4 They Teach Writing but They Do Not Write: Why Russian University Foreign Language Instructors Rarely Publish

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Since Russia entered the Bologna process in 2003, the pressure to publish in Russian universities has been steadily increasing. Language instructors supposedly have had the advantage of being proficient in English, so they may be hypothesized as productive in terms of academic publications. Despite the requirements imposed by Russian universities and the support they provide, it has not been the case. To reveal the factors that have prevented this large group from being represented in academic journals and the factors that may encourage them to write for publication, a survey was administered to language teachers representing 37 universities based in different parts of Russia. One hundred and forty instructors completed the survey. The results of the survey allowed the researcher to compare the language instructors who have had a considerable publication track record and those who have not in terms of attitudes, skills, and practices. The survey results were supplemented by the findings of semi-structured in-depth interviews with 10 successful writers. Results showed that time constraints, research incompetence, unfamiliarity with Anglo-American academic conventions, the absence of a supportive environment, and low motivation pose major difficulties. Implications for institutional policies and individual strategies were extrapolated from the analysis of the results. The findings may be relevant to contexts where English is taught at the university level and where publication activity is an institutional requirement for university language instructors.

Faculty at universities around the world live in the "publish or perish" paradigm. Considerable research has focused on how faculty deal with this challenge in different contexts (Bardi, 2015; Duszak & Lewkowicz, 2008; Gea-Valor et al., 2014; Gnutzmann & Rabe, 2014). Some studies have looked

at the hurdles academics in different fields have had to overcome to be more academically productive (Martin et al., 2014). Research has demonstrated that Russia has lagged behind many other developed and developing countries in terms of the number of publications in internationally recognized journals (Macháček & Srhole, 2019). However, there has been little research into how university instructors in Russia enter the international academic dialogue and what difficulties they have experienced while doing so.

Russian universities have done their utmost to increase their research productivity. In the majority of universities, a publication track record has been a must for every member of the faculty. Recruitment procedures have posed strict requirements for the venue and the quality of publications as universities have aspired to get to the top of international rankings. They have provided bonuses to those who publish and have offered the services of academic writing centers. Unlike other faculty, university language instructors have hardly responded to these initiatives. Those who have actually taught writing in English to their students have not produced academic papers themselves.

Historically, in Russian universities language teachers were perceived as practitioners who were supposed to publish only if they choose the academic track for growth. Now the requirement to have a publication track record has been extended to all teaching staff. So far little has been done to investigate the research and publication practices of linguists and language teachers (e.g., Dikilitas & Mumford, 2016; Sato & Loewen, 2018; Schluter, 2014). This shortage may stem from the contextual specificity of the problem, as only in some countries has English been an obligatory subject taught to everyone at the university level irrespective of their major. As the needs of this considerable group cannot be ignored, it is necessary to answer the following research questions:

- What are the factors that inhibit university language instructors' publication activity in Russia?
- What can be done to encourage university language instructors to publish in higher-tier journals?
- What strategies do more prolific authors use, and in what way are they different from their less successful peers?

In search of the answers to these questions, I administered a survey to English language instructors in 37 universities around Russia. Its analysis revealed inhibiting and possible motivational factors for university language instructors' publication activity. Apart from that, the survey results allowed me to study prolific writers' attitudes, strategies, and routines. They were supported by interviews in which university language instructors who had a track

record of international publications participated. Based on the findings, institutional support policies and individual strategies are suggested in the paper. The findings may be relevant to contexts where English is taught at the university level and where language instructors constitute a significant portion of academic staff.

Literature Review

Barriers to Writing

A number of factors have been thought to inhibit research productivity (Boice & Jones, 1984; Lee, 2014; Liebowitz, 2015; McGrail et al., 2006). These reasons have either an extrinsic or intrinsic nature.

One of the possible external reasons has been the lack of institutional policies conducive to publication activity. If the institution does not have a research policy that has required all lecturers to engage in scientific inquiry, or it cannot provide infrastructural facilities and resources to support lecturers involved in research, or it does not financially support the incentives to write for publication, academics will not conduct and publish research. What also has decreased research productivity has been the lack of available time, as considerable teaching or administrative loads conflict with writing (Hemmings & Kay, 2010). If instructors have to bear a heavy teaching workload, they may be physically unable to focus on other activities.

Low research productivity and publication rates have been accounted for by the lack of exposure to research on the institutional level. University instructors in some contexts have not realized how research could enhance teaching and have little or no access to current research (Sato & Loewen, 2018). Without access to academic journals and deprived of a supportive academic environment, instructors have not been able to participate in academic dialogue and remain aware of what is current or what ideas are worthy of publication. Lack of mentoring and group support has been an example of the absence of a conducive environment as well. In non-English speaking universities, researchers have rarely been trained to write for publication in English (Rezaei & Seyri, 2019).

External factors influence research productivity. For instance, at-desk rejections have not always had to do with the quality of the paper, as they may have been caused by the disparity of standards between academics and reviewers (Min, 2014). Researchers still have not developed uniform criteria on what a research article should look like (van Enk & Power, 2017). The decision to reject an article could also have political reasons (Rezaei & Seyri, 2019).

The intrinsic factors have depended on the individual. The absence of relevant knowledge and skills has served as an example of such a factor. Not only the knowledge component but a person's attitude could predict whether they will participate in an activity. University instructors have not been necessarily interested in research and publication activities and work in the tertiary sector for other reasons. Not everyone has been confident in their skills and the outcome of the endeavor. Some have been put off by the fear of rejection or the daunting prospects of lengthy reviewing and redrafting periods, high rejection rates, and limited readership. Some have opted for publishing in the local language to make their work known locally and have attracted a readership (Duszak & Lewkowicz, 2008). Lack of intrinsic motivation may lead to task avoidance even when extrinsic factors are present.

Any skill is acquired through constant practice, and writing is no exception. Once an academic stops writing, it is difficult to get back on track. Some individuals have faced a writing block conditioned by a negative experience, fear of criticism or perfectionism (Crosby, 2003). Furthermore, writing has required focus, so distractions and lack of discipline may get in the way. Not only does it take time to develop writing routines, but it has also been increasingly difficult to catch up with those who write successfully (Boice & Jones, 1984). The Matthew effect, by which more famous scholars get more opportunities to publish, has had its place in academia (Merton, 1968).

More issues have emerged in non-anglophone contexts. In academic environments where English is a non-native language, insufficient linguistic competence and unawareness of Anglo-American academic conventions have been identified as the dominant issues (Frumina & West, 2012; Gea-Valor et al., 2014; Min, 2014; Olsson & Sheridan, 2012). Even researchers from European countries have experienced difficulties on the levels of lexis, grammar, and rhetoric (Perez-Llantada et al., 2011). Academics have been "linguistically constrained in writing their papers in English," and this has been felt as "burdensome" (Perez-Llantada et al., 2011, p. 206); therefore, scholars "heavily rely on external help to cope with linguistic issues" (Fernandez & Varela, 2009, p. 159). In humanities and social sciences, linguistic demands may be higher than in hard sciences (Gnutzmann & Rabe, 2014). There has been a fear that the incorrect use of English could impede reviewers' understanding of the main message (Min, 2014), which actually has happened at times and has led to rejections.

In some cases, language has not been the major concern (Belcher, 2007; see also Chapter 1). Culturally determined thinking patterns have influenced the way authors have structured their writing (Kaplan, 1966; Leki, 1992), so non-native speakers have had to come to grips with alien academic and writing conventions. The style of composition and even the strength of claims is cultur-

ally specific (Flowerdew, 1999). It has been a challenge to find topics relevant to the global community, as local issues may not appeal to the wider readership (Min, 2014). Authors from non-anglophone contexts have been overly focused on their local contexts, and therefore their research findings have not appealed to the international academic community (Flowerdew, 2001).

The failure to appropriate Western academic conventions has inhibited the publication productivity of non-native English speakers even if their general language proficiency has been high. As Hyland (2006) has reasonably put it, it is necessary to communicate in the manner accepted by the community to become part of that community. Writing mechanics may have been an issue, such as lack of skill in citing references (Liebowitz, 2015). On the level of syntax, authors have had to handle two competing goals in EFL academic writing: explicitness and conciseness (Wu et al., 2020). The effort invested in the writing of various elements of an article may differ. For example, Spanish scholars have reported that the discussion section has been the most challenging part to write (Martin et al., 2014). Actually, both L1 and L2 writers have had a tendency to mix discussion with results (Shen et al., 2019). Literature reviews and the identification of research niches could pose a problem for writers whose cultural conventions have not presupposed critical discussion and evaluation of arguments in writing (Uzuner, 2008). Journal editors have found introductions and literature reviews composed by non-native speakers to be "not structured appropriately" (Flowerdew, 2001, p. 136).

Publication of research is only a part of research activity, which also involves networking, collaboration, research management and completion, and evaluation of research (Kyvik, 2013). As the primary reason for rejections has been the flaws in research (Martin et al., 2014), the lack of research and data analysis skills may inhibit instructors' publication activity. Not trained in how to plan, conduct, and analyze research, language teachers have seen no value in it and no connection to their classroom practices (Bai, 2018).

Support and Strategies

Support and motivation have been inextricably linked with the barriers university instructors have come across when writing for publication. Thus, the factors that could help university instructors be more academically productive have been primarily targeted at the elimination of these barriers. They are:

- Availability of time and other resources;
- Exposure to research in the field;
- Development of relevant skills;
- Understanding of how empirical research should be conducted;

- Increased awareness of what is topical and can be researched;
- Understanding of Anglo-American academic writing conventions;
- Increased English language proficiency.

Institutional policies understandably have relied on reward and punishment initiatives. The former has included bonuses awarded for publications or the opportunity of promotion, the latter could manifest in contract termination. Threats of contract termination or promises of financial rewards have had some effect on research productivity; however, such factors as previous experience and mentoring have been more effective (Reyes-Cruz & Perales-Escudero, 2016).

Keen (2007) has suggested that support should be provided at the stages of preparation, actual writing, and submission. At the preparation stage, authors could be provided with information or access to scientific journals. At the writing stage, support could take the form of courses, coaching, or collaborative writing groups. At the submission stage, formatting and proofreading services could be provided.

McGrail and colleagues (2006) have considered different types of interventions aimed at increasing academic publication rates. The researchers looked at writing courses, writing support groups, and writing coaches. Writing courses seemed to attract novice writers, while writing groups appealed to more experienced ones. However, it was difficult to gauge the efficiency of those interventions as individuals already committed to writing for publication participated in the activities. Intrinsic drives, such as the desire to understand a topic in depth, the ambition to reach one's potential or to increase one's confidence, should supplement external training (Liebowitz, 2015).

Some studies have looked at the strategies researchers have implemented while participating in the publishing process. When identifying a research niche, Taiwanese social science scholars have considered the topics relevant to the local public, which also have been of interest to a wider community (Li & Flowerdew, 2009). For Iranian doctoral students, reading similar articles extensively seemed to be the most efficient strategy at the preparation stage; they also usually asked their supervisors and more proficient friends to edit their articles before submission (Rezaei & Seyri, 2019). Spanish medical scholars familiarized themselves with the journals in the field and their writing conventions when preparing for writing (Martin et al., 2014). They preferred the help of expert editors familiar with the field before submitting the publication. Ho (2017) found out that Taiwanese doctoral students resorted to each other's help as well as the aid of experienced mentors. It has been possible to resort to the English translation of the manuscript (Luo & Hyland,

2019) though direct translation may be inappropriate due to the difference in writing conventions and rhetorical patterns.

At least partly, motivation to write academic papers should come from within. One of the things that constitutes a professor's job satisfaction is having an impact on the scientific community (Larsson & Alvinius, 2019). As Lee (2014) rightfully puts it, "we don't just publish to keep our jobs, but to become contributing members of the academic/research community, to advance knowledge in the field, to gain personal satisfaction, and to make a difference" (p. 260). One can hypothesize that prolific writers are motivated to carry out research and write for publication. They have regular engagement with research input in the English language; therefore, these academics are aware of the features of academic written discourse.

Though writing in English should not be an issue for university language instructors, other challenges are likely to be present. Revealing the most significant factors that inhibit this cohort's publication activity in the context of Russian tertiary education may help to find a way to decrease those barriers. Finding out the motivational aspects that could encourage language teachers to publish more could help decision-makers to develop the relevant policies. If detected, the strategies more prolific researchers use to be more productive publication-wise could shed light on the best practices.

Method

Russian universities have provided foreign language (predominantly English) classes to all students irrespective of their major. This has been the reason why university language instructors have constituted a significant part of academic staff. Trying to enter international rankings and increase their visibility in the international scientific community, universities have required that their staff publish regularly and in internationally recognized journals. It has been shown that poor proficiency in the English language has prevented Russian scholars from successful participation in the international academic dialogue (Frumina & West, 2012). Language instructors supposedly have had the advantage of being proficient in English; therefore, one might suppose them to be productive in terms of academic publications. In reality, it has not been so. A tertiary language instructor with a publication track record has been more of a rarity than a rule. So, quite a few language instructors have had to settle for short-term contracts with hourly pay without being able to enjoy the perks of full employment.

There may be several reasons for such a situation. Traditionally, language instructors have been considered craftsmen who are trained to do their

job—teaching—well without being required to delve into scientific endeavors. They may not have undergone rigorous scientific training. If they have, this may have happened in a different paradigm. Research methods in humanities and social sciences, as well as the written academic discourse that prevailed in Soviet times, have been quite different from what international norms have required (see Chapter 1 and Chapter 3). Anyway, language instructors in Russian universities and in many other contexts (as is described in Bai, 2018; Dikilitas & Mumford, 2016; Sato & Loewen, 2018) have constituted a large group who have needed support and development. Therefore, it is necessary to study what barriers they have faced when writing for publication and the motivations and strategies that could urge them to do it more successfully.

Research Design and Participants

Stage 1

The literature review formed the basis of the questionnaire administered to university language instructors. Surveys and questionnaires are instruments widely used to reach out to a large number of respondents, and academics are no exception here (see, for example, Martin et al., 2014).

The questionnaire included: One open question in which the participants were asked to identify the university they work for, six multiple choice items, and six Likert scale-based items.

The multiple-choice questions pursued a number of goals. The first one asked about the respondent's publication history: "Have you published articles in international peer-reviewed journals?" (the questions are a direct translation from the survey in Russian). The possible options included *Yes, one article*, *Yes, several articles*, *No, but I want to*, and *No, and I have no desire to*. The second question asked the respondents if publication activity was a demand imposed by their universities. Three more multiple choice questions dealt with the challenges language instructors faced when they conducted research and wrote for publication, and the possible motivational factors. The choice of options was based on the issues and strategies discussed in the literature review. The respondents had the opportunity to type in their own answers to the multiple-choice questions. The final question required the participants to select the stage of the publication process which they considered the most challenging one.

The Likert scale-based items looked specifically at the factors that may have been characteristic of the population in focus. They touched upon language instructors' attitudes ("I prefer teaching to researching and writing for

publication, I want to share my knowledge with the international community"), their practices ("I regularly read articles in English"), and necessary knowledge and skills ("I am aware of the particular features of Anglo-American academic discourse;" "I am aware of the demands of each element of an academic article in terms of content and language;" "Language teachers are not taught how to conduct research and write for publication"). The continuum ranged from 1 (*totally disagree*) to 5 (*completely agree*).

The questionnaire was piloted among three university language instructors who were asked to give feedback on the wording and clarity of questions. Feedback was also sought from the head of the HSE Academic Writing Centre (see Chapter 6). As a result, two items were discarded, and three questions of a different type were added.

The link to the online questionnaire was sent to university language instructors by e-mail. One hundred and forty teachers responded to the questionnaire. They were representatives of 37 universities based both in Moscow and beyond (Krasnoyarsk, Novosibirsk, Ryazan, Rostov, Irkutsk, Tambov, Ulyanovsk, Vologda, Tuva, Tomsk, etc.). More information on the represented institutions can be found in Table 4.1.

Table 4.1. Represented Universities

University	Number of respondents
HSE University (Moscow)	46
Moscow State Linguistic University	18
Samara State Technical University	13
National University of Science and Technology (Moscow)	12
Buryat State University	9
Siberian Federal University	5
Cherepovets State University	5
Other universities	33
Total	140

The quantitative results were statistically analyzed using descriptive statistical characteristics such as mean and median values, and standard deviations. Pearson correlations were also calculated. The results of this stage informed the design of the second stage of the study.

Stage 2

Semi-structured interviews are a commonly used tool to understand individual and group beliefs, attitudes, and practices (Wu, 1967). Such in-

terviews were conducted with those language instructors who had a track record of publications both in Russian and in English (n = 10). These instructors have published at least three articles in highly ranked international journals within the last five years. The informants were one male and nine females, aged 27-42, including senior lecturers and associate professors. Each interview lasted for about 15 minutes and touched upon the issues and motivations revealed at Stage 1. Each participant answered questions that revealed:

- How they balance their workload and research writing;
- What kind of routine they have for writing;
- How they select the publication venue;
- How they decide on the topic of research and set research questions;
- What they do about data analysis;
- What kind of motivation boosts their academic productivity;
- What kind of instruction they had that allowed them to publish internationally;
- How they deal with rejections and overcome the block that may be provoked;
- If they prefer individual or collaborative writing.

Next, the recorded interviews were transcribed, analyzed, and thematically coded. The data was received in Russian, and the results were translated into English.

Results

Stage 1

Figure 4.1 illustrates the experience the respondents have had with academic publications. As can be seen, less than half of the participants (n = 56) had a publication history (one or more articles published in international peer-reviewed journals). A more considerable but comparable number (n = 84) had not published in international journals yet, though a significant majority of those were determined to publish (n = 73). Apart from the analysis of the results for the whole cohort, it makes sense to focus on the comparison of these two groups. I will refer to those who had already published as Group 1, and those who had not as Group 2.

When asked whether publication activity was a requirement at their universities, the overwhelming majority (83.2%) confirmed the requirement, and only 6.8% of the respondents answered that it was not.

■ yes, one   ■ yes, several   ■ no, but I want to   ■ no, and I am not going to
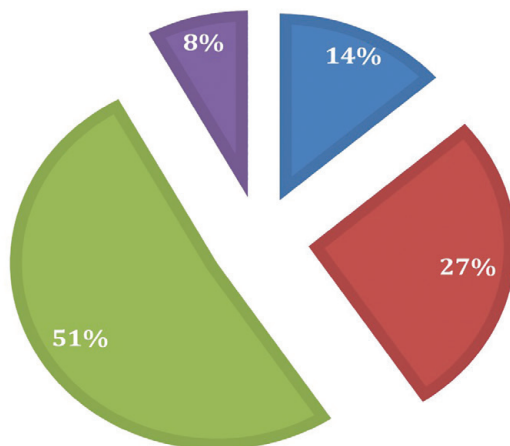

Figure 4.1. Respondents' publication histories and intentions.

The following questionnaire items were informed by the factors singled out when research on the topic was analyzed. The multiple-choice items aimed to reveal the main obstacles that prevented language instructors from research and publication, as well as the factors that could have given them the opportunity to publish more.

As can be seen from Figure 4.2, the major issue for the representatives of both groups was allocating enough time for thorough research (75.4%). A participant wrote that "a heavy teaching load and academic productivity are not compatible." This factor significantly outweighed the other aspects, including the choice of research topic, which came in second place (32.6%) closely followed by self-motivation (31.9%) and setting the research question (29%). Approximately a quarter of the respondents reported having difficulty analyzing qualitative data statistically. Group 1 and Group 2 respondents did not significantly differ in what they considered the main obstacles to their research activity.

When it came to writing for publication, the major difficulty seemed to be the choice of journal (see Figure 4.3). This task was equally challenging for the inexperienced (63.4%) and the experienced writers (60.7%). It presented a challenge for almost two-thirds of the cohort (63.2%). Almost half found it difficult to write the text in compliance with Anglo-American discourse conventions. Both experienced and inexperienced writers reported having difficulty with text editing (37.5%), accessing scientific sources (29.4%), and working with editors (27.2%). Text editing was slightly more challenging for inexperienced writers. Overall, the two groups had coinciding opinions about the major issues they have when writing for publication.
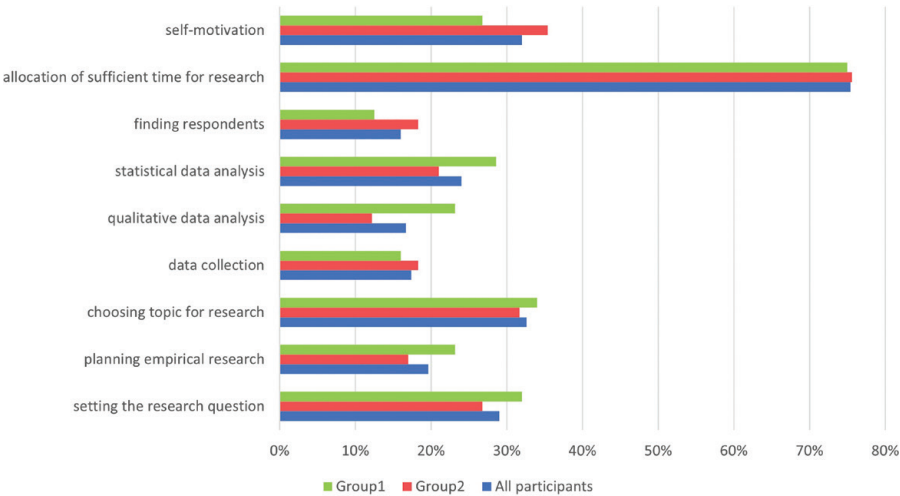
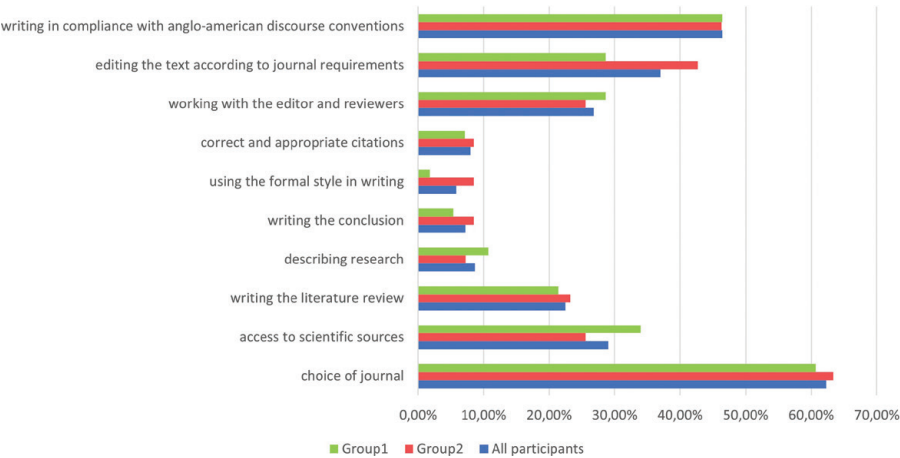*Figure 4.2. Major obstacles in research (all respondents, Group 1, Group 2).*

Figure 4.3. Major difficulties in writing for publication
(all respondents, Group 1, Group 2).

The open responses suggested by the teachers who took the survey mentioned lack of support from administration, lack of a conducive academic environment, the absence of experience, and their considerable teaching load as inhibiting factors. One respondent noted that it was not just the choice of topic that was the problem but the identification of a theme that could be of interest to the broader academic community.

When it came to possible motivational factors, the profiles for the two groups did not coincide (see Figure 4.4). Both cohorts selected the reduction of the teaching workload and the opportunity to focus on writing most often,

though these factors were more significant to Group 1 respondents. Almost half of the participants were encouraged by financial rewards, and this option was selected by both experienced and inexperienced writers. Career prospects and outside help, such as the support of a mentor or of a group, were more appealing to the participants without a track record of international publications. Targeted instruction and recruitment requirements seemed the least attractive of all the options.

The Likert scale-based items looked specifically at the crucial factors that may have been relevant to this particular sample—university language instructors based in Russia. They shed light on language teachers' knowledge, practices, and attitudes.

When it came to attitudes, the vast majority of teachers agreed that they preferred teaching to writing for publication (M = 4, Mdn = 5; see Table 2). The desire to share their findings was on an average level for both groups (M = 3, Mdn = 3). As for practices, regular engagement with academic publications was not typical of the cohort (M = 2, Mdn = 3).

When relevant knowledge and skills were in focus, the respondents mostly agreed they were aware of the features of Anglo-American academic discourse (M = 4, Mdn = 4). However, they were not at all sure what different elements of an academic paper should look like (M = 3, Mdn = 3). All respondents uniformly agreed that language teachers were not usually instructed in research methods and writing for publication (M = 5, Mdn = 4).
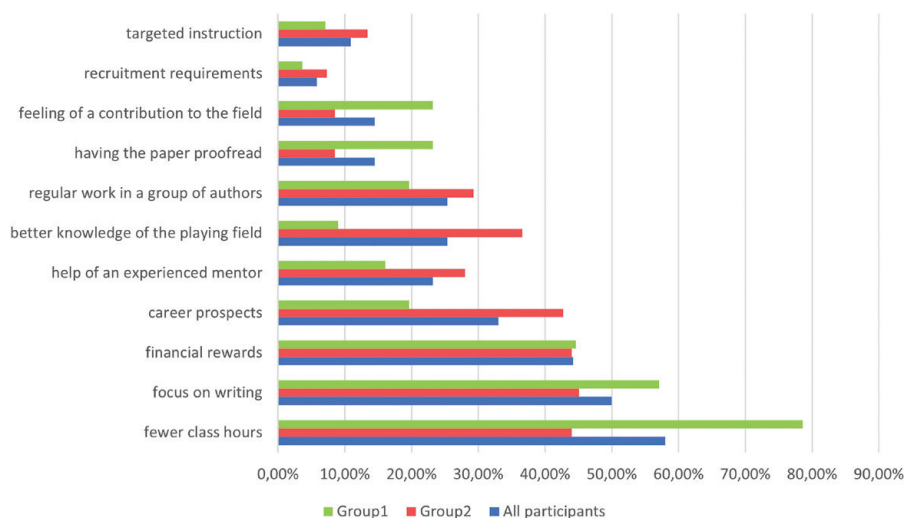

Figure 4.4. Factors that can encourage language instructors to publish more (all participants, Group 1, Group 2). **Table**

4.2. Likert Scale Items Analysis for the Sample

Item	M	Md	SD
Q1. I prefer teaching to researching and writing for publication.	5	4	1.205
Q2. I regularly read articles in English.	2	3	1.217
Q3. I am aware of the particular features of Anglo-American academic discourse.	4	4	1.273
Q4. I am aware of the demands of each element of an academic article in terms of content and language.	3	3	1.244
Q5. Language teachers are NOT taught how to conduct research and write for publication.	5	4	1.439
Q6. I want to share my knowledge with the international community.	3	3	1.276

If these answers are compared across the two groups, those who had a track record of publications in international journals observably differed from those who did not. Group 2 respondents were slightly more adept at writing in compliance with Anglo-American academic conventions. They also self-reportedly read more academic papers in English.

The contrast becomes stark if one compares two subgroups within Group 1: those who had only one article published in international journals (Group 1_1) and those who had a considerable track record of publications (Group 1_2). As seen from Figure 4.5, Group 1_1 participants shared similar features with those instructors who had not published internationally yet (Group 2). What attracts particular attention was their self-reported non-engagement with published research. Contrary to this cohort, Group 1_2 respondents reported regular contact with academic publications.

Pearson correlations of the answers given in Questions 1–6 were calculated. There was a strong ($r = .7, p < .01$) and very strong ($r = .8, p < .01$) correlation for the extreme options in Questions 2 and 3. In other words, those who practiced regular reading of academic publications were likely to be aware of the features of academic discourse, and vice versa. No other correlation of significant strength was revealed.

When asked to identify the most challenging step in the research and publication process, equal portions of participants opted for research and data analysis (37%) and actual writing (37%). However, Group 2, the respondents who had no publication record yet, got stuck at the first stage more often. The more experienced group found the subsequent steps more challenging.
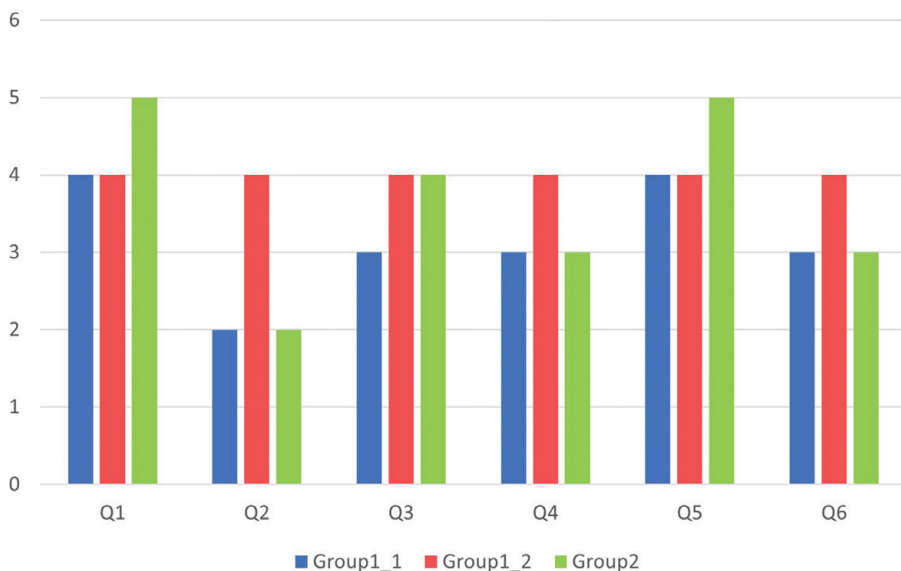
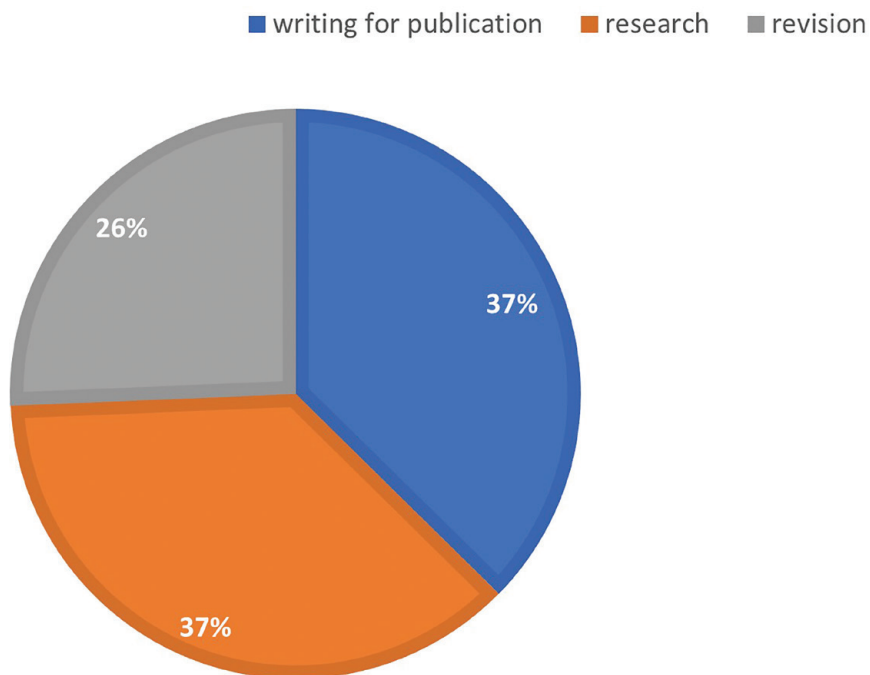*Figure 4.5. Comparison of median values for subgroups.*

Figure 4.6. The difficulty evaluation of different stages of publication preparation.

Stage 2

At the second stage, ten languages instructors who had a considerable track record in publishing were interviewed. In these semi-structured interviews, each interviewee was asked 10 questions, which were supplemented by further queries if necessary. This information revealed the best practices that characterize successful researchers and writers.

At Stage 1, considerable workload and lack of time were identified as the weightiest factors which inhibited language teachers' research productivity. All interviewees met this challenge by setting aside time for writing on a regular basis and managing their time quite rigidly. The respondents mentioned both short-term and long-term planning. One of them analyzed how much time was spent on particular activities in comparison with the ideal distribution of time; he estimated 20% of his working time was ideally spent on research and publications. All respondents had an established routine, though it may have differed from individual to individual. There were those who allocate several days when other commitments were not that demanding to immerse in writing ($n = 3$). Some mechanical tasks (e.g., literature search, formatting) could be carried out in "unproductive" moments, after classes, and in the evenings. Some ($n = 3$) contended that research and writing took up time that otherwise could have been dedicated to social interactions and leisure.

More than half of the Stage 1 respondents agreed that choosing a journal was a major challenge, and Stage 2 respondents had a number of strategies for that. Half of them used institutionally recommended lists, while others used nationally and internationally recognized databases ($n = 5$) and choose a journal based on the purpose of the article. Obviously, respondents read the scope of the journals to see if their research fits ($n = 5$). One respondent relied on a more experienced partner for the choice of journal, whereas one colleague preferred journals with open access to boost citations. There was also a strategy of looking at where successful peers publish ($n = 3$).

The strategies for the choice of research topic varied. These investigations could be the continuation of doctoral research ($n = 2$), they could be informed by the classroom context ($n = 2$) or other instruction-related tasks they were involved in ($n = 4$), for instance, the courses instructors design and deliver ($n = 2$). The majority ($n = 6$) admitted to being led primarily by interest in the subject. One professor said: "I choose a topic that is of interest to me personally, plus I trace what is topical in the community (through reading mainly), in this way, my interests and views fit in with the global trend."

This interplay of intrinsic interest and practicality characterized the motivation that most interviewees have drawn upon when conducting research

and writing for publication. On the one hand, for all participants, the motivation to research and to write research came from the inside, as they were genuinely interested in what they were studying. The male respondent contended that a researcher fulfills a mission by sharing their research with the community. On the other hand, the respondents were mostly guided by institutional requirements: "Extrinsic motivation plays a positive role, as you publish to keep up with university requirements and to have your contract prolonged." In the words of another respondent, "Extrinsic motivation is important, but I would not write without intrinsic motivation."

One respondent was sure that intrinsic motivation was a myth, as writing should become a habit, an integral part of one's professional life. The opinion was expressed that instructors need to enjoy writing, not only research.

As already mentioned, data analysis was a skill that the language teachers were not apt at. Successful colleagues mostly solved this problem by combining self-study with targeted instruction. Three respondents attended a basic course at a university abroad. Two of them took a course in the workplace. Other strategies were mentioned, such as cooperation with more knowledgeable colleagues ($n = 4$) and the outsourcing of such tasks ($n = 3$). The benefits of cooperation were highlighted by one of the respondents in the following manner: "As much research is interdisciplinary now, collaboration with people from other spheres can only strengthen your contribution. More to that, it widens the scope of your research and the number of possible publication venues."

For some, the gap in knowledge and skills was revealed when they received reviews on their articles ($n = 3$). Even when a rejection was received, reviewers may have advised on methods that could strengthen one's research, they said.

Overall, the interviewees perceived rejections as an opportunity to learn. Though half of them agreed that rejections were a blow to their self-esteem, they quickly overcame the disappointment and improved the paper using reviewers' feedback. As one of the respondents said, "Any rejection is a move forward—it gives you an understanding of what to do next, especially if you analyze the reasons for rejections."

Knowledge of Anglo-American academic conventions and discourse features, unlike data analysis methods, seldom became reasons for rejections in their cases ($n = 1$). All interviewees uniformly agreed that reading published research was the best way to increase awareness in this particular realm. Four respondents suggested that one should start writing in order to write—but not without reading extensively before that. One instructor contended that writing the first paper may be challenging and time-consuming, but gradually you become more involved and more proficient. An opinion was expressed that analysis and sometimes replication of parts of good articles could sub-

stitute for academic writing courses. The strategy a younger instructor implemented was learning bits of good articles by heart, which helped her write her papers better.

Speaking about the most preferable way to study in order to be able to write for publication, half of the respondents mentioned a combination of formal education and self-study; however, the rest opted for informal or hands-on learning, as "formal education is not focused, it's for everyone, so there is very little useful information." Two respondents who usually have written research with an established partner spoke about peer learning and teaching.

The preferences of whether to write individually or in collaboration split the cohort into four segments. There were those who always worked on their own (n = 3), as they wanted to be in control of everything. Two respondents work with long-standing partners. They valued the opportunity to discuss research and writing, rely on each other's strengths, and divide responsibility. Two instructors usually participated in group projects. Four respondents said they work in various modes, though "it is difficult to work in collaboration with colleagues from Russia, as their academic discourse competence is not good enough, too much rewriting is needed."

Discussion

Difficulties and Motivations

In this paper, the major obstacles that have prevented university language instructors based in Russia from publishing in internationally recognized journals were discussed. An analysis of possible motivational factors was conducted, and the practices used by those language teachers who have had a track record in publications were identified.

When it comes to obstacles, several issues come to the fore. The hypothesis that language teachers lack research competencies was supported by questionnaire results and proved in the interviews. Our findings support the claim that "most staff will not at any stage of their career, whether as a student or a staff member, be directly taught how to write for publication in refereed literature" (McGrail et al., 2006, p. 24). University teachers agreed they had not received instruction in research methods and academic writing. They have had difficulty setting the research question and analyzing the results. Because there had been no sound research, there had been no publication suitable for a high-tier journal.

As can be seen, the major difficulties our target group has faced do not have a purely linguistic nature (see also Chapter 1, Chapter 3, and Chapter 6).

It has seemed challenging for them to come to grips with Anglo-American research and writing conventions. The problem may have historical roots. Science in Soviet countries evolved on its own trajectory, separated from the rest of the world by the Iron Curtain. It developed its own academic conventions and traditions, especially in the humanities. When the Iron Curtain fell and researchers had to integrate into the global community, they had to appropriate a different mindset, and many are still struggling with the appropriation. Education could help researchers to adapt to the dominance of Anglo-American research and writing conventions in academia, but as language teachers have admitted, it has not been provided to them, and they themselves have not believed in the successful outcomes of formal instruction.

The problem has been aggravated by the fact that language instructors have not read others' research. Having a broad view of a research area often gleaned through extensive reading has been essential for research productivity (Hemmings & Kay, 2010). Authors need to read research in their specialization not only for content and the identification of a research niche, but also to internalize fixed expressions used in articles in their field (Gnutzmann & Rabe, 2014). Extensive reading in one's specialization is also a way to choose a journal one's study would be appropriate for or to identify the topics that would be of interest to the international academic community. Reading extensively to stay up to date and to enrich one's linguistic repertoire takes considerable time, and it may not be possible in situations when other commitments prevail.

The opportunity to focus has been indispensable for writing (Larsson & Alvinius, 2019). Our respondents felt that they did not have this opportunity. Preoccupied with the need to earn a living today, language instructors have chosen to teach more class hours rather than invest time in a risky enterprise with postponed results such as writing for publication.

For a major part of our respondents, actual teaching was more appealing than research. They had difficulty motivating themselves for research writing. We cannot but agree with Bai (2018) who stated that "for language teachers to embrace research, they must be intrinsically motivated, and the underlying beliefs held by language teachers about what counts as research and what value research has must be addressed" (p. 119).

Writing groups and the supervision of an experienced mentor were a preferable option for language instructors without publication experience. Not only could these groups guide the writer and provide them with invaluable feedback, but also work as a substitute for the scientific environment and motivate instructors to write for publication. However, these initiatives will not work if institutions do not make sure their academics have both tools and time to conduct research and write for publication. When it comes to publi-

cation activity, institutional support and the availability of time and relevant resources could play a crucial role (Sato, & Loewen, 2018).

Publication Strategies

Our findings align with the literature analyzing the factors that contribute to publication output worldwide. Such strategies as extensive reading of other articles in the field of specialization (Rezaei & Seyri, 2019), co-operation with native speakers (Cho, 2004), and sacrifice of leisure time for research and writing (Reyes-Cruz & Perales-Escudero, 2016) were applicable to our respondents.

Those language teachers who found their way to international journals appeared to be distinctive in a number of ways. Apart from being avid readers of published research, they developed certain routines that help them to be more productive publication-wise. These academics manage their time quite rigidly. Research has shown that the most prolific writers have no more time and no fewer commitments than those who do not publish, they just manage their time wisely (Boice & Jones, 1984).

They were more adept at identifying the topic and the niche for research. They drew inspiration from their teaching context or their scientific interests. These prolific writers had an inner sense of what is topical in the field, probably due to the fact that they read more of others' research. At least self-reportedly, they were more familiar with the features of Anglo-American discourse and the structural peculiarities of an academic paper. This group was more motivated from within and eager to share their findings internationally.

The most potent factor influencing publication output has been research self-efficacy, that is, confidence in one's own ability to perform research-related tasks (Forester et al., 2004). Self-efficacy for research and research writing has depended both on training and intrinsic motivation. If motivation is low, self-efficacy will be, and if motivation is high, self-efficacy would be correspondingly high (Bailey, 1999). Our interviewees, like other professors with the highest sense of self-efficacy, were perseverant, resilient, strategic, and willing to sacrifice leisure time for the sake of research (Reyes-Cruz & Perales-Escudero, 2016). They considered rejections an opportunity to improve and reach out for assistance.

Implications for Institutional Policies

Some implications for institutional policies can be deduced. Though our respondents reported being motivated by financial rewards and career pros-

pects, with language teachers, pure extrinsic motivation does not work. Not only have they needed support to conduct and publish their research, but they have had to develop a positive attitude about research (Bai, 2018). Training programs should, among other things, aim at a change of research dispositions and the strengthening of self-efficacy beliefs (Hemmings & Kay, 2016). The creation of a socio-constructivist learning environment via mentor-supported collaborative groups (Dikilitas & Mumford, 2016) may be helpful here. Though not every academic may embrace the opportunity to have their papers read and discussed by other people (McGrail et al., 2006), the participants decrease "anxiety from having had a community of peer writers with which to share their concerns, ideas, and frustrations" (Kirkpatrick, 2019, p. 33). The awareness raising of what classroom research is and how to conduct it will not only improve their teaching practice, but it will also give language teachers the content to write about.

Instructors at Russian universities have had to balance conflicting demands imposed by their administrations. Juggling heavy teaching loads and being active publication-wise has not always been possible. Managerial efforts may involve a focus on balancing time around teaching and research, lightening the teaching load, or raising awareness of the importance of research (Hemmings & Kay, 2016). If the load is impossible to lighten, it will be up to managers to "implement time management programs for those wrestling to find an appropriate balance among research, teaching and service activities" (Hemmings & Kay, 2010, p. 193). Those able and willing to invest a greater amount of work time to executing research tasks could be much more inclined to produce scholarly products (Hemmings & Kay, 2010). If university management needs to prioritize, support could be focused on those interested or already trained in writing for publication.

Universities in Russia have established writing centers to provide support for the lecturers in their publication endeavors (Korotkina, 2018, see also Chapter 5 and Chapter 6 of this volume). However, workshops and training courses have offered their services to all academic staff irrespective of the discipline. Instruction may be targeted at specific groups of academics with similar needs and gaps in knowledge. It may be more successful because research and writing traditions may differ in different disciplines (Yakhontova, 2006), even the requirements for the language of papers may be dissimilar (Hynninen & Kuteeva, 2017). On the structural level, the moves and the functional language used in the same parts of articles have differed across disciplines (Basturkmen, 2012).

Different approaches may be implemented by researchers at different stages of their academic career. At an early stage in their career, junior researchers could be shown how writing can be done with limited skills, but

sophistication could be added to their writing later (Okamura, 2006). Our respondents clearly demonstrated they were not interested in formal instruction, as they preferred hands-on learning through a personalized approach, accounting for their lacks and needs.

As can be inferred from the interview data, institutional requirements bear fruit. The extrinsic motivation they create does not contradict but complements the intrinsic motivation successful writers have. Challenging goals fuel effort, and satisfaction derived from achievement fosters an intrinsic interest in research and writing (Reyes-Cruz & Perales-Escudero, 2016). Though accused of subjectivity, lists of recommended journals could guide the choice of publication venue. They may force academics to make pragmatic choices about what to publish and where to publish. However, if the demands are too stringent, knowledgeable practitioners may be demotivated, so a separate developmental track for those who demonstrate excellence in teaching but no inclination towards academic work may be provided.

Finally, as early provision of experience and formation of interest in research play a more important role than support for programs and related activities (Hemmings & Kay, 2016), language teachers should have access to international research as early as when they are trained for teaching. The awareness of internationally recognized research approaches and writing conventions should become part of language teacher training programs.

Conclusion

There is no one definite recipe for how to develop a strong track record of research and publications. Successful writing for publication has involved an interplay of factors, as

> Linguistic proficiency is one resource in the complex architecture of expertise required for effective research dissemination, alongside with methodological versatility, critical writing ability, awareness of editors' agendas, participation in wider research networks, and learning the practice of writing by more writing. (Bardi, 2015, p. 98)

Some other characteristics can be added to the list, such as perseverance, time management, and strategic thinking. It is a competence that evolves with time. Once an academic gets the grasp of the sophisticated publishing process, it becomes easier to be productive.

As for now, university language instructors have seemed to be losing the publish-or-perish battle. Both the change of mindset and institutional sup-

port can help language instructors start publishing more and more successfully. While institutional support has been something manageable and plannable, mindsets are not easily manipulated. Further research and a greater sample can shed light on these deep-rooted issues.

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