Process  
Johanna Campbell, Senior teacher of English, National University of Science of Technology "MISiS", Moscow | 416 |
| 14:00-14:15  | Enhancing Junior Scientists’ Publishing Activity  
Inga Zashikhina, PhD, Associate Professor, Department of English Philology, Languages of Nordic Countries and Language Pedagogy, Northern (Arctic) Federal University, Arkhangelsk | 418 |
| 14:15-14:30  | **Q/A** |  |
| 14:30-15:30  | **WORKSHOPS** |  |
Irina Korotkina, PhD, Associate Professor, Dean, Interdisciplinary Department of English, Director, Academic Writing and Communication Center, Moscow School of Social and Economic Sciences; Russian Presidential Academy of National Economy and Public Administration, Moscow | 416 |
| 14:30-15:30  | Five Ways to Make your Text Hard to Read  
Svetlana Suchkova, PhD, Associate Professor, Director of Academic Writing Center, Higher School of Economics (HSE), Moscow | 418 |
| 15:30-16:30  | **ROUNDABLE DISCUSSION** |  |
| 15:30-16:30  | Assessment of the Quality of English-Language Materials Published in Russian Scientific Journals  
Moderator: Natalia Popova, PhD, Associate Professor, Departmental Head, Institute of Philosophy and Law, Ural Branch of the Russian Academy of Sciences, Yekaterinburg | 416 |
| 15:30-16:30  | ENGLISH FELLOWS’ CORNER  
CLARIVATE ANALYTICS WORKSHOP #1  
How to Choose the Best Journal for Publication Using Clarivate Analytics Resources? | 416 |
| 16:30-17:00  | **NETWORKING / LOTTERY** |  |
| 17:00-18:00  | **CONCURRENT SESSIONS** |  |
| 17:00-17:15  | Challenges and Opportunities for Teaching EFL Writing in Russia: Develop an Action Plan  
Alsu Gilmetdinova, PhD, German-Russian Institute of Advanced Technologies, Director, Associate Professor Foreign Languages Department, Kazan National Research Technical University named after A.N. Tupolev – KAI, Kazan | 416 |
| 17:00-17:15  | Neglect or Reflect? Obtaining Additional Knowledge Within Needs Analysis  
Irina Yunatova, Leading Expert, NCO FOSTAS Foundation, Saint Petersburg | 418 |
| 17:15-17:30  | Bring Accuracy, Quality and Conveniences to your Classroom with Linguaskill  
Irina Titarenko, MAELT, Cambridge Assessment English Trainer, Krasnoyarsk | 416 |
| 17:15-17:30  | The Impact of the Academic Writing Office on Developing Academic Literacy of the Staff at SUSU  
Evgeniya Khabirowa, Head of the Academic Writing Office, South Ural State University, Chelyabinsk | 418 |
| 17:30-17:45  | Preparing Teachers of Writing within the University Curriculum  
Elena Chukkova, PhD, Associate Professor, Moscow City University, Moscow in Russia, Samara | 416 |
| 17:30-17:45  | Why Writing Centers Need Good Data  
Ashley Squires, Director, Writing and Communications Center, Assistant Professor, Department of Humanities and Languages, New Economic School, Moscow | 418 |
| 17:45-18:00  | **Q/A** |  |
| 18:30-19:15  | **CONCERT** | Concert Hall 2nd floor |
| 19:30-21:00  | BUFFET DINNER | Dining Hall |
| 14:00-18:30  | **CONSULTING SESSIONS (for editors, publishers, scholarly authors)** | Side event 422 |
| 14:00-18:30  | Consulting Sessions (for editors, publishers, scholarly authors)  
Robert A. Côté / Martha Sidury Christiansen / Elena Bazanova / Svetlana Suchkova / Natalia Popova  
Assigned Time Slots (ATS) | 422 |
| 14:00-15:30  | TRAINING FOR SECONDARY SCHOOL TEACHERS (in Russian)  
“Обучение письменному рассуждению в формате эссе для ЕГЭ”  
Р.П. Мильруд, Доктор пед. наук, профессор, Тамбовский государственный технический университет | Concert Hall 2nd floor |
<table>
<thead>
<tr>
<th>TIME</th>
<th>OCTOBER 20</th>
<th>VENUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:30-09:00</td>
<td>CONFERENCE REGISTRATION / BOOK FAIR</td>
<td>Foyer (Central Entrance)</td>
</tr>
<tr>
<td>09:00-09:40</td>
<td>KEYNOTE SESSION</td>
<td>Academic Writing in English and in Russian Differs Considerably</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nadezda Riazbeeva, PhD, Head of Applied Linguistics Department, Institute of Linguistics, Russian Academy of Sciences, Moscow</td>
</tr>
<tr>
<td>09:40-10:40</td>
<td>PANEL DISCUSSION</td>
<td>All-Russia Annual Contest in Writing: Vision, Guiding Principles, and Core Values</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moderators: Elena S. Nadocheva, PhD, Yekaterinburg; Eugene A. Kotlinin, PhD, Yamalia</td>
</tr>
<tr>
<td>10:40-11:10</td>
<td></td>
<td>COFFEE BREAK / BOOK FAIR</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>CONCURRENT SESSIONS</td>
<td></td>
</tr>
<tr>
<td>11:30-11:45</td>
<td></td>
<td>Blended Learning in Academic Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zuriyat Murtazova, PhD, Head of the English Language Department, English Language Teachers Association KBR, Kabardino-Balkarian Republic, Nalchik</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td></td>
<td>Boosting Credibility; Techniques to Write Purposeful Citations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Martha Sidury Christiansen, PhD, Assistant Professor, Department of Bicultural-Bilingual Studies, The University of Texas at San Antonio, USA</td>
</tr>
<tr>
<td>12:00-12:15</td>
<td></td>
<td>Establishing Exigence in Academic Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elizabeth Driver, PhD, English Language Fellow, Kazan Federal University, Kazan</td>
</tr>
<tr>
<td>12:15-12:30</td>
<td></td>
<td>Q/A</td>
</tr>
<tr>
<td>12:30-13:30</td>
<td>WORKSHOPS</td>
<td></td>
</tr>
<tr>
<td>14:30-15:30</td>
<td>CLARIVATE ANALYTICS TRAINING #2</td>
<td>416</td>
</tr>
<tr>
<td></td>
<td>How to Prepare an Article for Publication in an International Journal Using Clarivate Analytics Resources?</td>
<td>ENGLISH FELLOWS’ CORNER</td>
</tr>
<tr>
<td>15:30-18:30</td>
<td>EXPERT TRAINING SESSIONS</td>
<td>422</td>
</tr>
<tr>
<td>15:30-16:15</td>
<td>Training 1</td>
<td>How to “Enter” the Conversation: Writing Compelling Literature Reviews for Academic Papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Martha Sidury Christiansen, PhD, Assistant Professor, Department of Bicultural-Bilingual Studies, The University of Texas at San Antonio, USA</td>
</tr>
<tr>
<td>16:15-17:00</td>
<td>Training 2</td>
<td>Academic Integrity, Common Knowledge, and Avoiding Plagiarism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Robert A. Côté, PhD, Director of The Writing Skills Improvement Program, The University of Arizona, College for Humanities, USA</td>
</tr>
<tr>
<td>17:00-17:45</td>
<td>Training 3</td>
<td>Abstract Writing and Editing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Robert A. Côté, PhD, Director of The Writing Skills Improvement Program, The University of Arizona, College for Humanities, USA</td>
</tr>
<tr>
<td>17:45-18:30</td>
<td>Training 4</td>
<td>Like “Telephone” Game, but Effective: Best Paraphrasing Techniques to Write Academic English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Martha Sidury Christiansen, PhD, Assistant Professor, Department of Bicultural-Bilingual Studies, The University of Texas at San Antonio, USA</td>
</tr>
<tr>
<td>19:00-19:30</td>
<td>BIG THINK LOVE</td>
<td>Thomas Bernard Leonard II, English Language Fellow, Senior English lecturer ITMO University, Saint Petersburg</td>
</tr>
<tr>
<td>19:30-19:45</td>
<td>CLOSING OF THE CONFERENCE / AWARDS</td>
<td></td>
</tr>
<tr>
<td>10:00-13:00</td>
<td>CONSULTING SESSIONS (for editors, publishers, scholarly authors)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Robert A. Côté / Martha Sidury Christiansen / Elena Bazanova / Svetlana Suchkova / Natalia Popova</td>
<td>Assigned Time Slots (ATS)</td>
</tr>
</tbody>
</table>
OUR PARTNERS AND SPONSORS
BIG THINK, KEYNOTES, THEMED SESSIONS, WORKSHOPS, PANEL DISCUSSIONS, ROUNDTABLES, EXPERT TRAINING SESSIONS

Welcome address
09:00 – 09:10, October 19

Consulting sessions
(for editors, publishers, scholarly authors)
14:00 – 18:00 October 19
09:00 – 13:00 October 20

Elena Bazanova
PhD, Associate Professor,
President of the Association
of Academic Writing Experts
“National Writing Centres
Consortium”

Welcome address
09:00 – 09:10, October 19

Kelli Odhuu
PhD, Regional English
Language Officer, US
Embassy in Moscow

Welcome address
09:00 – 09:10, October 19

Marina Nevskaya
Dean, Linguistics Department,
Russian State Social
University, Moscow

09:10 – 09:40 October 19
Title: Big Think: Hate
Abstract: Science tells us that hate is about pride or guilt. Can nice people like us hate someone? How can anyone hate nice people like us?
Big Think: Love
18:30 – 19:00, October 20
Abstract: In the face of increasing classroom competition with smart phones, and in response to the looming threat of ubiquitous Artificial General Intelligence, we will argue that there is one thing that can and should be cultivated by all teachers which will never be successfully replicated by a computer or an application: LOVE.

Keynote talk
Title: Academic Writing in a Global World: Confronting Challenges and Making Changes
Abstract: Brainstorm Activity; English as Lingua Franca; English Mania; Student Resistance & Teacher Persistence; Writing (Thinking) Outside the Box; Rethinking the Academic Writing Lab.

Expert Training #2
15:30 – 16:15 October 20
16:15 – 17:00 October 20
Title: Academic Integrity, Common Knowledge and Avoiding Plagiarism
Abstract: The first half provides an overview and examples of common knowledge, proper citing and paraphrasing, and plagiarism with the goal of educating audience about the differences between accidental and intentional plagiarism and its consequences. The second part tasks participants with practicing APA by inserting various short and long quotes as well as paraphrases into a student essay.

Expert Training #3
17:00 – 17:45 October 20
17:45 – 18:30 October 20
Title: Abstract Writing and Editing
Abstract: The first half of this interactive workshop is a lecture describing how to write an abstract, while the second half tasks the participants with analyzing and editing a previously published abstract by 20%.

Consulting sessions
(for editors, publishers, scholarly authors)
14:00 – 18:00 October 19
09:00 – 13:00 October 20
Keynote talk
Title: Writing Well – Skills that Adapt
10:20– 11:00 October 19
Abstract: From short essays and cover letters to research papers and internal company reports, our students need to have the writing ability to match the assignment. Is there a way for us to teach skills that will help students in each of these situations? Good writing starts with organization and ends with editing. We will work on ways to build up your students’ skills in every area so that they’re ready to write whenever and whatever they need to write.

Keynote talk
11:00– 11:40, October 19
Title: Techno-Pedagogy in Teaching Academic Discourse: Writing a Research Paper
Abstract: Techno-pedagogy is integration of artificial intelligence and human mind for teaching-learning purposes. In our experimental research, this blend serves the purpose of assisting graduates, postgraduates and specialists in learning to write research articles in English. We have operationalized the whole process of research article writing by delegating certain functions to the machine. Our experimental study has shown that some operations in writing a research article can be fully automated with the application providing hands-free service to the user. Other operations lend themselves to the semi-automated performance while the most challenging creative tasks have to remain non-automated so far.

Themed Session
12:00 – 12:15 October 20
Title: Using Rhetoric: A Simple Framework to Teach Writing
Abstract: Teaching writing is complicated because it is not a content-based curriculum. This presentation will detail how the use of rhetoric, as a guide, can help instructors to better design writing curricula and assignments.
Keynote talk
11:40 – 12:20, October 19
Title: More Than Writing Help and Remediation: Writing Centers as Hubs of Academic Literacy
Abstract: This presentation examines the roles a writing center can play in the academic literacy development of both faculty and students. Across the history of writing centers, the place of writing centers has often been disenfranchised from writing curriculums, rendering a place for remediation or just help that typically focuses on grammar and syntactic structures. As a result, there has been a slow shift from positivistic approaches to communicative ones. More current approaches and understandings of writing under socio-cultural theories of language and literacy (Hewett & Ehmann, 2004) have re-evaluated the role of writing centers in the development of academic literacy, not only for students but also for faculty of all levels, language skills, and backgrounds. The goal of this presentation is to introduce five different ways in which writing centers can be catalysts of change. Writing centers can be places where academic literacy can be promoted through developing best practices and models for tutor-tutee writing support and for promotion of research and scholarship for academics and graduate students alike.

Themed Session:
11:45 – 12:00 October 20
Title: Boosting Credibility: Techniques to Write Purposeful Citations
Abstract: In this session, participants will be introduced to Aristotle’s rhetorical triangle and the importance of building credibility in their writing. The presenter will explain which sources are more specific and reliable, and she will discuss different ways to add them to academic writing. A brief description on the dos and don’ts on quoting, summarizing, and paraphrasing will be given as well as a quick refresh on APA citation style.

Expert Training #1
15:30 – 16:15 October 20
16:15 – 17:00 October 20
Title: How to “enter” the conversation: Writing compelling literature reviews for academic papers
Abstract: You will learn how to conceptualize and write a literature review in six steps. Additionally, you’ll explore different ways to use the literature review to identify a gap in the existing research, and use it to plan your research questions, justification of study, and entry point to the academic conversations.

Expert Training #4
17:00 – 17:45 October 20
17:45 – 18:30 October 20
Title: Like “Telephone” game, but effective: Best paraphrasing techniques to write academic English
Abstract: You will learn basic techniques of paraphrasing and including secondary research on academic papers. We will practice these techniques with real samples.

Consulting sessions
(for editors, publishers, scholarly authors)
14:00 – 18:00 October 19
09:00 – 13:00 October 20
Keynote talk
09:00 – 09:40, October 20
Title: Academic Writing in English and in Russian Differs Considerably
Abstract: Internationalization of education in Russia presupposes extending knowledge of English in general and of English for Academic Purposes, in particular. English for Academic Purposes (EAP), especially in some advanced universities, in its oral and written forms, becomes an autonomous subject matter in our country. (Contrary to abroad, where most universities teach their students to speak and write science in English as early as possible). Academic writing in English and in Russian differs considerably: in grammar, structure, style, wording, and focusing. That is why it is of prior importance to turn to scientific research when explaining a foreigner (a Russian native speaker) how to express their ideas in English. And that is why an alternative title of this essay could be «Linguistic studies and the way to use them in encouraging Russian native speakers to write academic papers in English.»

Themed Session
13:30 – 13:45 October 19
Title: CEFR and Writing. New Targets or Unattainable Goals?
Abstract: The presentation highlights the concept of “competence” as defined by CEFR and compare it to current definitions by Russian methodologists. It further discusses “mediation” introduced in the CEFR in 2017 and specifically addresses writing as an essential part of the four modes of communication (reception, interaction, production, and mediation). The author analyzes if University ESP students can be taught mediation in writing as a key competence for their future career.

Workshop
12:30 – 13:30 October 20
Title: Participating in Academic Discussions in English: DOs and DON'Ts of Disagreement and Criticism
Abstract: Some intercultural mistakes of Russian participants of international scientific conferences are related to expressing disagreement or criticism. Examples are provided of more and less direct propositions, the difference in their perception by Russian and English audiences is revealed. Special notice is taken of stylistic peculiarities of chairing meetings in English and Russian.
Themed Session
13:45 – 14:00 October 19
Title: Compensation Competency and Academic Writing
Abstract: Compensation competency is an essential component of communicative competency in foreign language acquisition. Being closely related to all the other components, especially language, speech and strategic competencies, compensation competency requires purposeful training in higher educational institutions as well as intensive self-training. Both are aimed at making the process of compensation skills and strategies application more conscious and reflective. Compensation competency is revealed differently in various types of speech activity. Academic writing requires specific aspects of compensation skills and strategies. Skills alongside with knowledge and abilities make up the basis of compensation competency and allow communicators to implement any type of speech activity and achieve the anticipated result. Strategies, which are considered by the Council of Europe to be even more important than skills, allow them to organise their verbal behavior in the most effective way, i.e. regarding the implementation of the whole activity as a sequence of four stages: planning, execution, evaluation and repair. Compensation competency in academic writing is analysed for each of these stages, which allows to make up a model of verbal behaviour and work out a special step-by-step instruction for any category of students. These didactic tools prove to be very effective in the organized educational process as well as self-education making the activity of academic writing production more analytical, purposeful, reflective and conscious.

Tatiana S. Putilovskaya
PhD, Associate Professor, (English Language Department, State University of Management), Moscow

Themed Session
14:00 – 14:15 October 19
Title: Inquiry-Based Writing Process
Abstract: Engage students in the practice of clear, authentic, self-directed writing through an inquiry-based process. Discussion will include defining a focus, organizing ideas, writing for intended audience, and intercultural adaptability. Session will include practice of presented methods and conclude with Q&A.

Johanna Campbell
Senior teacher of English, National University of Science of Technology “MISiS”, Moscow
Themed Session
13:30 – 13:45, October 19
Title: How Language Works: Strategies to Make a Text Publishable

Abstract: Publishing research in a renowned international journal primarily depends on quality of this research as well as its appreciated value recognized by a targeted professional community. This path, however, turns to be a failure to many non-native researchers, as their written papers are often rejected due to the problems with English usage. Whilst structural conventions, key cultural and editorial frames or guidelines can be accommodated by an individual with a certain ease, academic writing skills development require specially arranged focused professional support and facilitation. In this workshop we will consider a range of useful strategies and tips, supported by practice-based authentic examples, and showing researchers how to write and increase their readability by reducing the number of mistakes in English. Such categories of Academic Writing as lexical choice, discourse types, word partnerships and collocations, issues of clarity, complexity and cohesion, as well as text flow and readability will be in focus. The workshop also suggests interactive hands-on activities allowing both individual experience of written samples analysis along with peer professional discussion regarding the pedagogical value of these activities. It offers a range of practical suggestions for academic writing tutors on how to reinforce pedagogical methods that will help to meet and overcome those language challenges in research papers.

Themed Session
17:15 – 17:30, October 19
Title: Bring Accuracy, Quality and Convenience to your Classroom with Linguaskill

Abstract: Linguaskill is the latest state-of-the-art quick and convenient online test for checking the English levels of individuals and groups of students. The test is an adaptive, computer-based and modular English exam. It is a secure and invigilated exam, which can be used for course entry, placement, progress testing, training, recruitment or end of course assessment. It offers a complete picture of students’ English abilities with fast and accurate testing of all four language skills at the day and time convenient to you. Linguaskill is provided by Cambridge Assessment English and successfully employed in the corporate, the higher-education and government sectors. This presentation gives an insight into the Linguaskill parts and features. It also contains some practical considerations on how a university or organization might benefit if they choose to introduce the innovative test system in their ELT curriculum.
Themed Session
13:45 – 14:00, October 19
Title: Patterns of Resentment
Abstract: Stress frequently goes hand in hand with publishing. Unfortunately, insufficient attention has been given towards the metacognitive skills needed to alleviate stress. This talk focuses on the organizational, health-related, and research techniques that help reduce the mental and emotional burden frequently associated with writing for publication.

Akiva Weiss
PhD, U.S. State Department-sponsored Specialist currently residing in Novosibirsk, Novosibirsk

Themed Session
14:00 – 14:15 October 19
Title: Enhancing Junior Scientists’ Publishing Activity
Abstract: Young Russian scientists strive to have their papers published in international journals. There are areas of science where it is quite a doable task, e.g. Biochemistry and Nuclear Physics. On the other hand, there are research areas that seem to be rather problematic in terms of publications. The question is: do these areas belong to the unpopular nowadays humanitarian field or the matter is different publication standards characteristic of specific research areas?

Inga Zashikhina
PhD, Associate Professor, Department of English Philology, Languages of Nordic Countries and Language Pedagogy, Northern (Arctic) Federal University, Arkhangelsk

Workshops
12:30 – 13:30 October 20
Title: Developing Academic Writing Confidence in the EFL University Course
Abstract: Incorporating an EAP course in an EFL university curriculum whether as EAGP or EASP poses challenges that few teachers are fully prepared to face. This plenary/workshop/talk outlines the rationale of a user-friendly EFL course design, which puts emphasis on developing academic writing skills through the four-year Bachelor programme. The accompanying pains and gains are examined from both the student’s and the teacher’s perspective based on the author’s ten+ years’ experience of teaching writing to students of International Relations and training EFL teachers.

Elena Yastrebova
PhD, Professor, MGIMO University, Moscow
Workshop
14:30 – 15:30 October 19
Title: The Journal of Academic Literacy and Research Skills (JALRS): Unique Opportunity for Writers: Strategies for Text Editing
Abstract: Introduction to the JARLS scope, requirements, and submission procedure. If you have some ideas to communicate to the readers of the journal, choose a specially designed workshop to develop your skills of writing for publication. The objective of the workshop is to help you as potential journal authors to shape up your journal publication.

Roundtable Discussion
15:30 – 16:30 October 19
Title: Assessment of the Quality of English-Language Materials Published in Russian Scientific Journals
Abstract: Russian journals are actively working on bringing their publication standards to the international level. An important selection criterion used by global abstract and citation databases is the quality of English-language metadata and other materials published in English. The editors of Russian journals and the representatives of state departments, being not experts in linguistic-related questions, face the problem of assessing the quality of materials presented in English. Therefore, the development of a reasonably convenient assessment system that could be applied by both experts, English-language editors and representatives of funding bodies seems a highly relevant task. It is planned to scrutinize assessment criteria used for diverse purposes worldwide with the purpose of selecting most appropriate indicators. Such a discussion can not only add validity to the system, but also raise the transparency of decisions taken by the state (e.g. funding), experts of abstract and citation databases and journal editors among all Russian academic community. In addition, the developed criteria can be used by authors for self-evaluation, when they prepare their manuscripts for consideration for publication in international scientific journals.

Consulting sessions
(for editors, publishers, scholarly authors)
14:00 – 18:00 October 19
09:00 – 13:00 October 20
Workshop
14:30 – 15:30 October 19
Title: Five Ways to Make your Text Hard to Read
Abstract: The workshop participants are invited to discuss effective strategies of writing a clear, concise, and coherent academic text in English. The workshop is going to be interactive and practice-oriented.

Consulting sessions
(for editors, publishers, scholarly authors)
14:00 – 18:00 October 19
09:00 – 13:00 October 20

Themed Session
17:30- 17:45 October 19
Title: Preparing Teachers of Writing within the University Curriculum
Abstract: The presentation is focused on structuring the course in academic writing for bachelor students specialized in EFL teaching in Russia. It highlights the experience gained in Russian university and shares some findings that cover such aspects as: students’ specific needs, course modules, structure of a tutorial, framing as a strategy of a tutorial and the whole course.

Themed Session
17:00 – 17:15 October 19
Title: Challenges and Opportunities for Teaching EFL Writing in Russia: Develop an Action Plan
Abstract: In this presentation after naming the challenges and discussing opportunities for teaching writing, I will help teachers develop an action plan for learning how to teach academic writing.

Svetlana Suchkova
PhD, Associate Professor, Director of Academic Writing Center, Higher School of Economics (HSE), Moscow

Alsu Gilmetdinova
PhD, GRIAT Director, Associate Professor Foreign Languages Department, Kazan National Research Technical University named after A. N. Tupolev – KAI, Kazan

Elina Chuikova
PhD, Associate Professor, Moscow City University, Moscow in Russia, Moscow branch in Samara
Irina Yunatova  
**Leading Expert, NCO FOSTAS Foundation, Saint Petersburg**

**Themed Session**  
**17:00 – 17:15 October 19**  
**Title:** Neglect or Reflect? Obtaining Additional Knowledge Within Needs Analysis  
**Abstract:** The reason for the presented study is that often the language course designed basing on traditional needs analysis (NA) does not bring our clients full satisfaction as it might not always address the clients’ explicit or implicit problems. This might have happened because not all real needs for the required competencies were taken into account, not all knowledge essential for these specific clients’ successful functioning was elicited, and additional research was needed. Accordingly, the purpose of this study is defining and forming a set of methods and tools for obtaining more comprehensive knowledge about the mentioned problems. The first suggestion is to engage methods from another subject domain, knowledge management (KM), where methods of knowledge elicitation are well developed. Relevant methods and tools should be borrowed and adapted to the specific situation. The second suggestion is that such tools should help a future researcher to spot problematic zones and formulate a good research question. If NA does not reveal any difficulties beyond those addressed in a standard language course, an educator can neglect potential problems and develop an effective course meeting clients’ needs. However, an educator might slow down having perceived explicit or implicit problems not connected directly with only language skills, reflect on noticed issues, and change the routine. The research should be planned for eliciting and refining more relevant information, structuring and visualizing, and checking obtained knowledge. After such research clarifying real clients’ needs, another course might be designed probably combining not only language improvement, but also development of other competencies essential for these clients. Two specific examples of using NA results for further research are demonstrated, namely, using written summarizing for improving reading comprehension and using KM methods for improving interprofessional communication among members of multiprofessional teams. Recommendations on selecting specific KM methods are provided.

---

Evgeniya Khabirova  
**Head of the Academic Writing Office, South Ural State University, Chelyabinsk**

**Themed Session**  
**17:15 – 17:30 October 19**  
**Title:** The Impact of the Academic Writing Office on Developing Academic Literacy of the Staff at SUSU  
**Abstract:** The Academic Writing Office (AWO) at South Ural State University (SUSU) is a comparatively young department, aimed at the development of academic literacy and publication activity of the university staff. The contribution of the AWO into the promotion of SUSU researchers is described in the paper. Increasing publication rates of the university lead to the SUSU’s entering the QS ranking of the world’s best universities. The AWO of SUSU suggests faculty members various services meeting the needs of every particular researcher. They include not only individual consultations for the staff on writing scientific papers, but also proofreading, translation, as well as training courses in academic writing and regular seminars with honorable lecturers. The two-year results of the AWO activity are reported in the paper. The promising areas for future development of the AWO at SUSU are considered in the paper.
### Themed Session

**17:30- 17:45 October 19**

**Title:** Why Writing Centers Need Good Data

**Abstract:** Most writing center directors are trained as humanists, never suspecting that we may one day need to become statisticians at some point in our careers. But not only are there good administrative reasons to collect systematic data on what happens in your writing center, there are significant opportunities to produce and publish research based on your findings. This talk uses the example of 5 years of data collection in the Writing and Communication Center at the New Economic School to suggest best practices for data collection and demonstrate how data can inform administrative decisions. We will also discuss how writing center directors can develop the skills they need to be able to use data effectively and contribute to a growing international literature on RAD research (replicable, aggregable, and data-supported) in the writing center.

---

### Panel Discussion

**09:40 – 10:40, October 20.**

**Title:** All-Russia Annual Contest in Writing: Vision, Guiding Principles, and Core Values

**Abstract:** The panel discussion aims at elaborating a new all-Russia yearly contest in writing for secondary schools pupils and university students. The idea consists in creating a writing competition among students of different stages of education (primary, secondary, higher) in order to promote teaching and learning writing skills in English. The speakers will present the general concept of the project and will put to overall discussion the questions of general management of the project, writing contest items, their nature and gradation, assessment criteria and organising experts’ work. The assumed outcome of the panel is creating a general concept of the contest developed in a course of a collaborative discussion of the above mentioned problems in the experts’ community.
**Zuriyat Murtazova**  
PhD, Head of the English Language Department, ELTA KBR, Nalchik

**Abstract:** The paper investigates the effectiveness of implementing blended learning for writing tasks in a required English language enhancement course at a university in Nalchik. A situation analysis through investigating students’ level of motivation and academic writing proficiency along with exploring teachers’ perceptions and experience with blended learning was made. Teachers do not fully conceive and adequately use blended learning to improve students’ academic writing performance and motivation. The paper hypothesizes that blended learning in academic writing would improve students’ motivation and academic writing performance. To test the hypotheses, questionnaires and composition tests were conducted, along with suggesting some guidelines for designing blended learning courses for language practitioners.

---

**Elizabeth Driver**  
PhD, English Language Fellow, Kazan Federal University, Kazan

**Abstract:** A key task in any piece of academic writing is establishing exigence: conveying to readers why the topic at hand is important at this particular time, and how the research, data or arguments being presented will contribute to greater understanding of that topic. This presentation looks at how exigence is established in academic discourse in English language publications.

---

**Oksana Dobrynina**  
PhD, Associate Professor, Chair of Foreign Languages, Petrozavodsk State University, Petrozavodsk

**Title:** Teaching Academic English to Learners of Non-Linguistic Background: Education Techniques for Lifelong Learning

**Abstract:** My experience of teaching academic writing (AW) to learners with a non-linguistic background in the environment of artificial bilingualism allows me to draw some conclusions. First, the basics of AW in the Russian language (e.g. writing an abstract, understanding of a logical structure of a scientific paper) should be included in the curriculum of the 3rd and 4th courses. AW in the Russian language and the basics of AW in the English language should be included into the Master’s degree program. Postgraduate students and university lecturers should be taught how to write a paper in the English language. Second, programs borrowed from abroad should be adapted to the Russian learners’ writing experience and mentality. Third, instructors of AW should get some professional training (I am a self-taught person). Fourth, the university administration should encourage people teaching and learning AW.
Title: Academic Writing and Internationalization: The Case of a Russian University

Abstract: Far Eastern Federal University (FEFU) located in Vladivostok, on the Pacific coast, is one of the institutions which won in the competition for a special government grant to promote the position of Russian higher education in international rankings – 5-100 Project or Academic Excellence Initiative. To increase access to the global education, research, labor market, and maximize Russian scholars’ and students’ employability at the international arenas, the Project aims to create English language environment in the participating universities. To achieve the aim, FEFU put forward a number of objectives: to introduce new English-language content courses in each educational program, establish English-medium Master and Bachelor programs reorganize teaching EAP/ESP and work on popularizing EFL studies. Obviously, forming English academic writing skills is seen as an important tool in such areas of internationalization as growing outward mobility and international research through internships, publications, conferences, and joint research programs.

Five years into the Project, some observations and analysis can be offered based on the author’s experience of designing and teaching Academic Writing courses for Bachelor and Master programs (including English-medium) as well as courses for teaching and research staff of the university.

First, the paper describes the situation with Academic writing teaching at FEFU: its place in the curricula, materials and resources, staffing, number of hours, needs, and assessment. Then it illustrates how efforts to internationalize have led to challenges of teaching Academic Writing in culturally diverse classrooms where students have varying experience in English writing and different notions of information literacy and research ethics. The author explains how these challenges were addressed in designing and piloting of the courses. Since Academic Writing in Russia has been often misinterpreted as a supplementary course aimed at teaching solely language skills, not skills to manage the content, logics, and argumentation in the academic text, the paper further shares experience of trying to go beyond training formats of essays and research texts and include critical thinking and describes the outcomes.

To conclude the paper, the author offers suggestions for overcoming the barriers hindering achieving the aims of the Project including conducting surveys, interviews, and tests to identify the needs of the target groups, entrance and exit levels of students; incorporating information literacy and critical thinking skills into academic writing courses, and providing opportunities for applying English academic writing skills in out of the classroom situations.
The English Language Office (ELO) cooperates with teachers’ associations, universities, schools and English language teaching (ELT) professionals on a variety of educational and cultural exchange programs and projects in order to enhance mutual understanding between the peoples of other countries and the United States. Examples of programs implemented and facilitated in Russia include the following:

**English Language Fellow Program:** A program of the Bureau of Educational and Cultural Affairs, U.S. Department of State, provides highly qualified teacher trainers and teachers of English as a foreign language to Russian institutions. During the 2018-2019 academic year, four English Language Fellows are working in Russia until July. [http://exchanges.state.gov/englishteaching/el-fellow.html](http://exchanges.state.gov/englishteaching/el-fellow.html)

**English Language Specialist Program:** A program within the U.S. Department of State Office of English Language Programs that provides training for schools, universities and other academic institutions conducted by American academics in the fields of English as a Foreign Language and Applied Linguistics to schools and universities on a short-term basis. [http://exchanges.state.gov/englishteaching/el-specialist.html](http://exchanges.state.gov/englishteaching/el-specialist.html)

**English Access Program:** The Access program provides a foundation of English language skills to motivated economically disadvantaged teenagers through two years of after school instruction and intensive summer sessions. Currently, there are 30 Access sites spread across Russia. [https://www.facebook.com/AccessRU](https://www.facebook.com/AccessRU)

**Advance through Vocational English Program:** Advance is a nine-month post-initiated program for underemployed 22-35 year olds motivated to learn vocational English and interested in developing their computer, entrepreneurship, and leadership skills. [https://www.facebook.com/AdvanceInRussia/](https://www.facebook.com/ AdvanceInRussia/)

**E-Teacher Scholarship Program:** The E-teacher programs offers innovative, online, graduate level classes to English teaching professionals outside of the United States. The courses explore major areas of the academic specialty of Teaching English as a Foreign Language (TEFL). Each year our office is able to give several scholarships to this program and over the past 12 years we have developed an extensive network of E-teacher alums who have gathered to form their own Russian E-teacher alums association. [http://exchanges.state.gov/englishteaching/eteacher.html](http://exchanges.state.gov/englishteaching/eteacher.html)
RELOD is an educational company and an official distributor of books in foreign languages. For more than 25 years so far RELOD has been collaborating with various foreign publishing houses both famous and yet not widely known ones (Penguin Random House, HarperCollins, Wiley, Hachette, Taschen, etc.).

RELOD is recognized as an exclusive official distributor of Oxford University Press (ELT) and CLE International in Russia and the Republic of Belarus.

A great number of fiction books and graded readers, dictionairies and educational materials, albums, books for young learners and adolescents, posters and visual guides, and deluxe editions can be found in RELOD shop in Moscow and also in the regional offices or on the online store website.

Besides, RELOD has become one of the major provides of reliable comprehensive solutions in the field of learning and teaching foreign languages.
Clarivate Analytics is the global leader in providing trusted insights and analytics to accelerate the pace of innovation. Building on a heritage going back more than a century and a half, we have built some of the most trusted brands across the innovation lifecycle, including Web of Science, Cortellis, Derwent, CompuMark, MarkMonitor and Techstreet. Today, Clarivate Analytics helps clients radically reduce the time from new ideas to life-changing innovations. For more information, please visit https://clarivate.com/.

Web of Science

Trust the difference

True cited reference searching lets you find anything that has ever been cited from the 1.3 billion cited reference connections in the Web of Science Core Collection. Cited reference searching lets you track how any idea, innovation, or creative work has been confirmed, applied, improved, extended, or corrected, and discover anyone who is citing your research worldwide.

The Web of Science Core Collection curates hierarchical structure of institutional names, letting you find all the research from an institution using one version of its name.

By indexing funding acknowledgements, the Web of Science Core Collection lets you see who is funding the most impactful research in the world.

100%
Fully indexed cited references, authors, and author affiliations

20,000+
Journals carefully and objectively selected for quality

1.4 billion
Cited references going back to 1900

Additional Tools

• **EndNote Online** – reference manager
• **ResearcherID** – individual researcher profile
• **Publons** – tool for showcasing peer-review
• **Journal Citation Reports** - annual analytical report on academic journals performance
• **InCites** – analytical tool for comparing countries, organizations and researchers

More information about resources and webinars:
https://clarivate.ru/
Cambridge

Now offering FREE online writing skills practice with these four series!

All student’s books of Final Draft, Grammar and Beyond, Academic Encounters and Writers at Work now include free access to Writing Skills Interactive.

Provides flexible online activities for extra practice at school or at home.

Teaches academic writing skills through animated presentations and automatically graded exercises.

For more information, please contact:
Annette Acosta
888-860-7175
aacosta@cambridge.org
a wide range of books in English, German, French, Spanish and Italian
printed by leading publishers

Cambridge University Press
Didier FLE
Hachette FLE
Hueber
Edinumen
ALMA Edizioni

- language learning and teaching materials;
- official exam preparation resources;
- professional development, business and academic skills series;

- books on science and reference handbooks;
- dictionaries and encyclopedias;
- CLIL;
- fiction books for all ages.

Teaching resources and support; social events, workshops and webinars;

book orders
+7 (495) 786 25 65, cambridge@britannia-elt.ru
www.britannia-elt.ru
Bolshaya Tatarskaya Str.,7 Business Centre “Bookbridge”

The best insights into language, pedagogy and learning technologies!