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# Author Guidelines

## Training, Language and Culture

Please read and follow these instructions carefully. Doing so will ensure that the publication of your manuscript is as rapid and efficient as possible. The publisher reserves the right to return manuscripts that are not prepared in accordance with these instructions.

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# Training, Language and Culture


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- The manuscript falls within the journal's Aims and Scope.
- The manuscript is original, written in English, and is not under consideration elsewhere.
- The manuscript is at least 6,000 words excluding references.
- No more than three contributors are listed.
- All contributor details are complete and accurate.
- The manuscript follows the IMRAD structure.
- APA 7th edition style is followed, and DOI links are provided where available.
- The manuscript is prepared using the Manuscript Template.
- The manuscript file and signed Publication Consent form are ready for upload as .docx files.
- The person who submits the manuscript will serve as the corresponding author.
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The webpages below contain the current and complete versions of the journal's policies and formal information. Authors should consult them before submitting a manuscript.

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No. TLC considers only one manuscript at a time that includes the same author, regardless of author position. If an author is listed on multiple manuscripts under consideration simultaneously, all affected submissions are removed from the current publication cycle. Only one may subsequently be resubmitted as a new submission. An author may also publish no more than one article in the journal within a calendar year.

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There is no fixed publication timeline. The duration depends on reviewer availability, topic specificity, submission volume, revisions, and production workload. It is therefore not possible to predict the specific issue in which an article will appear.

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Text originality should be at least 85% as determined by RUDN University's plagiarism check software. Submissions with a lower percentage of originality are subject to rejection without further review.

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A maximum of three contributors is permitted per article. This policy ensures substantial author contribution, clear accountability, and the integrity of authorship. Submissions listing more than three authors will not be considered. More information regarding this policy is available on the Publication Policy page.

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## Metadata

Authors must provide the following metadata as requested in the Manuscript Template: authors' full names, academic degrees and positions, emails, institutional affiliations, including department/faculty and postal address of affiliation; authors' ORCID iD and Scopus Author ID (if available); CRediT Author Statement, Conflict of Interest statement, Data Availability statement, Funding statement, Acknowledgements (optional).

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**Conceptualisation.** Ideas, formulation/evolution of overarching research goals and aims.

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**Data Curation.** Management of research data, including annotation, cleaning, and preservation for initial use and future reuse.

**Writing – Original Draft.** Preparation and creation of the initial version of the manuscript, including substantive translation where applicable.

**Writing – Review & Editing.** Critical review, commentary, and revision of the manuscript at any stage, including pre- and post-publication.

**Visualisation.** Preparation and presentation of data and findings in visual form.

## Data Availability Statement

Authors should select the statement that best describes how the data supporting the study can be accessed. A dedicated Data Availability Statement field is provided in the Manuscript Template, where authors should choose the applicable option.

## Manuscript Length

Manuscript length should be no less than 6,000 words, excluding references and metadata. Book reviews should be between 1,500 and 2,000 words.

## Manuscript Structure

The main text must follow the IMRAD structure and maintain a clear line of argument from the research gap to the contribution. The gap must justify the aim and research questions; the methodology must make it possible to answer them; the Results must provide the relevant evidence; and the Discussion and Conclusion must explain the study's resulting contribution.

**Introduction.** Establish the specific research problem and lead directly to the study. Provide only the context necessary to understand the problem, then identify a precise gap in existing knowledge. Distinguish clearly between the *research gap* (what remains unknown, insufficiently explained or unresolved) and the study's *contribution* (what new knowledge, evidence, method, interpretation or practical understanding the study will provide).

State the contribution explicitly and concretely. General claims such as "the study contributes to the field," "fills the gap" or "may be useful" are insufficient unless the nature of that contribution is specified.

End the Introduction with a clearly stated aim and numbered research question(s), or hypotheses where appropriate. The contribution, aim and research questions must follow logically from the identified gap.

Avoid an excessively broad historical overview, general statements unrelated to the research problem, an extended literature review, or discussion of the findings.

**Methodology.** Describe exactly how the study was designed and conducted, in sufficient detail for another qualified researcher to reproduce the research. Specify, where applicable: the research design and setting; the participants, corpus, dataset or other research material; sampling and selection criteria; materials, instruments and data-collection procedures; variables, categories and operational definitions; coding or annotation procedures; stages of analysis and software used; reliability, validity or inter-coder agreement procedures; relevant ethical safeguards.

Do not rely on broad statements such as "the data were analysed qualitatively" or "statistical analysis was conducted." Identify the specific procedures and explain how they were applied.

Authors must provide the editorial office with the raw data underlying the study, together with any materials necessary to understand and verify them, such as questionnaires, coding frameworks, codebooks or analysis files. Personal and sensitive data must be properly anonymised where necessary. Provision to the editorial office does not necessarily mean that the data will be made publicly available.

For research involving human participants, the manuscript must include an ethical statement specifying the applicable approval or review procedure, informed-consent arrangements, protection of participant privacy and any relevant risks or safeguards. Authors must comply with the journal's Hazards and Human Subjects requirements.

**Results.** Present the findings produced by the methodology, preferably in the order of the research questions or hypotheses. Report the relevant quantitative results, qualitative patterns, examples, tables and figures accurately and with sufficient supporting evidence.

The Results section should report *analysed findings*, not reproduce all raw data. It must not interpret what the findings mean, compare them with previous research, explain their significance or discuss theoretical and practical implications. These functions belong in the Discussion.

**Discussion.** Interpret the findings and explain how they answer each research question. Relate the results to the theoretical framework and previous research, explain expected and unexpected findings, and consider plausible interpretations.

State explicitly what the study contributes beyond existing research. Specify whether the contribution is empirical, theoretical, methodological or practical, and explain precisely what has become known, understood or possible because of the study. The contribution must be supported by the reported findings and should not be broader than the evidence permits.

Do not merely repeat the Results section or introduce new findings that were not reported there.

**Conclusion.** Provide a concise, self-contained synthesis of the study at a higher analytical level. A reader who consults only the Conclusion should be able to understand: what problem the study addressed; what its aim was; what overall answer or insight emerged; what the study contributes; why that contribution matters.

The Conclusion should synthesise rather than retell. It should not repeat individual results, reproduce the sequence of the Discussion, list numerical findings again, or introduce new data, literature or arguments. It may briefly identify the study's principal limitation and the most meaningful direction for further research, but these should follow from the contribution rather than function as generic closing remarks.

## Paragraph Levels

Paragraph levels should be as follows:

Level 1 – **1. ALL CAPITALISED, BOLD**

Level 2 – **1.1. Lowercase, bold**

Level 3 – ***1.1.1. Lowercase, bold & italicised***

## Language and Style

The manuscript must be written in clear, accurate, and grammatically correct English. Scientific reporting must state the study's claims, evidence and limitations clearly, precisely and objectively and must avoid any implied or irrelevant evaluation of the group or groups being studied. Authors who are not native speakers of English are advised to have their manuscripts reviewed by a qualified native-speaker editor before submission.

Authors must use precise, field-appropriate terminology and apply it consistently throughout the manuscript. The same concept, variable, category or process should not be described using different terms unless a distinction is explicitly intended and defined. Vague conceptual language, rhetorical scaffolding and metaphorical formulations that do not communicate a specific scientific meaning must be avoided. Expressions such as "shapes understanding," "contributes to a broader understanding," "offers valuable insights," "plays an important role," "provides a comprehensive perspective" and "has meaningful implications" should be replaced with a precise statement of what was identified, demonstrated, compared or explained.

Evaluative words must not substitute for evidence or analysis. Terms such as "important," "valuable," "interesting," "significant," "notable," "remarkable," "meaningful," "crucial," "substantial," "considerable," "innovative," "novel," "unique," "effective," "successful," "promising," "comprehensive," "robust" and "insightful" should be used sparingly and only when the relevant criterion or supporting evidence is stated. "Significant" should normally be reserved for statistically significant results or for cases in which the nature and magnitude of the significance are explicitly explained.

Other commonly overused constructions include “sheds light on,” “highlights the importance of,” “underscores the need for,” “deepens/broadens our understanding,” “makes a valuable contribution,” “has far-reaching implications,” “provides a holistic understanding,” “plays a pivotal/crucial role,” “opens new avenues” and “offers a novel perspective.” Authors should avoid such formulations unless their meaning is made precise, because they often obscure the actual claim. As a practical rule, every evaluative or abstract formulation should identify a specific relationship, mechanism, finding or contribution. If it does not, it should be replaced with a precise statement.

> The Editorial Board reserves the right to make stylistic revisions without affecting the accuracy of the ideas, interpretation, or data presented by the authors. Such revisions may include corrections to wording, grammar, punctuation, formatting, and internal consistency where these changes are necessary to improve clarity and readability. Substantive changes affecting the argument, findings, or authorial interpretation are not introduced without the authors' agreement.

## Formatting

- Only British spelling must be used consistently throughout the text.
- Use single quotes throughout the text.
- Do not use quotation marks to cite a letter, word, phrase, or sentence as a linguistic example; instead, italicise the term. E.g.: He clarified the distinction between *farther* and *further*.
- Do not use quotation marks to introduce a technical or key term; instead, italicise the term. E.g.: The term *zero-base budgeting* appeared frequently in the speech. She compared it with *meta-analysis*, which is described in the next section.
- Abbreviations should be defined at their first mention and used consistently thereafter.
- Periods are not used with abbreviations in APA Style (e.g., write “FBI” and “PhD” instead of “F.B.I.” and “Ph.D.”).
- If you refer to the title of a source within your paper, capitalise all words within the title of a source: *Permanence and Change*. Exceptions apply to non-notional parts of speech: *Writing New Media: There is Nothing Left to Lose*.
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- Italicise the titles of books, edited collections, movies, television series, documentaries, albums, programme software, etc.
- A page or a page range should at all times be provided for word-for-word citations.
- Use “they” as a generic third-person singular pronoun to refer to a person whose gender is unknown or irrelevant to the context of the usage.
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- Avoid the use of footnotes unless absolutely necessary; essential information should be incorporated into the main text.

## In-Text Citations

Follow the author(s)-year-page method for in-text citations as in these examples:

- (Jones, 2019, p. 13) for a single author.
- (Jones & Smith, 2019, pp. 13–14) for two authors.
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A complete reference for the citation should appear in the reference list at the end of the paper. When referring to an idea from another work but NOT directly quoting the material, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper. When mentioning referenced material within the text, please follow these rules:

- *As Jones (2019) argues...* for a single author.
- *As Jones and Smith (2019) argue...* for two authors.
- *As Jones et al. (2019) argue...* for three or more authors.

## References

Following the Publication Manual of the American Psychological Association (7th ed.), references to cited works must be formatted as follows. For other reference examples please consult the Publication Manual of the American Psychological Association (7th ed.).

Authors are advised to ensure the accuracy, completeness, and DOI availability of all references, and to verify that in-text citations fully correspond to the reference list in accordance with APA 7th edition requirements.

Every work cited in the text must appear in the reference list, and every work included in the reference list must be cited in the text.


BOOK

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Malyuga, E. N., & Tomalin, B. (2017). Communicative strategies and tactics of speech manipulation in intercultural business discourse. *Training, Language and Culture, 1*(1), 28–45. https://doi.org/10.29366/2017tlc.1.1.2

JOURNAL ARTICLE WITH ARTICLE NUMBER

Baena-Extremera, A., Granero-Gallegos, A., Baños, R., & Ortiz-Camacho, M. D. M. (2018). Can physical education contribute to learning English? Structural model from self-determination theory. *Sustainability, 10*(10), Article 3613. https://doi.org/10.3390/su10103613

CONFERENCE PROCEEDINGS

Vázquez, C., Xia, L., Aikawa, T., & Maes, P. (2018, July 9–13). Words in motion: Kinesthetic language learning in virtual reality. In *Proceedings of the 18th International Conference on Advanced Learning Technologies (ICALT)* (pp. 272–276). IEEE. https://doi.org/10.1109/ICALT.2018.00069

### CHAPTER IN AN EDITED BOOK: SINGLE EDITOR

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Fitzmaurice, S. M. (2016). Semantic and pragmatic change. In M. Kytö & P. Pahta (Eds.), *The Cambridge handbook of English historical linguistics* (pp. 256–270). Cambridge University Press. https://doi.org/10.1017/CBO9781139600231.016

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Gollin-Kies, S., Hall, D. R., & Moore, S. H. (2015). Historical and conceptual overview of LSP. In S. Gollin-Kies, D. R. Hall, & S. H. Moore (Eds.), *Language for specific purposes* (pp. 11–28). Palgrave Macmillan. https://doi.org/10.1057/9781137500762_2

### DISSERTATION

Dubossarsky, H. (2018). *Semantic change at large* [Doctoral dissertation, University of Jerusalem]. University of Jerusalem Archive. https://cs.huji.ac.il/~daphna/theses/Haim_Dubossarsky_2018.pdf

### NEWSPAPER ARTICLE

Carey, B. (2019, March 22). Can we get better at forgetting? *The New York Times*. https://nytimes.com/2019/03/22/health/memory-forgetting-psychology.html

### ONLINE ENTRY

Poibeau, T. (2026, April 20). Exploring conversational AI and poetry but not as we currently know it. *The Conversation*. https://theconversation.com/exploring-conversational-ai-and-poetry-but-not-as-we-know-it-280284

### DICTIONARY ENTRY

Longman Dictionary. (2021). Developing country. *Longman Online Dictionary of Contemporary English*. https://ldoceon-line.com/dictionary/developing-country

### NON-ENGLISH SOURCES

Kompara Lukančič, M. (2020). *Nozioni di base della lingua italiana per il settore del turismo* (2nd ed.). University of Maribor Press.

Bourdieu, P. (1982). *Ce que parler veut dire: L'économie des échanges linguistiques* [What speaking means: The economy of linguistic exchanges]. Fayard.

Kosenko, M. A. (2013). Sistema veroyatnostnogo prognozirovaniya teksta v spetsial'nom perevode. *Uchenye Zapiski RGSU, 3*(115), 137–145.

Padalka, P. V., Ryzhova, D. A., & Chistiakova, D. G. (2026). Morphosyntax and semantics of the Shughni marker -ard: Towards the development of new case markers in Iranian languages. *Voprosy Jazykoznanija, 1,* 40–58. https://doi.org/10.7868/S3034524326010026

Authors are expected to rely on authoritative, peer-reviewed, and verifiable sources. The following types of materials should not be used as references unless there is a clear and justified scholarly reason:

- Unpublished materials, including drafts, working papers, and manuscripts not accepted for publication.
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- Non-peer-reviewed or non-scholarly sources lacking academic validation.
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- Outdated sources where more recent, relevant research is available, unless cited for historical context.
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- Secondary citations (i.e., citing a source that has not been consulted directly), except where the original source is genuinely inaccessible.
- Popular media sources (e.g., general news outlets) used as primary scholarly evidence, unless the study specifically analyses media discourse.
- Translated versions of sources where the original version is available and relevant to the analysis.

Preference should be given to publications issued by established academic publishers, peer-reviewed journals, and recognised research institutions. Authors are responsible for ensuring that all cited sources are reliable, accessible, and appropriate to the scholarly scope of the study. Sources generated by AI tools must not be cited as scholarly evidence unless their content has been independently verified against authoritative, retrievable sources. Authors remain fully responsible for the accuracy, reliability, and traceability of any AI-assisted material used in the manuscript.

## Tables and Figures

Tables and figures are placed within the text of the article rather than at the end. Number all tables and figures with Arabic numerals in the order in which they are first mentioned in text. Do not use suffix letters to number tables and figures, i.e. label them as Table 5, Table 6, and Table 7 or Figure 5, Figure 6, and Figure 7 instead of 5, 5a, and 5b.

Tables must use horizontal rules only; vertical lines must not be used. Table content must be set in 9-point type, and notes below the table in 8-point type. Table captions must appear above the table, while figure captions must appear below the figure. All tables and figures must be referenced in the text.

Table layout should be logical and easily grasped by the reader. Figures should be simple, clear, and informative. A good figure augments rather than duplicates the text, conveys only essential facts, omits visually distracting detail, is easy to read and understand, is consistent with similar figures in the article, and is carefully planned and prepared.

Please consider the graphic examples below.

Table 1
*List of strategies hindering and facilitating cooperative interaction*

| MOVE | ENGLISH LR | | VIETNAMESE LR | | LOG-LIKELIHOOD | P |
|---|---|---|---|---|---|---|
| | RAW | PER RA | RAW | PER RA | | |
| M1_ Establishing the territory | 174 | 2.95 | 161 | 2.73 | | |
| M2_ Creating a research niche | 225 | 3.81 | 140 | 2.38 | 7.16 | 0.0279 |
| M3_ Occupying the research niche | 164 | 2.78 | 134 | 2.27 | | |
| Total | 563 | 9.54 | 435 | 7.38 | | |

*Note.* LR – Literature Reviews

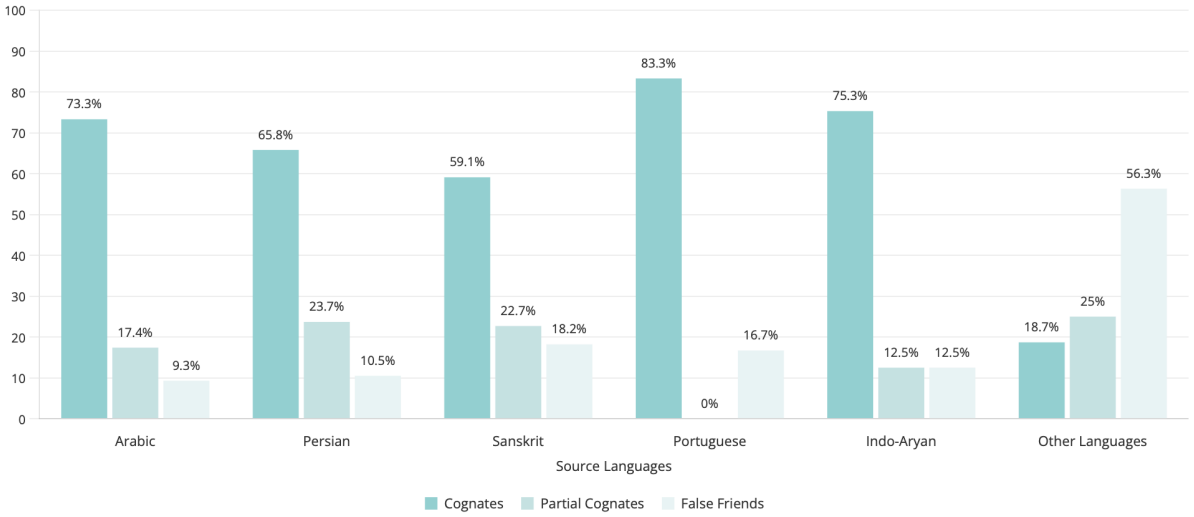


*Figure 1.* Distribution of cognates, partial cognates, and false friends by source language

## Book Review Guidelines

Book reviews should provide a critical, evidence-based assessment of a scholarly book and fall within the journal's aims and scope. Reviews must follow the journal's general formatting and style requirements and should be between 1,500 and 2,000 words.

Book reviews should normally concern recently published scholarly works that fall within the journal's aims and scope. A review must be original, must not have been published previously and must not be under consideration elsewhere. Book reviews do not require an abstract or keywords.

The review must begin with the book's complete bibliographic details: author or editor, title, edition where applicable, year of publication, publisher, total number of pages, ISBN and DOI where available.

A review should identify the book's central problem, purpose, argument, approach and intended readership. It should explain how the book is situated within the relevant field and specify what it contributes to existing scholarship. Reviews should not reproduce the table of contents or provide a chapter-by-chapter summary. Description of the book's contents should be limited to what is necessary for the subsequent evaluation.

The assessment should consider the coherence and development of the argument; the suitability of the theoretical or methodological approach; the quality and sufficiency of the evidence; the organisation of the material; and the clarity and precision of the presentation. Both strengths and limitations should be identified and supported with specific examples and,

where appropriate, page references. Claims that the book is original, important, comprehensive or valuable must specify the respect in which this is the case.

When reviewing an edited collection, reviewers should explain its unifying theme, assess its editorial coherence and evaluate its collective contribution. Individual chapters may be discussed selectively when they are particularly relevant to the overall assessment, but the review must still convey the scope and purpose of the collection as a whole.

The evaluation must focus on the published work rather than on the author personally. Information about the author's academic background should be included only where it is directly relevant to understanding the book's perspective, purpose or contribution. The review should conclude with a balanced assessment of the book's principal contribution, limitations and relevance to its intended readership.

Direct quotations and comments concerning specific passages must include page numbers. If publications other than the book under review are cited, they must be included in a reference list formatted in accordance with APA 7th edition.

Reviewers must disclose any personal, professional or financial relationship that could affect, or reasonably be perceived to affect, the impartiality of the review. They must not review their own publications or works for which a substantial conflict of interest exists. Professional and respectful language must be used throughout.

## CONTACT

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