

**ACADEMIC ENGLISH WRITING FOR PUBLICATIONS:
THE COURSE STRUCTURE AND CONTENT DESIGN**

The course *Academic English Writing* (AEW) for non-native English speakers is aimed for small groups of Belarusian and foreign postgraduate students. The course structure and content are designed to help the students develop the necessary skills they need to successfully complete the task of writing effectively and presenting the results of their research in English at international conferences and in academic journals abroad.

It is an integrated course of 20 academic hours (one academic hour is 40 minutes) that includes three major overlapping components: lectures, tutorials and workshops. In a lecture a teacher provides some theoretical issues on the topic. In tutorials students discuss some lecture and manual content and complete assignments. *In workshops* they develop and strengthen their skills in academic writing performing creative tasks on a certain topic with the following them peer-reviewing discussions; various case-studies related to the topics of the course are offered and discussed in a friendly environment by the learners which adds to the general workshop learning effectiveness.

The course content focus on the most essential features of abstract and journal paper writing in English and includes a variety of topics. Plagiarism in research and its major typed are discussed. Differences between general and academic English writing are presented and practiced in relation to innovation, formality, objectivity, precision, tentativeness, evidencing, terminology, and structuring.

Cross-language differences of academic writing concerning vocabulary and grammar on the material of a number of scholar publications, including the calls for international papers, are observed and studied.

Practical tips for effective academic titles are given to students (limitation to ten words; indication of the subject and scope of the study and / or its results; proper capitalization; avoidance of some constructions as *on the question of; analysis / study of* etc.) as well as guidance for writing an effective abstract in academic English (both informal and descriptive) concerning its structure (introduction, methodology, results, their significance, conclusion) and its quantitative and qualitative characteristics. The concept '*being reader friendly*' is introduced. Cross-language differences between abstracts written in English and in the students' mother tongue are worked out. Abstracts of different scholars are compared and evaluated.

The integrated AEW course is also aimed to teaching and learning the most essential features of journal paper writing.

The term *Impact Factor* of a journal is discussed. Major types of scholarly papers (original research, review and essay papers) and their structures (for e.g., IMRaD: introduction, methods, results, and discussion, which is more than 100 years old, as well as conclusion, acknowledgements, references for a standard research / empirical paper) are overviewed. Besides grammar, lexical, and stylistic peculiarities, specific formal writing norms that organize English scholarly text (citation, referencing, structure, etc.) are presented. The postgraduates acquaint with the major styles of citation and referencing in English scientific publications (MLA, APA, Chicago / Turabian style, IEEE, as well as a mixed (hybrid) style, do a number of exercises practicing them and using major style guides such as the AP Stylebook, The Chicago Manual of Style, and the AMA Manual of Style.

General tips for a successful writing a scholarly article in English concerning its different structural parts are offered.

Thus, it is stated that Introduction section should state the purpose of the research, present critical literature review, provide the identified gap and a working hypothesis, and introduce the structure of the paper. Strict fitting the topic of the paper and warning against overquoting in literature review section is underlined. The practical assignments of the tutorial include exercises with different English set phrases and cliches often used in the paper introduction section. The dullest and more elaborate forms of literature reviewing are presented and discussed. Some tentative forms of introducing gaps in the field of research avoiding negative comments are recommended.

The Methods section of the article includes the details about conducting the research, gathering and classifying the material.

The most essential part of the paper is Results where the major findings and facts are presented. The content and structure of this section should be closely related with those of Introduction and Methods.

It is underlined that Discussion section is more theoretical in character where analysis the obtained results is presented, limitations and further steps of the study are viewed. The exercises related to this part of the course focus on the vocabulary that may be useful to conduct the written discussion of the results.

While teaching students to write the Conclusion section of the paper the teacher focuses their attention that the aims of this section are to remind the reader why the article was written and to state the significance of the results as a contribution to theoretical knowledge and practice (without repeating the words in the Discussion section). Avoiding cliches is strongly recommended. Tutorials and workshops focus on the vocabulary and collocations used in this section, conclusions of different English and native language speaking scholars are compared and analyzed.

The Peer-Review section of the AEW course enumerates the approximate criteria used as a guide by peer-reviewers in evaluation of an abstract and a scholarly paper. Samples of peer-reviews are presented and analyzed. The workshop on this part of the course also includes the task of writing an abstract and an academic paper in English making use of personal research data results (home assignments) and role-playing on their peer-reviewing (class activity).