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ФОРМИРОВАНИЕ ПРАКТИЧЕСКИХ НАВЫКОВ И УМЕНИЙ ОБУЧАЮЩИХСЯ В ИНОЯЗЫЧНОЙ АКАДЕМИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ

Одним из требований к научным публикациям в международных журналах является составление аннотации на английском языке. Основное противоречие состоит в несоответствии языковых и композиционных средств, используемых в аннотациях Российских и зарубежных научных журналов. Авторами статьи проведен сравнительный анализ англоязычных и русскоязычных аннотаций научных текстов технического профиля. В ходе исследования были использованы статьи и аннотации из журналов, включенных в международные базы цитирования. Авторы выбрали такие методы исследования как аналогия и сравнение, с помощью которых были выявлены сходства и различия в анализируемых источниках.

Определены наиболее часто встречающиеся лексико-грамматические единицы и языковые коннекторы, составляющие основную композиционно-смысловую структуру подобных текстов. В статье также говорится о необходимости

формирования особого типа коммуникативной компетенции обучающихся – "реконструктивно-репродуктивной" в рамках преподавания академического курса английского языка, подчеркивая тем самым необходимость владениями специальными навыками чтения и письма профессионально ориентированных научных текстов. При этом, преподавателю необходимо правильно организовать учебный процесс: он должен выступать в роли консультанта, а обучающимся следует самостоятельно выбирать и использовать соответствующие языковые шаблоны.

Ключевые слова: аннотация, научная статья, стиль АПА, иноязычная коммуникативная профессионально ориентированная компетенция, метод аналогии, текстовые семантические элементы, лексико-грамматические особенности.

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FORMING LEARNERS' PRACTICAL SKILLS AND ABILITIES IN FOREIGN LANGUAGE ACADEMIC ACTIVITY

One of the major requirements of publishing research papers in international journals is writing abstracts in English. The contradiction is the discrepancy between the language and composition means used in abstracts of Russian and foreign scientific journals. The authors of the paper have conducted a comparative analysis of the English-speaking and Russian-language abstracts of scientific technical texts. Research papers and abstracts from journals included in the international citation databases have been used. The authors have chosen such research methods as analogy and comparison in order to identify similarities and differences in the sources analyzed.

The most common lexical and grammatical units and language connectors that constitute the main compositional and semantic structure of such types of texts are revealed. The authors point out the

necessity of forming a special type of communicative competence of learners – "reconstructive and reproductive" while teaching an academic English course, emphasizing the need for having particular skills of reading and writing professionally oriented scientific texts. At the same time, teachers have to organize learning process in an appropriate way: they act as consultants, and learners choose and use relevant language patterns themselves .

Keywords: abstract, research paper, APA style, foreign language communicative professionally oriented competence, analogy method, semantic text elements, lexical and grammatical features.

Introduction

In recent years much attention has been given to precision, correctness, and accuracy of the abstracts to academic papers worldwide. Brevity, self-sufficiency, providing complete and accurate information in an unbiased manner are some of the important characteristics of a good abstract (Sandeep B. Bavdekar, Nithya J. Gogtay,2015). This issue is especially crucial in Russia because of the absence of strict rules of such papers writing and their language "dressing". According to Russian All Union State Standard (GOST) (1995), the abstract is expected to have the volume of 500 printed characters, which does not correspond to the APA's requirements: from 150 to 250 words (following the Word Processor Program an English text of 150 words comprises approximately 820 printed characters, while the passage of 250 words contains 1400 printed characters respectively). However, the actual volume required by many Russian scholarly journals is even two or three times smaller. This obvious discrepancy is considered to be problematic in case of writing papers for international journals. The second point that complicates the situation is different rules of using passive constructions in Russian and English academic style. While Russian scholarly style writing is mostly known to be complicated and overloaded by complex grammar structures (passive and participle constructions), English academic language is expected to be strict and precise with the limited use of Passive Voice (APA, 2010). The problem is that Russian scholars prefer to translate the abstract from Russian into English rather than write the original passage, which often leads to its "sounding" clumsy and unnatural.

First, we encountered that problem two years ago (2017) while teaching English for Academic Purposes to post-graduate cadets in Voronezh Institute of the Ministry of Internal Affairs. The trainees needed to publish the results of their researches in academic papers, but they were not aware of how to write a research article and an abstract, as the course of APA style was not included in their educational program. That is why we proposed our students to conduct a study aimed at making analysis of a number of abstracts published in the journals in their specialities.

Literature overview

In order to train students to make a proper abstract, first of all, it was necessary to reveal similarities and differences between the rules and procedures of writing an abstract by Russian and foreign scientists.

According to Russian GOST (1995), an abstract gives the basic characteristic of the paper's main topic, idea, the aims of the research and its results. The article necessarily implies novelty and relevance of the conducted research. As for syntax, the standard prescribes using constructions typical for academic and technical papers in Russian. *The new dictionary of methodological terms and concepts* stresses out on such abstract aims as "arranging, synthesizing and evaluating the main ideas of the original source" (Azimov & Shchukin, 2009). Thus, generally, the abstract targets consist in presenting the gist of the subject matter, the aims, originality, and effectiveness of the conducted research (Business Dictionary, 2018) , as well as the findings of the investigation. The APA Manual (2010) and on-line business dictionary (Business Dictionary, 2018) emphasize the compressed nature of the abstract defining it as a comprehensive summary of the contents of the article and the necessity of the abstract brevity and conciseness.

As one can see in both Russian and international sources (Ereshchenko, Mishneva, & Radionova, 2017; Andrade, 2011; Brench, 2010) the abstract is identified in a similar way, until it comes to defining an abstract which is placed before the article.

In contrast to Russian GOST the Publication Manual of the APA (2010) distinguishes several types of abstracts depending on the type of the article the abstract is written for. Thus, the contents of the abstracts differ depending on whether it is an empirical study, a literature review or meta-analysis, a theory oriented or a methodological paper, or a case study. The principal difference is logically linked with the main part of

the abstracts, while the introductory points and the endings are practically the same: the problem under investigation / the problem or relation(s) under investigation; the conclusions and the implications or applications / implications for theory, policy, and/or practice (2010). As it was stated before, the APA manual recommends against the exceeding the word limit (250 words).

An abstract which is usually placed before the scholarly article must be fully self-contained and make sense by itself, without further reference to outside sources or to the actual paper. It highlights key content areas, your research purpose, the relevance or importance of your work, and the main outcomes. It should be a well-developed single paragraph of approximately 250 words in length, which is indented and single spaced. The function of the abstract is to outline briefly all parts of the paper (writing an abstract). The APA manual, which purpose was to illustrate scholars the required rules using some specific examples, gives fairly precise guidance concerning composing and writing an abstract, in particular, with regard to compliance with the grammar and syntax rules. The authors sought to establish a simple set of procedures, or style rules, that would codify the many components of scientific writing to increase the ease of reading comprehension (2010).

Although the rules of writing a "pre-article" abstract are rather strict, authors use various strategies in putting their thoughts on paper. The duty of the author to ensure that the abstract is properly representative of the entire paper (Andrade, 2011). The fit between author and strategy is more important than the particular strategy used (2010). The aim is to find the balance between creating a unique author's style and following the rules of the academic genre, especially, for a non-native speaker. Even though the process of writing a derivative text implies some elements of a creative "productive activity" of the author, the main type of activity is still "reproductive". Constructing the derivate text reflecting the contents of the initial text, the author can undoubtedly represents the elements of the independent productive language activity, but, in general creating an abstract of the article is still *reproduction*. A written abstract of the paper is a complicated speech process integrating not only the author's professionally oriented reading and comprehension skills, that is sometimes called informative competence, but also their ability to reproduce the necessary contents in

a compressed form that is regulated by the international standards of the scholarly style (APA style, 2010). Here, it is necessary to reveal a particular type of the communicative competence – "reconstructive and reproductive" competence, which means the author's ability to fulfill complex intellectual operations on the initial text analysis and synthesis with the subsequent 'dressing" its semantics through other language means. In this vein, it should be taken into account that the author of the abstract needs some special reading and writing skills which are closely interrelated. Here it is fair to speak about such inseparable processes as a procedural coherence of speech activities, procedural movement from the aim to its destination meaning conceptualization of task-oriented information and verbal units (Vishnyakova, 2000).

Thus, scholars in their writings should be aware of the most frequent lexical, morphological and syntactic peculiarities forming the basis of academic texts and follow the rules of the APA style (2010). Sometimes it is rather difficult for some non-native speakers to create the proper abstracts without following someone's examples, though. Which is why a group of teachers and post-graduate students of Voronezh Institute of the Ministry of Internal Affairs and Voronezh Institute of High Technologies have undertaken a study of a number of abstracts published in such respected journals as *Journal of Information Security and Applications* and *International Journal of Information Security* to find out some language and compositional features to follow.

Materials and methods

The main methodological principle to be chosen for teaching writing an abstract to a scholarly paper is the principle of *analogy*, manifested by following the structural and language rules of the academic style, and reducing language interference. Many of the obstacles along the writing and publishing a research paper path can be avoided by following some simple guidelines and practices (Derntl, 2014). But in so doing, to avoid the blind copying of particular language patterns, the teacher should properly organize the educational process. The teacher is advised to be only a tutor, and trainees should themselves select and retrieve the appropriate language patterns to follow. Authors are free, when writing an abstract, to re-use or paraphrase some sentences from the body of their article (Atanassova, Bertin, & Lariviere, 2016).

In the course of our study we used the articles and abstracts only from respectable journals, included in international citation bases. We have chosen two journals with a number of open access articles, such as *International Journal of Information security (Elsevier)* (2017), and *Journal of Information Security and Applications (Springer)* (2016) according to speciality of the testees: *Methods and Systems of Information Security*. Such a choice of journals has resolved the motivation issue, as well as the problem of better understanding the special terminology. Thus, our team (two teachers and eight post-graduate students) have selected 25 articles with the abstracts in open access.

The second step of our research has been linked with selecting samples with characteristic *grammar* and *syntax* features from the abstracts and thoroughly analyzing and categorizing them. Experience shows that a leading role in structuring an abstract is played by grammar and syntax. The author should have some sound skills in recognizing a number of word forms and word-formative elements typical for the appropriate language, as well as positional and structural tokens in the original text. The abstract writer should also be able to properly use conjunctions, transitional expressions and other means of syntactic connection since this ability surely helps the author to restate and reconstruct the gist of the article in a form distinct from the original (Norris, 2018). Unlike vocabulary misuse, resulting in some usage mistakes, which demonstrate merely the writer's language interference, gross violation of morphologic or syntactic rules leads to the impossibility of the speech act performance (Theory of functional grammar, 1987). Furthermore, the wrong use of word formation elements and syntactic structures in international communication demonstrates the author's insufficient language competence and their disregard for the potential interlocutor. This is clearly linked with the fact that the language interpretation of the semantic content enclosed in words, word forms, and syntactic structures is historically formed. Native speakers have been given the established systems of language meanings along with embedded ways of these meanings representation. The historically entrenched language interpretation of the semantic contents represented in words, word forms and syntactic constructions, is the unbiased system oriented form of existence, which is relatively independent from the expressed contents. Thus, the contents

conceptualization or expression in the speech is, on the one hand, the process determined by the actual language units, and the objective laws of their usage, while, on the other hand, a creative process, defined by the speech style of the author (Theory of functional grammar, 1987). Hence, our analysis has been mainly oriented towards grammar and syntactic peculiarities of the abstracts.

In our study we tried to combine and compare the rules and policies recommended by APA Manual and the author's unique style of writing. Thus, the second principle of our research can be considered as *comparison*.

Results and discussion

The analysis of the selected abstracts has revealed the number of language and structural peculiarities typical for all the examined sources.

Table 1 shows some results of the conducted research illustrating the main typical grammar, syntactic, and linguistic features of the investigated abstracts:

Table 1: Some data on typical grammar and structural features of the open access abstracts to the articles published in International Journal of Information security (Elsevier) and Journal of Information Security and Applications (Springer)

Title of the Article and the internet link	*PiSHi: click the images and I tell if you are a human (https://link.springer.com/article/10.1007/s10207-015-0311-z)*	*Improving the ISO/IEC 11770 standard for key management techniques (https://www.cs.ox.ac.uk/people/cas.cremers/downloads/papers/CH2014-iso11770)*	*A comprehensive approach to discriminate DDoS attacks from flash events (https://www.sciencedirect.com/science/article/pii/S2214212615000472)*
Number of Words	244	86	110

Number of Printed Characters	1372	511	717
Number of Sentences	12	4	5
Number of Simple Sentences	8	3	4
Number of Complex Sentences	4	1	1
Number of Complex Sentences with Clauses	4	1	1
Number of Compound Sentences	-	-	-
Present Simple	*Besides, it **is** harder for machines to distinguish such elements compared to text.*	*In the attack, the adversary **does not modify** the contents of any messages, but only **changes** the implicit sender/recipient fields.*	*In this subsection, we **give** an overview of SMC.*
Sentences with Compound Nominal Predicate and the Auxiliary Verb as a Link Verb	*The final pattern **is the distribution of the total response time**.*	*Thus, analysing these two parts **is a significant undertaking**.*	*Share mind **is an implementation of privacy-preserving computation technology** based on SMC.*

Present Perfect	*Moreover, it **has been shown** that even the most difficult variants of distorted text can be solved with 99.8% accuracy by advanced methods.*	*However, most previous analyses of the ISO security standards **have been** very limited in scope.*	-
Modals	-	*However, interested parties **can** freely analyse the designs from the early drafts, which **may** help identify and prevent problems before the standards are deployed.*	*Once the satellite pairs with a sufficiently high collision risk have been found, the satellite operators **should** exchange more detailed information and determine if a collision is imminent and decide if the trajectory of either object should be modified.*
Passive Voice	*These credits **were used** in order to passing or failing the users, as well as updating the captcha database.*	*However, interested parties can freely analyse the designs from the early drafts, which may help identify and prevent*	*Data **are collected** from data donors and sent to the three SMC parties called miners.*

		*problems before the standards **are deployed**.*	
Modals + Passive	*New images **can be included** from different sources by using Image selector from the web component.*	*Fortunately, UKS attacks **can be prevented** by choosing a key derivation function that includes the identifiers (IA and IB) of the involved entities.*	*These data **can be analyzed** to predict collisions and hopefully react to the more critical results.*
Transitional Expressions	*Therefore Moreover Hence In addition For example Furthermore Thus*	*However For example In contrast Finally Thus*	*Therefore Moreover In this paper However For example First Next Finally Furthermore As a result*
Attributive Ranges	*- hardness rate - communicati on complexity - interaction*	*- management techniques - key agreement mechanism - the key derivation function*	*- secure multiparty computation - cryptographic guarantees - the US Space Surveillance - network*

	patterns		*vector and matrix operations*
Participle II and Participle II Constructions	-	*… both encrypted messages ... the claimed security properties*	*The first confirmed and well-studied collision ...*
Infinitive and Infinitive Constructions	-	*We use further automated analysis **to narrow down** the scenarios in which the protocol is vulnerable.*	*The algorithms running in the SMC nodes must be audited **to ensure** that they do not publish private inputs.*
Gerund	*... by using machine learning techniques ...*	*The benefit of this approach is that we can often exhibit straightforward attacks **without having** to argue about the full details of the assumed threat models, protocol execution model, and modelling properties.*	*... for calculating the probability ...*

First, we should claim that the abstracts' structures are more or less identical and correspond the requirements of the APA Style (2010). The authors primarily expose the topic of their studies:

"SCADA (supervisory control and data acquisition) systems are used for controlling and monitoring industrial processes", or

"As the cloud computing paradigm evolves, new types of cloud-based services have become available, including security services. Some of the most important and most commonly adopted security services are firewall services".

The authors further highlight the existing contradictions and the research relevance:

"Process-related threats take place when an attacker gains user access rights and performs actions, which look legitimate, but which are intended to disrupt the SCADA process", or

'These cannot be easily deployed in a cloud, however, because of a lack of mechanisms preserving firewall policy confidentiality'.

Then they suggest the means of resolving the problem:

"We propose a methodology to systematically identify potential process-related threats in SCADA", or

"To bypass these issues, the following article introduces a novel framework, known as the Ladon Hybrid Cloud, for preserving cloud-based firewall policy confidentiality".

Next we can observe a short description of the conducted research or experiment:

"We conduct experiments on a real-life water treatment facility", or

"A number of optimization techniques, which help to further improve the Ladon Hybrid Cloud privacy level, are also introduced".

Finally, the authors draw some conclusions concerning the effectiveness of the obtained results:

"A preliminary case study suggests that our approach is effective in detecting anomalous events that might alter the regular process workflow", or

"Finally, analysis performed on the framework shows that it is possible to find a trade-off between the Ladon Hybrid Cloud privacy level, its congestion probability, and efficiency".

Each abstract consists of eight or eleven sentences and is dominated by the simple expanded sentences and complex sentences with clauses. The percentage of the complex sentences is significantly lower when

compared with Russian academic style.

The distinguishing feature of the examined syntax in considered to be the predominance of the Active Voice Present Simple Sentences, as well as definition sentences with compound nominal predicate and the auxiliary verb as a link verb. This feature is basically consistent with the APA rules, claiming the "use the active rather than the passive voice" (2010).

"Video frame-rate up-conversion (FRUC) is one of the common temporal-domain operations", or

"MCB is an early attempt to use three-dimensional reference to achieve information hiding in grayscale image".

This characteristic is the basic one which is not typical for the Russian academic style. Russian abstracts are often entirely written in Passive Voice while in English abstracts Passive Voice constructions are rare. As a rule, one can occur these constructions used in Present Perfect or with Modals that helps to avoid the directness of speech and leads to language hedging:

"Secret data are embedded in the cover pixel LSBs by utilizing spatial coordinates", or

"In a broad sense, FRUC can be regarded as a video forgery operation", or

"Moreover, the original frame-rate of up-converted video can be inferred".

However, the study shows that the use of Passive Voice constructions in the examined abstracts is rather frequent, which is why we can conclude, that Passive Voice cannot be completely excluded from the English academic style. Somewhere, the authors contradict the APA rules and use Passive Voice 'with great pleasure".

The APA Manual does not give the strict recommendations on using Tenses: "Use the past tense to express an action or a condition that occurred at a specific, definite time in the past. Use the present perfect tense to express a past action or condition that did not occur at a specific, definite time or to describe an action beginning in the past and continuing to the present (2010). In accordance with the results of our research, we can conclude, that present Perfect is significantly more frequent in the analysed abstracts that Past Simple. Along with Present Simple and Present Perfect Tenses Perfect Continuous Tense is widely used in the examined material:

"From the earlier frame repetition and linear interpolation, FRUC has been developed to motion compensated frame interpolation (MCFI), which effectively overcomes the temporal jerkiness and ghosting shadows, or

"Hiding information on grayscale images has been drawing much attention in recent years".

These Tenses are mostly used to describe the experimental stages.

The APA Manual recommends to "select these (relative) pronouns and conjunctions with care". "interchanging them may reduce the precision of your meaning" (2010). Speaking of using clauses with subordinative conjunctions, we must state that the most frequent ones in the analysed abstracts are clauses with relative pronouns. In our opinion this fact is explained by the descriptive and explanatory aims of the abstracts:

"Based on our observations, we identify multiple vulnerabilities, and propose Touch Signatures which implements an attack where malicious JavaScript code on an attack tab listens to such sensor data measurements", or

"Flash event (FE), which is an overload condition caused by a large number of legitimate requests, has similar characteristics as that of DDoS attacks", or

"Process-related threats take place when an attacker gains user access rights and performs actions, which look legitimate, but which are intended to disrupt the SCADA process".

The isolated cases of using clauses of concession and contrast are occurred, but their limited use is justified by the absence of the necessity to compare something within the abstract frames:

"As the cloud computing paradigm evolves, new types of cloud-based services have become available, including security services", or

"These cannot be easily deployed in a cloud, however, because of a lack of mechanisms preserving firewall policy confidentiality", or

"In this work, for the first time, we show how user security can be compromised using these sensor data via browser, despite that the data rate is 3–5 times slower than what is available in app".

Morphological features of the examined abstracts prove their scientific and technical character. It can be seen from using a great number of nominative and attribute groups (*distributed denial of service attacks, victim web servers, background traffic, traffic cluster*

entropy, source address entropy, receiver operating characteristic, attack detection sensitivity requirements), verbal nouns with the suffix *–tion* that represent processes and activities (*application, transaction, detection, combination, simulation, classification*), so-called academic verbs with the meaning of transformation *(to legitimate, to validate, to modify, to qualify)*, as well as international words of procedural nature *(simulation, isotropic, effectiveness, transaction, scenarios)*.

It should be mentioned, that the authors of the abstracts tend to nominalize constructions by using verbal nouns and Gerund phrases:

'...it is observed that FRUC still leads to edge discontinuity or over-smoothing artifacts around object boundaries' или *'Moreover, our method can easily avoid the overflow problem in the embedding process and the hiding capacity is flexible by operating on magic cubes with different scales'*.

In this case Gerund of manner and Infinitive of purpose are mostly predominant:

'*…by sending a flood of packets …'*

'To further improve the hiding capacity and visual quality, we propose …'.

The content of teaching writing abstracts and reports should include not only morphological features and syntactic constructions of the initial papers, but also ways of creating logical written scientific papers. We suggest that learners use logic and syntactic structure of the examined abstracts while making "pre-article" abstracts to academic papers connected with their own scientific research.

Particularly the following sample of logical abstract composition can be used:

1. *… is...*
2. *… has been developed to do smth ...*
3. *… can be regarded as …*
4. *By experiments it is observed that …*
5. *… approach is proposed to …*
6. *After … ing …, … is exploited to …*
7. *… can be inferred …*
8. *The proposed approach is not only …, but also …*

Conclusion

Thus, in our opinion, teaching writing abstracts and reports in English to post-graduate students and scientific workers should be

based on the authentic samples from respected foreign journals concerning learners' specialties. Special attention should be paid to syntactic constructions of the initial papers in order to minimize language interference.

The suggested way of teaching foreign language reconstructive and productive activity implying writing "pre-article" abstracts in the English language on the basis of preliminary analysis of grammar and syntactic features of scientific abstracts is one of the most effective means of learners' foreign language communicative professional competence forming. It deals with the fact that linguostylistic analysis of the authentic scientific material as well as the subsequent application of the initial constructions in language activity can be referred as active forms of teaching that promote learning process activization and learners' creative involvement in professionally-oriented problems solving. Such kind of teaching enhances learners' professional knowledge and at the same time develops practical skills and abilities in foreign language academic activity.

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