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**ABSTRACT**

**Integrating Plain English into writing activities in the PhD language programme**

Scholars, from juniors to seniors, need to disseminate research results in English-medium journals because their academic careers are closely tied to publishing in English. They are expected (by journal gatekeepers) to use *correct scientific English* in their manuscripts. However, numerous junior researchers and novices to scientific writing do not know how to meet this expectation. The primary aim of the dissertation and the empirical study was to determine whether the teaching of Plain English (which favours simplicity in the written discourse) is relevant to the academic needs of research students, empowers them as publishable writers in the sciences and contributes to an improvement in the quality of their written texts that can be sustained over time. Last but not least, the Author was interested in whether integrating Plain English into writing activities constitutes an adequate component of an English course in the doctoral language programme at a technical university. The secondary aim of this research project was the Author's need to become a better-informed teacher of writing and a better writer in English. Her decision to carry out the teacher research was geared towards finding out whether her teaching facilitated the polishing of students' writing competences and what could be polished. The research findings were expected to help the Author review her philosophy of teaching writing and effect changes (if expedient) in her didactic work.

The dissertation consists of five (5) chapters. Chapter 1 provides an overview of writing theory and describes, among other concepts, the components of an effective text, and the reasons for clarity and readability in the written discourse. Chapter 2 explores language simplification with a focus on Plain English in scientific writing for publication purposes. Chapter 3 presents general issues related to the teaching of writing. Most importantly, it discusses the components of a target language classroom with writing development. Chapter 4 is divided into two (2) parts. Part 1 describes teachers' development as professionals. Part 2 contextualises the research by providing the background to the study and the rationale for selecting Plain English as an important component of PhD target language education. Chapter 5 provides analyses of the data collected on group and individual levels. It includes the key

findings, limitations of the study and implications for future research into integrating Plain English into doctoral education.

The results of the study support the claim that teaching Plain English to doctoral students should be a legitimate component of the PhD language programme, as it enhances the writing confidence of research students and brings some long-term writing gains. Given the scarcity of research on the teaching of Plain English in English for Research Publication Purposes instruction in Polish educational settings, the Author believes the study would attract a genuine interest from scholars who research into the concept of writing science for publication or from teachers of English who conduct language classes in doctoral schools.