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Nota di contenuto	Preface; David R. Russell -- Introduction: Understanding Academic Writing in the Context of Central and Eastern European Higher Education; Claudia Doroholschi, Dumitru Tucan, Mdlina Chitez, and Otto Kruse -- Part I Academic Writing Provision in Central and Eastern Europe: Models, Directions, and Strategies -- A European Model for Writing Support; John Harbord -- Studying and Developing Local Writing Cultures: An Institutional Partnership Project Supporting Transition in Eastern Europe's Higher Education; Otto Kruse, Mdlina Chitez, Mira Bekar, Claudia Doroholschi, Tatyana Yakhontova -- Academic writing at Babe-Bolyai University. A Case Study; Camelia Moraru, Mihaela Alua, Andrei Kelemen, Rodica Lung, Romana Emilia Cramarenco, Sonia Pavlenko, Christian Schuster, Cristina Bojan, Robert

Balazsi -- Institutional Writing Support in Romania: Setting Up a Writing Center at the West University of Timioara; Claudia Ioana Doroholschi -- Part II Research in Writing: Case Studies in L1 -- Academic Writing in a Russian University Setting: Challenges and Perspectives; Irina Shchemeleva and Natalia Smirnova -- Reader Versus Writer Responsibility Revisited: a Polish-Russian Contrastive Approach; ukasz Salski and Olga Dolgikh -- Perceptions About "Good Writing" and "Writing Competences" in Romanian Academic Writing Practices: A Questionnaire Study; Cristina Bniceru and Dumitru Tucan -- Research Articles as a Means of Communicating Science: Polish and Global Conventions; Aleksandra Makowska -- Part III Approaches in EFL Writing Research -- Corpus Linguistics Meets Academic Writing: Examples of Applications in the Romanian EFL Context; Mdlina Chitez -- Individual Differences and Micro-Argumentative Writing Skills in EFL: An Exploratory Study at a Hungarian University; Gyula Tankó and Kata Csizér -- In at the Deep End: The Struggles of First-Year Hungarian University Students Adapting to the Requirements of Written Academic Discourse in an EFL Context; Francis J. Prescott -- Assertion and Assertiveness in the Academic Writing of Polish EFL Speakers; Jacek Mydla and David Schaffler -- Extended Patchwriting in EFL Academic Writing of Hungarian Students: Signs and Possible Reasons; Katalin Doró -- Peer Review and Journal Writing in the Eyes of First-Year Students of English Studies: A Writing Course at the University of ód; Ola Majchrzak and ukasz Salski -- An Analysis of Dissertation Abstracts Written by Non-Native English Speakers at a Serbian University: Differences and Similarities Across Disciplines; Marina Katic and Jelisaveta Safranij.

Sommario/riassunto

This book explores specific issues related to academic writing provision in the post-communist countries in Eastern, Central and Southern Europe. Although they have different cultures and writing traditions, these countries share common features in what regards the development of higher education and research and encounter challenges different from Western European countries. Since academic writing as a discipline is relatively new in Eastern Europe, but currently plays an essential part in the development of higher education and the process of European integration, the volume aims to open discussion on academic writing in the region by addressing several issues such as the specific challenges in providing academic writing support at tertiary level in post-communist countries, the limitations and possibilities in implementing Western models of academic writing provision, or the complex interactions between writing in national languages and writing in a second language. Additionally, the book presents several recent initiatives and possible models for providing academic writing support in universities in the area. The important role of academic writing in English, a common feature in post-communist countries, is reflected in the sections which focus on writing in English as a foreign language, as well as on the impact of English upon national languages. The volume will be of interest to academic writing researchers and teachers and those involved in teaching academic writing at the tertiary level.
