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Submission Guidelines

Training, Language and Culture

Training, Language and Culture

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PUBLISHER	Peoples' Friendship University of Russia named after Patrice Lumumba (RUDN University)
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LICENSING	Creative Commons Attribution CC BY-NC 4.0
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PEER REVIEW	Double Blind
APC	No Article Processing Charges Apply
LANGUAGE OF PUBLICATION	English
SUBJECT AREAS	Language, linguistics, education, culture

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ABOUT THE JOURNAL

Aims and Scope

Training, Language and Culture (TLC) is a peer-reviewed research journal that aims to promote and disseminate research spanning the spectrum of language, linguistics, education and culture studies with a special focus on professional communication and professional discourse. Editorial Board of Training, Language and Culture invites original research and book reviews covering issues of relevance for the scientific and professional communities.

Focus Areas

Training, Language and Culture covers the following areas of scholarly interest:

- theoretical and practical perspectives in language and linguistics
- culture studies
- interpersonal and intercultural professional communication
- language and culture teaching and training, including techniques and technology, testing and assessment

Publisher

Training, Language and Culture is published by Peoples' Friendship University of Russia named after Patrice Lumumba (RUDN University) (Moscow, Russia).

Journal Mission

Training, Language and Culture is a peer-reviewed research publication which provides online access to studies examining how languages are structured, how meanings are formed and transmitted in different cultural and communicative settings, and how these and other aspects of language functioning are taught. These processes are dynamic in nature, as languages and cultures are evolving and changing in the context of various global phenomena and events. TLC is intended to represent this dynamism, provide a platform for publication of insightful studies on relevant issues, and promote their implementation in teaching practices, professional communication and professional discourse research. The journal is addressed to and accepts manuscripts of scientists and practitioners engaged in research in the following specialties: (1) languages of the peoples of foreign countries; (2) theoretical, applied and comparative linguistics; (3) theory and methodology of training and education.

PUBLICATION POLICY

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Publication Schedule and Volume

The journal is published quarterly (four issues per year coming out in March, June, September and December) with each issue incorporating 6 to 10 original research articles, 1 to 4 reviews on relevant books and other publications on the subjects within the [Aims and Scope](#) of the journal.

ORCID ID Requirement for Contributors

All contributors are required to provide their ORCID ID. Authors who do not yet have an ORCID ID should register at orcid.org. The ORCID profile should include essential information such as the author's full name, position, academic title and degree, institutional affiliation, country, city, email address, Scopus/Web of Science author IDs, and a record of published research. ORCID (Open Researcher and Contributor ID) provides a unique and persistent digital identifier that distinguishes researchers from others with similar names and ensures accurate attribution of their work. For more information on the benefits of linking an ORCID ID to your academic profile, please visit the [Publication Policy](#) page.

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PUBLICATION ETHICS

General Regulations

Training, Language and Culture is committed to encouraging responsible publication practices honouring the generally accepted ethical principles. The Editorial Board of Training, Language and Culture adheres to the policies promoted by the Committee on Publication Ethics (COPE). Journal publisher, RUDN University, is a co-founder and member of the [Association of Science Editors and Publishers \(ASEP\)](#) and supports the [ASEP Declaration on Ethical Principles for Scientific Publications](#). Compliance with publication ethics ensures the integrity of scientific publishing and confidence in published articles. Therefore, Training, Language and Culture expects all authors to adhere to ethical requirements in the preparation of their manuscript.

Plagiarism

Plagiarism is the use or close imitation of another author's language or ideas without proper authorisation or attribution, or any work reflecting such unauthorised use. Training, Language and Culture treats plagiarism as a serious violation and excludes manuscripts containing suspected plagiarism from the review and publication process. All submissions are screened using RUDN University's in-house similarity detection software. Plagiarism screening is the first stage of review. Manuscripts with an unacceptable level of similarity to previously published works are rejected. Submitted manuscripts must be original work by the author(s). Training, Language and Culture will follow [COPE guidelines for suspected plagiarism in a submitted manuscript](#).

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Duplicate submission is a situation whereby an author submits the same or similar manuscripts to two different journals simultaneously. This includes the submission of manuscripts derived from the same data in such a manner that there are no substantial differences in the manuscripts. Duplicate submission also includes the submission of the same/similar manuscript in different languages to different journals. Duplicate submissions will be considered unacceptable, and each author is required to state in writing that their manuscript has not been published before and is not under consideration for publication elsewhere. In handling cases of duplicate submissions Training, Language and Culture will follow [COPE text recycling guidelines for editors](#).

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Any kind of fabrication, manipulation and/or falsification of data is considered unethical, and Training, Language and Culture is committed to verifying the data presented in the submitted manuscripts through rigorous assessment of methodological procedures applied in the research, as well as through online check for comparable data. The journal will act in compliance with [COPE guidelines for data and reproducibility](#) in dealing with suspected cases of data fabrication, manipulation and/or falsification.

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Conflict of Interest

Conflict of interest exists when there is a divergence between an individual's private interests (competing interests) and his or her responsibilities to scientific and publishing activities such that a reasonable observer might wonder if the individual's behaviour or judgment was motivated by considerations of his or her competing interests. Authors are expected to disclose all financial/relevant interest that may have influenced the development of the manuscript. Reviewers should disclose any conflict of interest and if necessary, decline the review of any manuscript they perceive to have a conflict of interest. Editors of Training, Language and Culture will also decline from considering any manuscript that may have conflict of interest. Such manuscripts will be re-assigned to other editors.

Confidentiality

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PEER REVIEW

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Peer Review Definition and Purpose

Peer review, for the purposes of these guidelines, refers to reviews provided for manuscript submissions to Training, Language and Culture. The purpose of peer review is to assist the Editor in making editorial decisions, and through the editorial communications with the author it may also assist the author in improving the paper.

Type of Peer Review Used

Training, Language and Culture uses double-blind review, which means that reviewers are unaware of the identity of the authors, and authors are unaware of the identity of reviewers. Since peer review is critical to maintaining research quality, the double-blind procedure is implemented to ensure fair judgement and reduce the possibility of review bias.

Choice of Reviewers and Reviewer Requirements

The selection of reviewers is at the Editors' discretion. Reviewers must have appropriate subject expertise, no affiliation with the authors' institution, no recent joint publications with the authors, and no conflicts of interest related to the research, authors, or funding sources. Any potential conflicts must be disclosed to the Editor without delay. Reviewers should accept assignments only if they have the necessary expertise, can provide an unbiased assessment, and are able to complete the review promptly. If a reviewer feels unqualified or unable to conduct a timely review, the Editor must be notified immediately.

Competing Interests

Reviewers are expected to declare all potential competing, or conflicting, interests. Competing interests may be personal, financial, intellectual, professional, political or religious in nature. If a reviewer is currently employed at the same institution as any of the authors or have been recent (e.g. within the past 3 years) mentors, mentees, close collaborators or joint grant holders, they should not agree to review. In addition, a prospective reviewer should not agree to review a manuscript just to gain sight of it with no intention of submitting a review, or agree to review a manuscript that is very similar to one they have in preparation or under consideration at another journal.

Timeliness

Reviewers are expected to respond to invitations within a reasonable timeframe, even if declining. They should accept a review only if they have the necessary expertise and can return it within the agreed deadline. If circumstances change or an extension is needed, the journal must be informed promptly. If unable to review, it is helpful to suggest qualified alternative reviewers based solely on expertise and without personal bias. The standard review period is three weeks, subject to adjustment during the editorial process.

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Reviewers are expected to follow the journal's instructions for preparing and submitting reviews. Training, Language and Culture uses a structured review format that includes yes/no questions and a free-text commentary section. Reviews must be objective, constructive, and aimed at helping authors improve their manuscript. To assist Editors, reviewers should provide specific, evidence-based feedback, remain professional, and avoid hostile, defamatory, or personal remarks. Editors require fair and unbiased evaluations of a manuscript's strengths and weaknesses. Reviewers should assess the quality and rigour of the work and indicate if additional analyses are needed for clarity, but they are not expected to expand the work beyond its scope.

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Manuscripts are submitted to Training, Language and Culture through the online submission system. The Editor-in-Chief conducts an initial screening to determine whether the submission complies with the journal's Aims and Scope and formal requirements. Manuscripts that do not meet these criteria are rejected. Suitable submissions are sent for peer review, although certain types (e.g., invited editorials or book reviews) may be accepted without external review. Following reviewers' reports, the Editors decide to accept the manuscript, request revision, or reject it. If revision is required, authors must address the reviewers' comments and resubmit the revised version for further evaluation. Reviewers operate independently and remain unaware of each other's identities. In cases of conflicting recommendations, the Editors may seek an additional review or reach a final decision.

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AUTHOR GUIDELINES

General Regulations

Training, Language and Culture invites authors to submit manuscripts that have not been published before and are not under consideration for publication elsewhere. Submitted manuscripts must comply with the general academic requirements, fall within the aims and scope of the journal, present original research, and appeal to a wide range of specialists within the scientific community. If previously published figures, tables or parts of text are to be included, the copyright holder's permission is to be obtained prior to submission. The publisher will not be held legally responsible should there be any claims for compensation.

Originality Threshold

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.

Number of Contributors

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.

Language of publication

The journal publishes exclusively in English. Submissions are accepted in English only.

Submission Procedure

Manuscripts must be prepared in a MS Word file (.docx) and submitted online [via the journal website](#). Submissions sent by email will not be considered. Prior to submission, authors must ensure that the manuscript is prepared in full accordance with the [TLC Submission Guidelines](#) and formatted using the [TLC Manuscript Template](#).

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Apart from manuscript title, abstract and keywords, authors must provide the following metadata as requested in the [TLC Manuscript Template](#):

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- Corresponding author
- CRediT Author Statement
- Conflict of Interest statement
- Data Availability statement
- Funding statement
- Acknowledgements (optional)
- Article history (date of submission)
- For citation (APA-formatted)

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M anuscript Length and Structure

Manuscript length should be no less than 6000 words, excluding references. For book reviews – within 1500-2000 words.

The manuscript should be divided into clearly defined sections.

- TITLE bold type, no abbreviations
- ABSTRACT italicised, 200-250 words
- KEYWORDS italicised, 5 to 7 items separated by a comma
- MAIN TEXT 0.5 cm indent, a single space before numbered paragraphs
- REFERENCES APA style strictly
- APPENDIX optional

The main text should be divided into clearly defined paragraphs.

- INTRODUCTION stating the relevance of the study, its aim, subject matter, and other research premises.
- METHODOLOGY highlighting the material and stating the methods of analysis from the angle of their expedience for the particular topic.
- THEORETICAL BACKGROUND reviewing previous research with the focus on disputable and undeveloped issues.
- STUDY AND RESULTS describing research procedure and results with a particular focus on new findings.
- DISCUSSION estimating the significance of study results, the prospects for their practical implementation and further research on the topic.
- CONCLUSION briefly summing up what has been analysed and the conclusions the authors have come to.

Styl e and Formatting

The manuscript must be written in clear, accurate, and grammatically correct English. Scientific reporting must present the essential points of the study clearly and objectively and must avoid any implied or irrelevant evaluation of the group or groups being studied. The Editorial Board reserves the right to make stylistic amendments to individual passages where necessary without affecting the accuracy of the ideas, interpretation, or data presented by the authors. Some general formatting rules are listed below.

- 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
- 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.
- Abbreviations should not be included in the title.
- To maximize clarity, use abbreviations sparingly.
- Periods are not used with abbreviations in APA Style (e.g., write "FBI" and "PhD" not "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*.
- When capitalising titles, capitalise both words in a hyphenated compound word: *Natural-Born Cyborgs*.
- In the References section and the title of your manuscript capitalise the first word after a dash or colon: *Defining film rhetoric: The case of recent motion pictures*.
- Italicise the titles of books, edited collections, movies, television series, documentaries, or albums.
- A page or a page range should at all times be provided for word-for-word citations.
- Table grids should show horizontal lines only.
- Display table legends before the tables and figure captions immediately following the figures.
- 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.
- Include a DOI for all works that have a DOI, regardless of whether you used the online or the print version.
- Do not use bullets for smaller lists containing only a few items.
- Ensure that all in-text citations have a corresponding entry in the References section and that all entries in the References section are cited in the text
- Avoid the use of footnotes unless absolutely necessary; essential information should be incorporated into the main text.

In-Text Citations and References

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, p. 13) for two authors
- (Jones et al., 2019, p. 13) for three or more authors

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

Longer quotes referring to a sustainable definition/interpretation taken from a referenced source should be italicised. E.g.: Manipulation of recipient's consciousness is only plausible given there is a subject and an object of manipulation, whereby it can be defined as '*action directed at someone or something in order to achieve or instil something*' (Adair, 2003, p. 81). Hence, a speech strategy is basically '*a complex of speech actions aimed at achieving communicative goals*' (Issers, 2002, p. 122).

Following the APA Publication Manual (7th ed.), references should be formatted as follows.

BOOK

Halliday, M. A. K., & Matthiessen, C. (2004). *An introduction to functional grammar* (3rd ed.). Routledge. <https://doi.org/10.4324/9780203783771>

JOURNAL ARTICLE WITH PAGE RANGE

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. <http://dx.doi.org/10.3390/su10103613>

JOURNAL ARTICLE WITH MORE THAN SEVEN AUTHORS

Dikker, S., Wan, L., Davidesco, I., Kaggen, L., Oostrik, M., McClintock, J., ... & Poeppel, D. (2017). Brain-to-brain synchrony tracks real-world dynamic group interactions in the classroom. *Current Biology*, 27(9), 1375–1380. <https://doi.org/10.1016/j.cub.2017.04.002>

NEWSPAPER ARTICLE

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

CHAPTER IN AN EDITED BOOK: SINGLE EDITOR

Chen, X., Hao, P., Chandramouli, R., & Subbalakshmi, K. P. (2011). Authorship similarity detection from email messages. In P. Perner (Ed.), *Machine learning and data mining in pattern recognition* (pp. 375–386). Springer. https://doi.org/10.1007/978-3-642-23199-5_28

CHAPTER IN AN EDITED BOOK: TWO EDITORS

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>

CHAPTER IN AN EDITED BOOK: THREE OR MORE EDITORS

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

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* (pp. 272–276). IEEE. <https://dx.doi.org/10.1109/ICALT.2018.00069>

DISSERTATIONS

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

ONLINE ENTRY

Aslan, E. (2018, February 12). The surprising academic origins of memes. *The Conversation*. <https://theconversation.com/the-surprising-academic-origins-of-memes-90607>

DICTIONARY ENTRY

Longman Dictionary. (2021). Developing country. *Longman Online Dictionary of Contemporary English*. <https://www.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.

Wüster, E. (1970). *Internationale Sprachnormung in der Technik besonders in der Elektrotechnik*. Bouvier.

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

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.

Authors are requested to strictly follow this [TLC Manuscript Template](#) as a general structure and formatting reference.

Any article published in the journal may also serve as an illustrative model of the expected structure, formatting conventions, citation style, and overall presentation standards adopted by Training, Language and Culture.

T ables 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. Table layout should be logical and easily grasped by the reader. The 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

STRATEGIES	TACTICS
Strategies hindering cooperative interaction	
Evasion	Changing the subject / Forwarding / Avoiding the answer
Open negative response	Objection / Indignation / Denial / Unmotivated refusal
Downgrading the recipient's status	Accusation / Judgement / Denunciation / Reproach / Ridicule
Communicative confrontation	Disagreement / Unwillingness to sustain a conversation / Distancing
Strategies facilitating cooperative interaction	
Solidarity	Request to share a judgement / Reassurance / Intimate interaction
Scaling up the recipient's status	Expressing interest in the conversation / Praise / Compliment
Establishing positive interaction mode	Expressing positive emotional state / Positive assertion

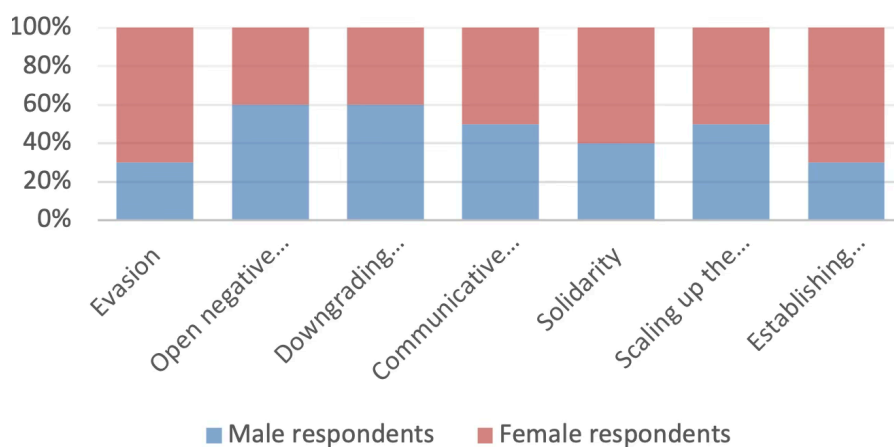


Figure 1. Quantitative analysis of gender aspects of communicative strategies and tactics represented in British business discourse

Book Review Guidelines

A book review should present an objective critical assessment of the books revealing their merits and/or drawbacks in terms of their contribution to the relevant field of science within the range of the journal focus areas. Book reviews should follow the same format and style requirements as articles, the length being 1,500 to 2,000 words. The review should introduce the reader to the book's content and focus on the subject of the book being reviewed. Reviewers need to include an exposition of how the book fits into the current thinking on the subject (e.g., a novel approach, an introduction, a generalising review, etc.), avoid repeating its table of contents, and give the reader some idea of the author's thesis and how they develop it. If the book is an edited collection of essays, or chapters by different individuals, reviewers need to give some idea of the overall theme and content, but be free to focus on specific chapters they consider particularly significant or worthwhile. A review should inform the reader about what is happening in the area of academic activity the book addresses; what the state of knowledge is in the subject; and how this new book adds, changes, or breaks new ground in our knowledge of this subject. The review should be fair to the author, convey the content of the book, include revealing quotations from the book or notable facts or findings.

It is advisable that a review include an introduction to the author, indicating the author's academic title, institutional affiliation, and scholarly profile (for example, whether the author is a recognised authority, an emerging scholar, or a frequent critic in the field). The review should summarise the intended purpose of the book and explain how it contributes to academic practice and to the development of the discipline more broadly. It should describe the author's approach to the subject, assess the rigour of the research, the coherence of the argument, and the clarity of the prose. The reviewer is also encouraged to situate the book within the existing literature by comparing it with related or earlier works in the field. Finally, the review should provide a balanced evaluation of the book's merits, usefulness, and distinctive contributions, while also noting any limitations the reviewer considers significant.

Reviewers are expected to establish their authority to write the review, not point out the author's flaws, but display in a detailed and instructive way their expertise on the subject. It is essential to keep in mind the reader of the review and the audience of the book and focus on what this readership might be looking for. Judgments can be made more convincing by quoting examples from the book. It is also imperative for reviewers to be honest while writing a review. TLC encourages the reviewers to acknowledge their work as big responsibility because it can influence a reader's decision of either choosing or rejecting the book.

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