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**КУЛЬТУРНО-ОБУСЛОВЛЕННЫЕ ОТЛИЧИЯ
АВТОРСКИХ РЕЗЮМЕ К СТАТЬЯМ В РОССИЙСКИХ
И МЕЖДУНАРОДНЫХ ЖУРНАЛАХ**

Цель работы – проанализировать культурные отличия в текстах аннотаций к статьям российских и международных журналов. Сочетание корпусных методов и когнитивного подхода позволило выявить ряд отличительных особенностей в указанных текстах с точки зрения объёма, риторической структуры и словарного состава.

Ключевые слова: аннотации к российским статьям, корпус, жанровый анализ, риторическая структура.

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CROSS-CULTURAL DIFFERENCES OF RESEARCH ARTICLE ABSTRACTS IN RUSSIAN AND INTERNATIONAL JOURNALS

The paper aims at analysing cross-cultural differences between article abstracts in Russian and international journals. Corpus tools and cognitive approach have revealed a number of distinct features in the above texts related to their length, rhetorical structure and vocabulary.

Key words: Russian article abstracts, corpus, genre analysis, rhetorical structure, cognitive approach.

Introduction

Integration of Russian universities into the global scientific and educational community has entailed dramatic changes for the staff both in terms of teaching and researching. To increase their competitiveness, universities call on the faculty to publish papers in the journals included into the universally recognized databases (such as Scopus and Web of Science) and having a high impact factor. To be read and cited on the global scale, articles should be written in English which nowadays has become not so much the language spoken in the UK or the USA but rather the language used in the whole world by people of different countries. Therefore, *Academic English as Lingua Franca* is essentially a special (simplified and unified) variety of English used by the world's academic community.

However, writing articles for international journals does not only mean doing it in English but doing it in a different way which is accepted in the global academic culture and may be different from the Russian (or ex-Soviet) academic culture. As with other aspects of culture, these differences are often 'invisible' and not easily perceived. Sometimes authors simply translate abstracts from Russian into English, or write them in English but retain the features and genre conventions of Russian research papers.

The aim of this paper is to find out and analyze cultural differences in abstracts of the articles published in Russia and abroad. Journal article abstracts are classified as a “part-genre of research articles” (Feak, Swales, 2009). Their increased role in recent years can be explained by two factors: huge growth of papers published in journals annually (and thus physical impossibility to read all articles) and restricted access to electronic articles (when journals charge steep fees for reading /downloading full texts). Consequently, abstracts are “more important for the reader than for the writer” (Swales, Feak, 2004). This has resulted in their increased length (120-180 words, 5-8 sentences), especially for “hard” sciences such as Physics or Chemistry (Feak, Swales, 2009). Another consequence has been adoption of *structured abstracts* with labels indicated by boldface type for various abstract sections: Purpose, Methods, Results, etc.

J. Swales and C. Feak (Swales, Feak, 2004) identify two main approaches to writing JA abstracts: the *informative*, or “result-driven” approach which concentrates on the research findings, and the *indicative*, “summary” approach which provides one- or two-sentence synopses of each of the sections. Recent works in discourse analysis (Feak, Swales, 2009) have revealed a number of “rhetorical moves” (or communicative stages) in abstracts: (1) Background / introduction/ situation; (2) Present research / purpose; (3) Methods / materials / subjects / procedures; (4) Results / findings; (5) Discussion / conclusion / significance.

Materials and methods

To find out cultural differences in journal article abstracts, two corpora were constructed:

1) abstracts from the journal *Issues of Applied Linguistics* published by *People's Friendship University of Russia* (hereinafter referred to as RUDN) from 2009 to 2015 (209 abstracts);

2) abstracts from the journal *Applied Linguistics* published by *Oxford Journals* (hereinafter referred to as OXFORD) from 2009 to 2015 (164 abstracts).

The selection of the journals was based on their similar field (Applied Linguistics). The field, in turn, was chosen because the Russian authors – applied linguists – are proficient in English and the main source of differences should be cultural conventions. The articles were written in Russian but the abstracts were both in Russian and English. The authors of the OXFORD journal represent various countries and, thus, can be considered using *Academic English as Lingua Franca*.

In the construction and the quantitative analysis of the corpora, Mike Scott's software package *WordSmith Tools*, version 5, was used, including such tools as Frequency Lists, Type-Token Ratios, Consistency Lists, Concordances, Clusters, etc. (Tolstova 2009). The corpus (quantitative) study was added by the cognitive approach (Nazarova, 2012) in the form of analyzing the rhetorical (cognitive) structure of the abstracts and their vocabulary semantic analysis.

Results and discussion

The RUDN corpus contained 209 abstracts while the number of tokens (running words) is 11,321 and the number of sentences is 517 (for OXFORD, the figures are 27,003 and 991, respectively). The first difference between the two corpora was in the length of the abstracts (55 words for RUDN and 165 – for OXFORD). The sentences in the Russian abstracts are also shorter (their mean number is 2.5 for RUDN and 6 for OXFORD). However, the longitudinal study has shown that since 2015 the figures have been gradually aligning (see diagrams 1 and 2).

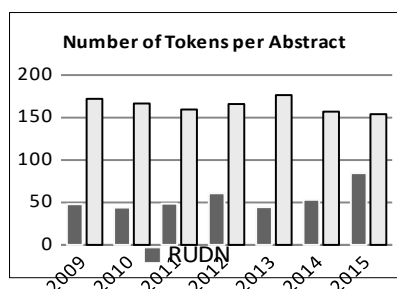


Diagram 1. The number of tokens (running words) per abstract.

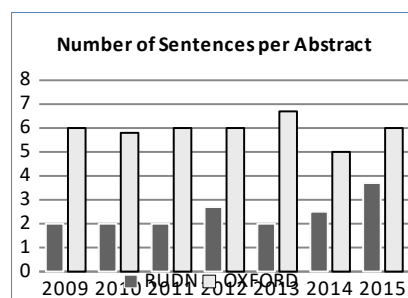


Diagram 2. The number of sentences per abstract.

The differences can be explained by the fact that the RUDN authors used to hold to the old Russian conventions of abstract writing when the role of an abstract was not so important being a mere formality. Whereas now, they have started to adopt the new conventions.

The Frequency List tool was used to detect the most popular lexical words. Table 1 shows the list of top 10 lemmas, i.e. the base form of a word, disregarding grammatical changes such as tense and plurality (Biber, 2004). For comparison the data was checked against *A New Academic Word List* (AWL) made up by Averil Coxhead. The whole list (570 words) is subdivided into 10 sublists according to their frequency, where Sublist 1 contains the most common words and so on. Each sublist contains word ‘families’, e.g. the family for *analysis* includes: *analyze*, *analytical*, *analyst*, etc. Three words from our corpora are present in the AWL: ANALYSIS (Sublist 1), RESEARCH (1) and AUTHOR (6).

Table 1. Most Frequent Lexical Words in the Two Corpora

	RUDN	OXFORD	

LEMMA	Raw count	Normalized count (per 1000 words)	Ranking in the 10	Raw count	Normalized count (per 1000 words)	Ranking in the 10	t (AWL)
ANALYSIS	43	3.8	-	146	5.4	4	1
ARTICLE	211	18.6	1	144	5.3	5	-
AUTHOR	75	6.6	7	12	0.4	-	6
BUSINESS	57	5.0	9	4	0.1	-	-
COMMUNICATION	62	5.5	8	10	0.4	-	-
DISCOURSE	81	7.2	4	66	2.4	-	-
ENGLISH	80	7.1	5	131	4.9	6	-
FOREIGN	71	6.3	6	29	1.1	-	-
LANGUAGE	156	13.8	2	276	10.2	1	-
LEARNER	15	1.3	-	271	10.0	2	-
LEXICAL	12	1.1	-	62	2.3	10	-
RESEARCH	11	1.0	-	106	3.4	7	1
RESULT	9	0.8	-	70	2.6	9	-
STUDENT	46	4.0	10	91	3.4	8	-
STUDY	44	3.9	-	234	8.7	3	-
TEACHING	83	7.3	3	19	0.7	-	-

The highlighted words (ARTICLE, ENGLISH, LANGUAGE, STUDENT) are the four most frequent lemmas in both corpora. ARTICLE also makes the core of the most frequent clusters in the

RUDN corpus: ARTICLE DEALS WITH (55); ARTICLE IS DEVOTED (33); IN THE ARTICLE (13); ARTICLE EXAMINES (12); ARTICLE DESCRIBES (12).

The vocabulary of academic texts consists of the following three groups: General English Words, Academic English Words, and Topic-Related Words. In Table 1, there are five GA words: *analysis, author, research, result, study*. To analyse the frequency of academic words in the two corpora, they were compared against the *AWL* consisting of 1140 words (including word families). The RUDN corpus contained 445 types (individual words) from the list (1682 running words), while for the OXFORD Corpus these figures were 920 and 4027, respectively. At the same time, they show the same share of the total number of types and tokens (23% and 15%, respectively). Table 2 shows the top 20 academic words each of which was attributed to a certain semantic field: Self-Identification (I), Background (B), Purpose (P), Subject-Matter (SM), Materials and Methods (MM), Results (R).

Table 2. Most Frequent Academic Words in the Two Corpora

RUDN				OXFORD			
LEMMA	Count	Ranking in ZL	Semantic field		Count	Ranking in ZL	Semantic field
AUTHOR	75	6	SI	ANALYSIS	146	1	MM
COMMUNICATION	62	4	SM	RESEARCH	106	1	SI
PROCESS ^N	43	1	SM	TASK	80	3	MM
ANALYSIS	43	1	MM	DATA	59	1	MM
PROFESSIONAL	40	4	SM	PARTICIPANT	53	2	MM
TEXT	38	2	MM	INTERACTION	47	3	SM

DEVOTED	31	9	P	COMPLEXITY	41	2	MM
APPROACH	31	1	MM	ROLE	41	1	SM
METHOD	30	1	MM	ACADEMIC	36	5	SM
COMMUNICATIVE	27	4	SM	CONTEXT	35	1	SM
ASPECT	27	2	SM	ACQUISITION	33	2	SM
FUNCTIONAL	24	1	SM	APPROACH	30	1	MM
CONCEPT	24	1	SM	INSTRUCTION	29	6	SM
FEATURE	21	2	SM	THEORY	29	1	B
ROLE	18	1	SM	TARGET	27	5	SM
SPECIFIC	17	1	SM	VARIATION	23	1	MM
CULTURAL	16	2	SM	ITEM	23	2	SM
MEDIA	16	7	SM	PROCESS ^v	22	1	MM
ECONOMIC	14	1	SM	FOUND	21	9	R
STRATEGY	14	2	SM	INPUT	20	6	MM

The most frequent semantic fields are Subject-Matter for the RUDN corpus (14) and Materials and Methods (10) for the OXFORD one. The lemma BACKGROUND is used in the latter for both Self-Identification (*This research*) and Background when it gives reference to the works of other researchers.

Of all 373 abstracts only one (RUDN) has a marked structure (*Subject:, Tasks:, Methods:, Newness*). However, the semantics of their words allowed us to reveal several rhetorical moves, such as: *Purpose* (PURPOSE, AIM), *Methods* (METHOD, APPROACH, ANALYSIS, EXPERIMENT, MEASURE, ASSESSMENT, COMPARE,

TECHNIQUE, PARTICIPANTS, PROCEDURE, EMPLOY, BASED ON, etc.), *Results and Discussion* (RESULT, FINDINGS, NUMBER, INSTANCE, SHOWN, FOUND, SUGGEST), *Conclusion* (CONCLUDE, CONCLUSION), *Practical Implication* (CAN BE USED, PRACTICAL IMPLICATION). Most of them (except *Purpose*) are found in the OXFORD corpus.

The *Purpose* move follows a certain pattern: Self Identification + Action. For Self-Identification, the RUDN abstracts employ such nouns as ARTICLE, PAPER, AUTHOR, while the OXFORD abstracts use STUDY, RESEARCH and pronouns *we* and *I*. The verbs which describe the Purpose of the paper also vary – for the RUDN abstracts these are: DEAL WITH (39), IS DEVOTED TO (30), CONSIDER (18), EXAMINE (16), PRESENT (11), AIM (8); whereas for the OXFORD they are: EXAMINE (59), INVESTIGATE (49), ARGUE (29), REPORT (12), EXPLORE (12).

Conclusions

Taking into account the overall number of sentences in the RUDN abstracts (about 2.5), broader meaning of the verbs in the initial sentence (*deal with, devoted to, consider, dedicated, is about, etc.*) and prevalence of topic-related vocabulary, – makes it plausible to describe this type of abstract as brief signalling the subject-matter of the article. By contrast, the OXFORD abstracts demonstrate a more explicit structure (Purpose, Methods, Results, Conclusion) and include more information about the article and the study in general.

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СЛЕНГ КАК ОДИН ИЗ СПОСОБОВ САМОВЫРАЖЕНИЯ МОЛОДОГО ПОКОЛЕНИЯ