

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
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КАФЕДРА ІНОЗЕМНИХ МОВ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

ENGLISH FOR ACADEMIC COMMUNICATION

МЕТОДИЧНІ ВКАЗІВКИ

для здобувачів другого (магістерського) рівня вищої освіти
спеціальностей 035.10 «Прикладна лінгвістика» та
291 «Міжнародні відносини, суспільні комунікації
та регіональні студії»



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E56 **English for Academic Communication** : методичні вказівки для здобувачів другого (магістерського) рівня вищої освіти спеціальностей 035.10 «Прикладна лінгвістика», 291 «Міжнародні відносини, суспільні комунікації та регіональні студії» / уклад.: Н. О. Бігунова, О. М. Набока, І. Ю. Онищук. Одеса : Олді+, 2023. 50 с.

Методичні вказівки призначені для здобувачів другого (магістерського) рівня вищої освіти спеціальностей 035.10 «Прикладна лінгвістика» та 291 «Міжнародні відносини, суспільні комунікації та регіональні студії», які вивчають обов'язкові дисципліни «Наукова комунікація іноземною мовою» та «Academic English». Основна мета вказівок – надати методичну допомогу здобувачам вищої освіти у підготовці та вивченні зазначених дисциплін під час практичних занять та у процесі самостійної роботи.

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ВСТУП

Пропоновані методичні вказівки «English for Academic Communication» призначені для здобувачів другого (магістерського) рівня вищої освіти спеціальностей 035.10 «Прикладна лінгвістика» у рамках навчальної дисципліни «Наукова комунікація іноземною мовою», та для здобувачів спеціальності 291 «Міжнародні відносини, суспільні комунікації та регіональні студії», які вивчають дисципліну «Academic English».

Мета дисципліни – набуття здобувачами теоретичних знань та практичних навичок, необхідних для усної та писемної наукової комунікації англійською мовою.

Мета передбачає розв’язання наступних завдань:

- ☐ ознайомлення здобувачів з основними рисами наукового стилю та жанровою організацією англomовного наукового дискурсу;
- ☐ використання знань з дисципліни для реферування та анотування сучасної наукової літератури англійською мовою.

Пропоновані методичні вказівки спрямовані на формування у здобувачів активного лексичного запасу для наукового спілкування; усвідомлення концепту *академічна доброчесність* та формування навичок уникання плагіату шляхом коректних посилань, цитувань та перифразу; формування навичок написання власних текстів академічної спрямованості англійською мовою (тез доповіді, наукової статті); набуття навичок візуального подання у таблицях, схемах, малюнках, діаграмах кількісних підрахунків власного дослідження та їх аналізу коректною англійською метамовою.

REFERENCING

If you borrow from or refer to the work of another person, you must show that you have done this by providing the correct acknowledgement. There are two ways to do this: **summary and citation:**

Herbert (1989) claims that the main function of compliments is to establish solidarity between the speaker and the recipient.

Quotation and citation:

According to Herbert: 'the primary purpose of compliments is to establish solidarity between the speaker and the recipient. . .' (Herbert, 1989: 143).

These in-text citations are linked to a **list of references** at the end of the paper, which includes the following details:

Author	Date	Title	Place of publication	Publisher
Herbert R. K.	(1989)	The Sociology of Compliment Work in Polish and English	Amsterdam:	John Benjamins Publishing Company
Mulder N.	(2022)	The Economic Weapon: The Rise of Sanctions as a Tool of Modern War		Yale University Press

The citation makes it clear to the reader that you have read Herbert and borrowed this idea from him. This reference gives the reader the necessary information to find the source if the reader needs more detail.

USING PRIMARY AND SECONDARY SOURCE MATERIAL

It is crucially important to mind how you use *primary* and *secondary* source material to support your points in your writing.

Primary sources present firsthand information. **Secondary sources** are one step removed from primary sources. They present a writer's analysis or

interpretation of primary source materials. Balancing primary and secondary source material in your writing will depend on the topic and assignment.

Using Primary Sources Effectively

Some types of research papers must use primary sources extensively to achieve their purpose. If you are writing about a work (including non-print works, such as a movie or a painting), it is crucial to gather information and ideas from the original work, rather than rely solely on others' interpretations. If you carry out your own field research, such as a survey or a series of interviews, you will want to discuss it in detail. For example, the interviews may provide interesting responses that you want to share with your reader.

Using Secondary Sources Effectively

For some assignments, it makes sense to rely more on secondary sources than primary sources. If you are not analyzing a text or conducting your own field research, you will need to use secondary sources extensively. Secondary sources you use should be closely linked to primary research, such as a journal article presenting the results of the authors' scientific study or a book that cites interviews and case studies.

REFERENCING SYSTEMS

Task 1. Look at the following advice on referencing systems from a university website. Fill in the gaps using the words in the box.

alphabetical
non-integral

brackets
numerical
subject surname

et al.
publication

four
semi-colons
superscript

integral

THE HARVARD SYSTEM

In the author-date (or **Harvard**) system, in-text references can be either integral or non-integral to the sentence. In an **1**_____ reference, the

_____ of the author is used as an element of the sentence (often as the **3** _____ of the sentence). It is followed by the date of **4** _____ in brackets. For example: ***Porter (2017)** points out that such research suggests...*

In a **5** _____ reference, the surname of the author and the date of publication are put in **6** _____ at the end of the sentence. For example: *women are more likely to apologise, soften criticism or express thanks than men (**Hewings 2014**).*

Integral references focus more attention on the author.

In a non-integral reference, you can list a number of sources by different authors. For example: *women pay more compliments than men (**Herbert, 1990; Holmes, 1995; Manes, 2004**).*...

In this example **7** _____ sources are given: one written by Herbert, one by Johnson and Roen, and two by Holmes. Items in the list are separated by **8** _____ and usually given in **9** _____ order (He-, Ho-, M-).

When a publication has more than two authors, only the surname of the first author is given, followed by a comma and the words **10** _____ (= and others). For example: *... while men in analogous situations do not (Johnstone, et al. 1992)*

All the sources mentioned in a text are listed alphabetically (using the surname of the author) in a reference list at the end. For example:

References

Herbert, R. K., Straight, S. (1989). Compliment-rejection versus Compliment-Avoidance: Listener-based versus Speaker-based Pragmatic Strategies. *Language and communication*, 9 (1), 35 – 47.

Holmes, J. (1995). *Women, Men and Politeness*. London: Longman.

THE NUMERIC OR ENDNOTE SYSTEM

Another method of referencing is often called the *numeric* or *endnote* system. For example: *Both service and manufacturing firms experience similar problems in managing the introduction of IT...*

A number is placed in the text, usually in **11** _____ or sometimes in square brackets, which links to a source in the reference list. These sources are listed in **12** _____ order.

Task 2. Look at the following extracts from students' essays. Identify problems with the in-text referencing and suggest improvements.

1. To take an obvious case, there are discernible differences between sections of research articles, Lions & Evans, 1997. (*Lions & Evans, 1997*)
2. Weldon 1994 extends this line of research.
3. Useful part characterizations of this variety are provided by Atkinson ('79).
4. A number of researchers (e.g. Wilson & Valle 1999, Wilson & Acklam 2006) have examined the textual properties of research articles.
5. Design departments have problems communicating with senior management [Harmer, 5].
6. Tyler, Caine, Bailey and Dryon (1981) suggest that case studies offer participants the opportunity to make sense of theory.
7. The methodology developed by John Kelly (1996) involves negotiating the syllabus with students and sponsors.
8. Media rankings show that management development programmes have become increasingly important for business schools 4.

Task 3. As a follow-up to a writing seminar on the features of different text types or genres, you have been asked to write one or two paragraphs on *HOW TEACHING DIFFERENT GENRES IMPROVES ACADEMIC WRITING*¹.

Before you start writing, in pairs identify the advantages and disadvantages of teaching genres mentioned in the following notes taken from a number of sources.

¹ McCarthy M., O'Dell F. Academic Vocabulary in Use. Cambridge University Press, 2012. P.50.

Hammond, J. and Macken-Horarick, M. (1999). Critical literacy: Challenges and questions for ESL classrooms, *TESOL Quarterly*, 33: 528-44.

observed that teaching different genres helps students to understand texts and be more successful writers

Luke, A. (1996). Genres of power? Literacy education and the production of capital, in Hasan, R. and Williams, G. (eds.), *Literacy in Society*. London: Longman, pp. 303-38.

claimed that teaching academic genres (e.g. essays, dissertations) can lead students to produce formulaic writing – they reproduce the model texts they are taught without thinking about (=critically evaluating) them

Christie, F. (1993). The 'received' tradition of literacy teaching: The decline of rhetoric and the corruption of grammar, in Green, B. (ed.), *The Insistence of the Letter: Literary Studies and Curriculum Theorizing*. London: Falmer Press, pp. 75-106.

Martin, J. R. (1993). Genre and literacy – modelling context in educational linguistics, *Annual Review of Applied Linguistics*, 13: 141-72.

Both agreed that disadvantaged students (e.g. from poor backgrounds) in particular need to be taught academic genres in order to be successful at school and university

Swales, J. M. (2000). Languages for specific purposes. *Annual Review of Applied Linguistics*, 20: 59-76.

in favour of teaching genres; but agreed that students need to be given ways of bringing their own ideas to academic texts

Hyon, S. (2001). Long term effects of genre-based instruction: A follow-up study of an EAP reading course, *English for Specific Purposes*, 20: 417-38.

warned that students need to be careful not to overgeneralize about genres, i.e. to apply what they have learned about one genre (e.g. an essay) to another (e.g. a dissertation)

6

Kay, H. and Dudley-Evans, T. (1998). Genre: What teachers think, *ELT Journal*, 52: 30B-14.

researched teachers' views; found that most said a genre approach provided useful framework for teaching, but discovered that many concerned that it was too prescriptive (little room for creativity)

Task 4. Make a skeleton plan for your writing using the notes in Task 3. Using the notes, write a paragraph or two (about 200 words in total) with appropriate in-text references. Try to include examples of both integral and non-integral references. Start with the following sentence:

A number of writers have discussed the advantages and disadvantages of teaching genre analysis for academic writing. Termond and Hyon (2009), for example,

REPORTING VERBS

A reporting verb is often used when we refer to the work of other writers in academic text. For example:

- ☐ *Lupton (2019) **points out** that only a small number of plant and animal species have been exploited for food.*
- ☐ *A number of studies **have shown** that a dietary intake of 10% canola oil significantly shortened the life span of laboratory rats [17, 18, 19].*

Reporting verbs have one of three general functions. They indicate what other write:

1. **did** in their research (e.g. **study, measure, use**).
2. **found** in their research (e.g. **find, observe, show**).
3. **thought** or **said** in their writing (e.g. **think, believe; write, state**).

You should consider carefully which reporting verbs to use in your writing, and try to use a variety of them. As you read textbooks and journal articles in your subject, keep a record of the most commonly used reporting verbs in the three groups and try to use them in your own writing.

Task 5. Find the reporting verbs in this extract from a research article looking at variation in writing in different academic subjects. Write the verbs in the appropriate group (1-3) above.

In a preliminary investigation, Barrimore (1994) focused on dissertation titles. Recently, Andrews (2015) conducted an extensive analysis on titles of scientific texts. Finally, Tropper and Hugley (2016) and Pym (2019) analysed the conventions of title writing in scientific research articles. They revealed in their studies that newer titles are semantically richer and are characterised by an increasing syntactic fullness. In connection with this, Tropper and Hugley commented that stating the results of an investigation in the title of the article is becoming very common.

Fortanet, I. et al. (1998). Disciplinary variations in the writing of research articles in English. In Fortanet, I. et al. (Eds.) *Genre Studies in English for Academic Purposes*, (pp. 59-78). Colleccio Summa Seria Filologia 9, Universitat Jaume.

Task 6. In pairs, add the reporting verbs in the box to the group (1-3) above.

argue	carry out	claim	consider	discover	
demonstrate	establish	examine	explore	investigate	note
point out	prove	show	suggest		

THE GRAMMAR OF REPORTING VERBS

Some reporting verbs:

A. may be followed by a **noun phrase** but not by a that-clause, e.g.: *Babelyuk*

(2006) analysed cognitive-evaluative markers of cultural symbols;

- B. may be followed either by **a noun phrase** or **a that-clause**, e.g. *Behta (2013) demonstrated functional pragmatic characteristics of text* OR *Behta (2013) demonstrated that text possesses certain functional pragmatic characteristics*;
- C. may be followed by **a that-clause** but not usually by a noun phrase, e.g. *Makarov (2003) agreed that intentions, beliefs and wishes should be treated as psychological cognitive regulators, responsible for action and interaction programmes*².

Task 7. Put the following verbs in the correct column in the table:

Agree, analyse, argue, assume, believe, calculate, call for, challenge, claim, comment, compare, conclude, conduct, consider, define, demonstrate, describe, discuss, emphasize, establish, examine, explain, illustrate, investigate, note, outline, point out, question, reject, say, show, state, suggest, support, think, write.

A-pattern verbs V+NP, V+that	B-pattern verbs V+NP, V+that	C-pattern verbs V+NP, V+that

Task 8. Complete the following sentences with the verbs in the boxes:

pointed out	conducted	investigated
-------------	-----------	--------------

1. According to the survey _____ by Ruston et al. [21], expecting medical staff to learn new software while caring for a full load of patients is a common reason for failure.

² McCarthy M., O'Dell F. Academic Vocabulary in Use. Cambridge University Press, 2012. P. 60.

2. It has been _____ that even moderate storms can have an impact on coastal development (Steers, 1995).

3. Levy (1996) _____ the way in which insectivorous plants catch and digest insects.

carried out

compared

concluded

4. Reynolds et al. (1999) _____ the use of acupuncture and paracetamol in pain relief.

5. Carey (2009) _____ that mental illness is twice as common in lower socioeconomic classes.

6. They _____ an investigation into employer attitudes towards the continuing professional development of their employees.

agreed

called for

examined

7. A number of studies have _____ the reasons for the slow pace of reform (e.g. Smart, 2006; Dunlop, 2013).

8. Bernards (1099) _____ that chaos theory cannot be supported by data.

9. Other writers have _____ a change in planning policy (e.g. Lee, 2015; Newton, 2018).

IN-TEXT REFERENCES

You may find some alternatives to the in-text referencing conventions you saw above. Compare the following styles of referencing:

- a) Research of communicative strategies has become the center of attention of numerous linguists (Leach 2009; Brown 2011; Lee and Mirza 2014).
- b) Research of communicative strategies has become the center of attention of numerous linguists (Leach 2009; Brown 2011; Lee & Mirza 2014).

Both styles are possible. You can see that in the first example the word ‘and’

is used instead of an ampersand (&), and commas are omitted between author and date.

If you include a quotation in your writing, it is usual to give a page number in the reference:

If the kitten was gently removed a very short distance away from its mother, ‘the newborn kitten initiated weight-supported steps to return to its mother’s side’ (Bradley & Smith, 1988, p. 48).

Alternative in-text references: (Bradley and Smith, 1988, p.48) or (Bradley & Smith, 1988: 48) or (Bradley and Smith, 1988, 48).

QUOTATIONS

The conventions for including quotations

Different subjects and different institutions can have different conventions on including quotations in academic writing.

1. For **short quotations** continue on the same line and put the quotation in single or double inverted commas (e.g. Extract 1).

If you need to change a capital letter to a lower-case letter at the beginning of the quotation in order to integrate it with the text that comes before, put the lower-case letter in square brackets.

2. For **long quotations** start a new line and indent the quotation, but don’t put it in inverted commas (e.g. Extract 2 and 4).

What counts as a ‘short’ and ‘long’ quotation can vary. If you are not given information about this by your tutor or your university, take short quotations to be up to 30 words.

3. For **both short quotations and long quotations** -

- Give a reference to their source using either the author-date (e.g. Extracts 1, 2 and 3) or the numerical system (e.g. Extract 4). It is usual to give the page number(s) in the reference (e.g. Extracts 1, 2 and 3).

- Introduce a quotation with a colon if an independent clause comes before (e.g. Extracts 2, 3 and 4).
 - Make sure the quotation supports what you have said (e.g. Extract 3).
 - Make sure you introduce the quotation and, in many cases, add a comment on the quotation after it (e.g. Extracts 2 and 3).
 - Make sure that the quotation is integrated grammatically into the text (e.g. Extract 4).
 - Use an ellipsis (...) to show that you have left a word or more out of the source text (e.g. Extract 1).
 - Put in square brackets any words of explanation that you have inserted into the quotation (e.g. Extract 3).
4. Finally, always check that you use *exactly the same words* as in the source text.

Extract 1

As Zygmunt Bauman sums it up, 'there are many hardships one needs to suffer for the sake of tourists' freedoms: the impossibility of slowing down, uncertainty wrapping every choice, risks attached to every decision ...' (Bauman, 1998b: 98).

Franklin, A (2003). *Tourism: an introduction*. London: Sage.

Extract 2

Of course, the architectural influence arrived earlier as a result of the popularity of the Mediterranean in the early part of the twentieth century. A good example of this is the widespread building of public swimming pools:

A feature of many of the new European parks of the 1920s and 1930s was the lido – the open-air swimming pool. The word 'lido' was borrowed from the Italian word for coastline, but made famous by the reputation of the Venice Lido, and so the lido became the city's beach. (Worpole, 2000: 113).

After World War II this aesthetic became widely and routinely drawn into modernising fashions and interiors.

Franklin, A (2003). *Tourism: an introduction*. London: Sage.

Extract 3

But just as tourism has become a way of life for a global world, it is, not surprisingly, becoming increasingly difficult to travel anywhere new or different that is in any way free from hazards: ‘ [t]here are only a handful of places left on earth where you can escape all this [global sameness] ; as I write there is no McDonald's in Cuba, no Coca Cola in Libya, and no television in Afghanistan. But in order to find real difference you have to travel well outside the political pale' (Simpson, 2001: xxvi). Most people do not travel outside the political pale and so they find themselves increasingly travelling inside the realm of the familiar.

Franklin, A (200a). *Tourism: an introduction*. London: Sage.

Extract 4

The Business Roundtable, which is made up of leading corporate CEOs, issued a report in 1988, Corporate Ethics: A Prime Business Asset [43], highlighting the ethics-related programs of ten major US corporations. The Business Roundtable undertook the endeavor because:

The question of ethics in business conduct has become one of the most challenging issues confronting the corporate community in this era [44] .

Epstein, E M (2002). The field of business ethics in the United States: Past, present and future. *Journal of General Management*, 28: 10-11.

Task 1. Read the conventions for including quotations in your writing above and then revise the following extracts from student essays to include the quotations.

1. One of the indicators of a country's level of development is the general health of its population. However, there are difficulties in objectively measuring some aspects of health.	“... <i>health is a complete physical, mental and social wellbeing and not merely the absence of disease or infirmity</i> ” (World Health Organisation, 1985, p 8).
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One of the indicators of a country's level of development is the general health of its population. According to the World health Organisation (1985: 8): "health is a complete physical, mental and social well being and not merely the absence of disease or infirmity". However, there are difficulties in objectively measuring some aspects of health.

2. Children growing up in the modern world face problems never encountered before: the demands of a consumer society, a changing climate, and limited resources. It is the job of teachers and parents to give guidance to children as they try to adapt to this new world.	<i>"The solution to adult problems tomorrow depends on how our children grow up today"</i> (Mead, 1980. P. 35).
3. There is dispute among researchers about whether infectious diseases will cause more deaths in the future or fewer. Pimentel (1999), for example, argues that the growth in disease is expected to continue. Other researchers disagree with this view.	<i>" .. infectious disease has been decreasing since 1970 ... infectious disease is expected to decrease in the future, at least until 2020"</i> (Lamborg, 2001, p 26)
4. Culture is shaped by a group of people. The group may be very large in number; such as those sharing a Western culture, or just a few hundred, such as the inhabitants of some small Pacific islands.	<i>"The culture of a group consists of its shared, socially learned knowledge and patterns of behaviour"</i> (Stevens, 1987, p 3)

In pairs, read the revised extracts your partner wrote in Task 7. Check that they have followed the conventions for quotation and suggest improvements where necessary.

QUOTATION vs CITATION

While **QUOTATION** means the repetition of a sentence, phrase, or passage from speech or text that someone has written and implies using exactly

the same words as in the source text, **CITATION** is a reference to a source, which is done in different words. Citation does not involve quotation marks. You 1) shorten what the other person said (which is called **summarising**) and 2) express the main idea in your own words (which is called **paraphrasing**). Still, you need to refer to the source by providing the name of the author and the year of his/her work in brackets but you do not need to identify the page.

ABBREVIATIONS IN CITATIONS

In-text citations use the following abbreviations, derived from Latin and printed in italics:

et al.: Usually used when three or more authors are given. The full list of names is given in the reference list:

somatic markers normally help constrain the decision-making space (Bechara et al., 2000: 797).

ibid.: taken from the same source (i.e. the same page) as the previous citation:

Certain option-outcome pairs can be rapidly rejected or endorsed (ibid.)...

op cit.: taken from the same source as previously, but a different page.

SUMMARISING AND PARAPHRASING

Summarising and **paraphrasing** are normally used together in academic writing. They are the *techniques* that help *avoid plagiarism*.

Summarising aims to reduce information to a suitable length, allowing the writer to condense lengthy sources into a concise form, while paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning [Bailey, 42].

Summarising is used to describe the main features of the subject. It is used it to give a one-sentence outline of an article, or to provide much more detail,

depending on the writer's needs. Most importantly, a summary focuses on the main ideas and excludes examples or supporting information.

Summary writing involves the following *stages*:

- (a) Read the original text carefully and check any new or difficult vocabulary.
- (b) Mark the key points by underlining or highlighting.
- (c) Make notes of the key points, paraphrasing where possible.
- (d) Write the summary from your notes, reorganising the structure if needed.
- (e) Check the summary to ensure it is accurate and nothing important has been changed or lost³.

Summarizing should always be combined with paraphrasing because once you've selected the key points of the text, it is necessary to express them in your own words.

While summarising aims to reduce information to a suitable length, *paraphrasing* attempts to restate the relevant information.

For example, the following sentence:

Falling levels of fertility have generally been found as countries become richer.

could be paraphrased:

As a country gets richer, the average number of children born to each woman gets smaller.

An effective paraphrase usually:

- has a different structure to the original,
- has mainly different vocabulary,
- retains the same meaning.

³ Bailey S. Academic Writing: a handbook for international students. Routledge, 2018. P. 43.

Task 1. Read the text carefully and mark the key points by underlining or highlighting:

Gaze direction used in Turn-taking

Coulthard (1996:59) declares that one of the most fundamental facts about conversation is that the roles of the speaker and the listener change with remarkably little overlapping of speech and few silences. This can be achieved by applying the system of ‘turn-taking’ which is the basic form of conversation organization. Turn-taking is the process of alternating between speakers in a conversation. Native speakers automatically recognize opportunities to take or relinquish a turn during conversation and can do this without causing misunderstanding. This also indicates that speakers should not be speaking simultaneously for a large period of time.

Establishing eye-contact is one means by which interlocutors confirm that they have each other’s attention. Gaze direction is to be the most important device for indicating turn-taking. While you are talking, your eyes are down for much of the time. While you are listening, your eyes are up for much of the time.

For much of the time during a conversation, the eyes of the speaker and the listener do not meet. When speakers are coming to the end of a turn, they might look up more frequently, finishing with a steady gaze. This is a sign to the listener that the turn is finishing and that he or she can then come in. Gaze plays a powerful and complex role in face-to-face conversation. People engaged in conversation may look at one another to monitor listener acceptance and understanding, to signal attention and interest, and to coordinate turn-taking. Conversely (Novik et al, 1996: 1).

The frequency and maintenance of eye-contact is governed by different social conventions. For instance, gaze might be directed at chest-level as a sign of respect, whilst prolonged eye contact could be considered disrespectful towards someone of higher social status, if not rude (Brown, 2000: 263). Eye contact facilitates smooth communication and the negotiation of meaning: Hayashi (2004: 345) observes that there is, “a need to check the recipient’s understanding,” when

an utterance is produced. Students sometimes need reminding and encouragement to do this, especially those who are shy, nervous, or lack confidence.

PARAPHRASING

A paraphrase is a report in your own words of what someone else has said in a source text.

Task 2. Think of three advantages of using paraphrases as opposed to quotations in your academic writing.

Stages of paraphrasing

Step 1: Read the text for general meaning.

Step 2: Read the text again in more detail. Guess the meaning of unknown words if possible, or look them up in a dictionary.

Step 3: Write notes on the main points that are relevant to your work, and look for information that can be cut.

Step 4: Write a paraphrase based on your notes. Make sure there is an appropriate reference to the source text.

Step 5: Revise the paraphrase: change words that appeared in the original text, reorder information, cut detail where possible, and combine two or more sentences into one⁴.

Task 3. You have been given an essay with the title *How can countries achieve sustainable development?* Discuss this with reference to a country you are familiar with. As you research the essay, you find the following text and decide that you want to use some of the information it contains. Make notes on the text using Steps 1-3 in the website to write a successful paraphrase of the extract.

Note: *Sustainable development is development that uses nature's resources at a rate at which they can be replaced naturally, and so does less damage to the environment.*

⁴ Hewings M. Cambridge Academic English: an integrated skills course for EAP. Student's Book. Cambridge University Press, 2012. P. 77.

Role of information

Information is the foundation of sustainable development and is fundamental to successful planning and decision making. If decisions are made without sound data and information, they will be little better than best guesses and are likely to be wrong. Economic and social data are widely available and are relatively reliable and well understood. The situation with environmental data and information is somewhat different. High quality, comprehensive and timely information on the environment remains a scarce resource, and finding the 'right' information can pose problems: data are more difficult and expensive to obtain. It is also difficult to find indicators that capture and reflect the complexity of the environment and human vulnerability to environmental change. Environmental data acquisition remains a basic need in all countries.

United Nations Environment Programme (2002). *Global Environment Outlook 3*.

London: Earthscan.

Task 4. Read the following paraphrase of the text “*Role of information*”. Then, using the notes you made in Tasks 3 and 4, write your own paraphrase using the guidelines in Step 4.

It has been pointed out (United Nations Environment Programme, 2002) that information is fundamental to successful planning and decision making for sustainable development. Reliable and well understood economic and social data are widely available. However, there is little high quality, comprehensive and timely environmental data available. This is because it can be difficult and expensive to obtain. It is also difficult to find indicators of the complexity of environmental change and human vulnerability to it. Nevertheless, it is a basic need in all countries.

Task 5. Read another possible paraphrase of the text “*Role of information*”. Compare it with the paraphrase in Task 4. What differences are you able to notice?

It has been pointed out (United Nations Environment Programme, 2002) that information is a basic requirement in successful planning and decision

making for sustainable development. Although economic and social data are widely available, there is relatively limited environmental data because of its complexity and the fact that it can be expensive and difficult to produce. However, environmental data is essential

Task 6. Look again at the paraphrase you wrote in Task 4. Revise it using the guidelines in Step 5.

Task 7. You have been given an essay with the title *Show how humans have had an impact on their environment* using examples about one country which you are familiar with. Use the five steps from *Stages of paraphrasing* above to write a paraphrase of the following text.

We can recognize certain trends in human manipulation of the environment during the model era. Firstly, the number of ways in which humans are affecting the environment is growing rapidly. For example, nearly all the powerful pesticides post-date the Second World War. The same applies to the increasing construction of nuclear reactors, to the use of jet aircraft and to many aspects of biotechnology. Secondly, environmental issues that once affected only particular local areas have become regional or even global problems. An instance of this is the appearance of substances such as DDT (a major pesticide), lead and sulphates at the North and South Poles, far removed from the industrial societies that produced them. Thirdly, the complexity, magnitude and frequency of impacts are probably increasing. For instance, a massive modern dam like that at Aswan in Egypt has a very different impact from a small Roman dam.

Goudie, A. and Viles, H. A. (1997). *The Earth Transformed: An introduction to human impacts on the environment*. Oxford: Blackwell.

TECHNIQUES FOR PARAPHRASING

The following *techniques for paraphrasing* have been put forward:

3) Changing vocabulary by using synonyms:

Give – provide; wages – salary; try – attempt; highlight – point out; mainly – primarily; generally – normally.

2) Changing word class:

Explain (v.) – provide an *explanation* (n.); as a *result* (n.) – *resulting* from (adj.); use *mechanical* devices (adj.) > *mechanise* the process (v.); become *profitable* (adj.) – seek *profitability* (n.)

e.g. a) Students **tend** to leave preparation for exams till the last minute. → There is a **tendency** for students to leave preparation for exams till the last minute.

b) We saw **evidence** that some students had copied each other's answers. → It was **evident** that some students had copied each other's answers.

3) Changing word order:

People generally think that rats are carriers of diseases. → **Rats** are generally considered carriers of diseases⁵.

In practice, all these three techniques are used at the same time.

It is impossible to paraphrase every word, since some have no true synonym (e.g. *economy*, *hair*, *school*, *century*).

Let us now concentrate on each of these techniques in detail.

USING SYNONYMS IN ACADEMIC ENGLISH

Since changing vocabulary by using synonyms is a crucial tool for paraphrasing other people's ideas, the following tasks are aimed at finding synonyms to most common for Academic English nouns, verbs, adjectives and adverbs.

Task 8. Use synonyms to the nouns in bold. When in doubt, consult units 2 & 30 of “Academic Vocabulary in Use”:

1. The discovery of the new drug is of great **importance** for/to people suffering from heart problems.
2. As employers we need to be seen to be addressing these **subjects** sympathetically.

⁵ Bailey S. Academic Writing: a handbook for international students. Routledge, 2018. P.47.

3. The machine works according to the **rule** of electromagnetic conduction.
4. The major **influence** of this epidemic worldwide is yet to come.
5. The most likely **result** seems to be a caretaker administration until genuine elections can be held.
6. We must contextualize the problem before we can understand its **source**.

Task 9. Use synonyms to the verbs in bold. If not sure, consult units 3 & 12 of “Academic Vocabulary in Use”:

1. The Minister’s speech has **caused** a furious reaction.
2. Doctors said surgery could **cause** a heart attack.
3. It **arouses** enough goodwill to heal rifts and start tricky relationships afresh.
4. These numbers clearly **show** the size of the economic problem facing the country.
5. The U.N. has **found** detailed criteria for who should be allowed to vote.
6. The council is to **explore** ways of reducing traffic in the city centre.
7. The research project has been **noting** changes in the local population.

Task 10. Use more formal *adjectives* instead of those in bold. When in doubt, consult units 4 and 11 of “Academic Vocabulary in Use”:

1. Windmills are **typical** feature of the Mallorcan landscape.
2. It has been **obvious** that in other areas standards have held up well.
3. The manager should take **suitable** action if safety standards are not being met.
4. Citrus fruits are **a main** source of vitamin C.
5. Earthquakes are not **frequent** in this part of the world.
6. There is **enormous** variation in the degrees of multipartyism, party discipline, and the stability of party systems and government coalitions.
7. Is there a **special** sequence in which you have to perform these tasks?

Task 11. Use more formal *adverbs* instead of those in bold. If not sure, consult units 1&5 of “Academic Vocabulary in Use”:

1. Public order is **mainly** an urban problem.
2. Storms have been hitting **almost** all of Britain recently.
3. Too often we make decisions based **only** upon what we see in the magazines.
4. More local employment will be created, **especially** in service industries.
5. In the poverty to which most of the South had been reduced, they were **relatively** affluent.
6. **Roughly** two weeks is required for the refund to be processed.
7. Whatever the scientists **finally** conclude, all of their data will immediately be disputed.
8. The play was the first commercially successful work dealing **openly** with homosexuality.
9. At the end of the war we were in **exactly** the same financial position as before.
10. Exercise will not only lower blood pressure but **perhaps** protect against heart attacks.

CHANGING WORD CLASS

In academic style the verbs of mental activity like *explain, analyze, explore, research, describe* are less common than the nouns derived from them combined with certain verbs. These collocations are provided in “Academic English in Use” (Unit 3), and Stephen Bailey’s “Academic English” (pp.).

Here is an exercise to let you think about these language items and check your knowledge of them:

Task 12. Rewrite each sentence using the word in brackets:

1. The witness was unable to describe the robber (description).
2. Any change in lifestyle will affect your health (effect).
3. She told the court she would fully explain the prosecution's decision on Monday (explanation).

4. The government hasn't attempted to avert the crisis (attempt).
5. She emphasizes developing good study habits (emphasis).
6. The project nicely illustrates how people can work together (illustration).
7. That was the first attempt to classify non-verbal signals (classification).

Task 13. Insert adverbs derived from the words in italics into suitable places in the sentences.

1. The second incident occurred in the spring of 1992, but it was never proved. *allege*
2. The coup collapsed, and the plotters were arrested while trying to flee. *report*
3. Oil prices fell this week, because of over-production. *appear*
4. Two sales executives are leaving this week, to get higher paid jobs elsewhere. *presume*
5. We may conclude that water shortages are likely to increase rather than decrease. *tentative*
6. Voters have lost faith in the government. *evidence*

Task 14. Use *different techniques* to paraphrase sentences from the book “*Watching the English*” by Kate Fox:

1. **Find synonyms** for the words underlined. Rewrite the paragraph using these:

A **gift**, as any first-year anthropology student can tell you, is never free. In all **cultures**, gifts tend to come with some **expectation** of a return – this is not a bad thing: reciprocal exchanges of gifts are an **important** form of social bonding. Even gifts to small **children**, who cannot be expected to reciprocate in kind, are no exception to this universal **rule**: children receiving Christmas presents are supposed to reciprocate with **gratitude** and good **behaviour**. The **fact** that they **often** do no such thing is beside the point – a rule is not invalidated just because people break it. It is **interesting** to **note** that in the case of very young children,

who cannot be expected to **understand** this rule, we do not give Christmas presents ‘directly’, but **invent** a magical being, Father Christmas, from whom the gifts are said to come. The **traumatic discovery** that Father Christmas does not exist is really the discovery of the laws of reciprocity, the fact that Christmas presents come with strings attached.

2. **Change the word class** of the underlined words. Rewrite the paragraph using the changes:

A gift, as any first-year anthropology student can tell you, is never free. In all cultures, gifts **tend** to come with some **expectation** of a **return** – this is not a bad thing: reciprocal **exchanges** of gifts are an important form of social bonding. Even gifts to small children, who cannot be expected to reciprocate in kind, are no **exception** to this universal rule: children receiving Christmas presents are supposed to reciprocate with **gratitude** and **good behaviour**. The fact that they often do no such thing is beside the point – a rule is not invalidated just because people **break** it.

3. **Change the word order** of these sentences, rewriting the paragraph so that the meaning stays the same. Put the words in bold in the foreground:

Any discussion of English conversation, like any English conversation, must begin with The Weather. This, however, is the point at which **most commentators** either stop, or try, and fail, to come up with a convincing explanation for the English ‘obsession’ with the weather. They fail because **their premise** is mistaken: they assume that we talk about the weather because we have a keen (indeed pathological) **interest** in the subject. Most of them then try to figure out what it is about **the English weather** that is so fascinating.

4. Combine all three techniques to paraphrase three more paragraphs from the same book. But before doing that be sure to mark **the key points** by underlining.

Among the English, gossip about one's own private doings is reserved for intimates; gossip about the private lives of friends and family is shared with a slightly wider social circle; gossip about the personal affairs of acquaintances, colleagues and neighbours with a larger group; and gossip about the intimate details of public figures' or celebrities' lives with almost anyone. This is the distance rule. The more 'distant' from you the subject of gossip, the wider the circle of people with whom you may gossip about that person.

The distance rule allows gossip to perform its vital social functions – social bonding; clarification of position and status; assessment and management of reputations; transmission of social skills, norms and values – without undue invasion of privacy. More importantly, it also allows nosey-parker anthropologists to formulate their prying questions in such a roundabout manner as to bypass the privacy rules.

If, for example, you want to find out about an English person's attitudes and feelings on a sensitive subject, such as, say, marriage, you do not ask about his or her own marriage – you talk about someone else's marriage, preferably that of a remote public figure not personally known to either of you. When you are better acquainted with the person, you can discuss the domestic difficulties of a colleague or neighbour, or perhaps even a friend or relative.

INTRODUCTIONS AND CONCLUSIONS

INTRODUCTIONS are usually no more than about 10 per cent of the total length of the paper. They might include the following points:

1. Some brief background to the topic
2. Mention of some sources you have read on the topic
3. Your aim or purpose in writing
4. The method you adopt to carry out your own investigation
5. A definition of any unfamiliar terms in the title
6. Any limitations you set yourself

Not every introduction will include all the elements above.

Task 1. Read the introductions to a few articles and decide which of the components listed above (1-6) they are examples of.

1

S. Volkova, D. Stetsenko

STUDYING THE IMAGE-SYMBOL LABYRINTH: A MYSTERY? A POSSIBLE ROUTE? OR A TRIAL?

1. Introduction

The labyrinth is something that attracts by its sacredness, its powerfulness, and mysteriousness. Everybody at some point (in their life) can find themselves in a situation, which can be conceived of as the labyrinth and must complete the quest to find the way out of that situation. The unconventional and diverse nature of the labyrinth activates a broad range of interpretations and implementations in various literary genres.

A *labyrinth* can be treated as a mystery, a secret route, a trial to be overcome, a set of challenges to be tackled. In this interpretation, the labyrinth correlates with the concept of MYSTERY (Knobloch 2003). Knobloch studies the ways of implementation of the mystery in the plot of detective stories looking at the etymology and semantics of lexemes, which provide some explicit or implicit characteristics to produce the concept of MYSTERY. Nevertheless, his inquiries are not merely concerned with the image or symbol labyrinth, though they give the insights on the main aspects of the concept of MYSTERY, which lies at the heart of interpretation of the image-symbol labyrinth.

Our research **aims** at a multidimensional study of the image-symbol of labyrinth in the anti-utopian novel "The maze runner". In this paper, we study extralinguistic and reveal linguistic factors, which influence the construing of the image-symbol labyrinth considering its mythological, folklore background and features of the genre of the novel "The maze runner", which is the anti-utopian one. The **tasks** of our paper are as follows: to analyse various interpretations of such notions as "image", "verbal image", and literary image"; to reveal the mythological and folklore backgrounds of the phenomenon of labyrinth for its further construing in the novel "The maze runner"; to work out an algorithm for construing the model of the image-symbol labyrinth in the anti-utopian text.

Material and methods The present study investigates the image-symbol labyrinth in the 21st century American anti-utopian literary text. The factual material of the research is the novel "The maze runner" written by contemporary American writer James Dashner. The story runs about fifty teenagers, who must find their way out of the Maze to survive after a catastrophe.

The beginning of the 21st century is characterised by a swift change of ideas and mainstreams in the anti-utopian genre, its reinterpretation of the new world's values and ideologies. Anti-utopia is a genre that has been in the focus of literary scholars' attention for many decades (Kumar 1987). However, recently some state-of-the-art linguistic studies of anti-utopian texts have started to evolve. Some linguists and

philologists such as Volkova (2017) and Shishkina (ШИШКИНА 2007) investigate the structure and compositional aspects of various concepts' verbal representations, the choice of the syntactic constructions and language means, which are dominant in the image formation.

Paying our linguistic attention to the image-symbol labyrinth in the anti-utopian novel we apply the methods of linguosemiotic, cognitive linguistics, linguocultural, and narratological analyses. The methodology for the study of the image-symbol labyrinth in the anti-utopian novel is grounded on the integration of basic statements of linguosemiotics (Степанов 2004; Morris 1938; Peirce 1991; Volkova 2018), cognitive linguistics and linguoconceptology (Langacker 1991; Prihodko & Prykhodchenko 2018; Talmy 2000; Vorobyova 2017), linguoculturology (Panasenکو 2020; Stashko 2017; Volkova 2018), cognitive poetics (Marina 2018; Stockwell 1992; Vorobyova & Lunyova 2020;), the theory of possible worlds (Eco 1978; Doležel 1998; Lewis 1986; Ryan 2006), and the theory of mythologically oriented semiosis (Колесник 2003; Kravchenko et al. 2021; Volkova 2016).

Volkova, S. & Stetsenko, D. (2022). Studying the image-symbol LABYRINTH: A mystery? A possible route? Or a trial? *Lege artis. Language yesterday, today, tomorrow. The journal of University of SS Cyril and Methodius in Trnava*. Trnava: University of SS Cyril and Methodius in Trnava, 2022, VII (1), p. 214-248.

LANGUAGE REPRESENTATION OF THE TIME CONCEPT IN ENGLISH ORAL NARRATIVE DISCOURSE

1. Introduction

The study of personal identity, gender stereotypes, and even “the world” has been successfully subjected to a cognitive orientation that views the human mind as the central and universal organizer of information, or the place where information about self and the world is centrally organized (Carreiras, 2010, David et.al., 2004, Evans & Green, 2006, Fauconnier, 2004, Wierzbicka, 2006, etc.).

As D. Malouf writes: “It is all very well to regard language as simply “a means of communication.” It may be that for poor handlers of a language and for those to whom it is new and unfamiliar, who use it only for the most basic exchanges. But for most of us it is also a machine for thinking, for feeling; and what can be thought and felt in one language – the sensibility it embodies, the range of phenomena it can take in, the activities of mind as well as the objects and sensations it can deal with – is different, both in quality and kind, from one language to the next” (Malouf 2003, p. 44).

In the field of cognitive linguistics, scholars, such as G. Lakoff, 1982, Johnson, 2014, Langacker and Ronald 1987, Talmy, 2000, Herman, 2011, have explored ways in which the structure of language is grounded in embodied human experience.

One of the problems that cognitive linguistics is trying to overcome is the identification of language means that express certain meaning in discourse as the exchange of referentially denoted information, the way it is represented in the individual mind, encoded by semiotic means, and subsequently encoded by the interlocutor. Conceptualizing pieces of reality has become the centre of attention for such linguists as Arutyunova, 1988, Bowerman and Levinson, 1998, Buly`gina and Shmelev, 1997, Dem`yankov, 2005, Frumkina, 1991, Kolegaeva, 2018, Kubryakova, 2005, Medin and Smith, 1984, Stepanov, 1991, Trask, 1999, and others.

Concept as a linguistic term helps to distinguish and study mental objects that represent units which express our conception of the world and create a schematic image of the word, making the model of consciousness accessible to perception. G. Lakoff operates with such concepts as “cognitive models and mental spaces structured by them, which are a certain field of conceptualization of ideas. Within its framework situations are recognized: the past, the present and the future, as well as the construction of hypothetical situations and the interpretation of abstract categories. Mental spaces have a purely cognitive status and are absent beyond thought” (Lakoff, 1982).

Another linguistic area that has become the focus of the present study is narratology. Contemporary cognitive linguists hold the view that cognitive processes can be lodged not just in storytellers’ reports about their own or others’

utterances, and experiences, but also in modes of narration (individual or shared, retrospective, embedded, etc.), types of perspective (internal or external to the storyworld, stationary or dynamic, fine- or coarse-grained, etc.), and language patterns for situating narrated situations and events in space and time.

Narrative discourse has been chosen an object for the research, as all the linguists who take interest in it (Genette, 1980, Gil, 2000, Labov, 1972, Longacre, 1974, Robinson, 1981, Ryan, 1991, Schiffrin, 1981) accentuate temporality as one of its invariant characteristics.

Bigunova N., Dombrovska S. Language representation of the time concept in English oral narrative discourse. *Orbis Linguarum (Ezikov Svyat)*, Vol. 20, Issue 1. Bulgaria, Blagoevgrad, 2022. P. 78 – 85.

INTRODUCTION STRUCTURE

Task 2. Decide which are essential and which are optional.

There is no standard pattern for an introduction, since much depends on the type of research you are conducting and the length of your work, but this is a common structure:

- a) Definition of key terms, if needed
- b) Relevant background information
- c) Review of work by other writers on the topic
- d) Purpose or aim of the paper
- e) Your research methods
- f) Any limitations you imposed
- g) An outline of your paper

Task 3. Study the extracts below from the introduction to an essay titled ‘Evaluate the experience of e-learning for students in higher education’.

(a) Certain words or phrases in the title may need clarifying because they are not widely understood:

There is a range of definitions of this term, but in this paper ‘e-learning’ refers to any type of learning situation where content is delivered via the Internet.

b) It is useful to remind the reader of the wider context of your work. This may also show the value of the study you have carried out:

Learning is one of the most vital components of the contemporary knowledge-based economy. With the development of computing power and technology, the Internet has become an essential medium for knowledge transfer.

c) While a longer article may have a separate literature review, in a shorter essay it is still important to show familiarity with researchers who have studied this topic previously. This may also reveal a gap in research that justifies your work:

Various researchers (Webb and Kirstin, 2003; Honig et al., 2006) have evaluated elearning in a health care and business context, but little attention so far has been paid to the reactions of students in higher education to this method of teaching.

d) The aim of your research must be clearly stated so the reader knows what you are trying to do:

The purpose of this study was to examine students' experience of e-learning in a higher education context.

e) The method demonstrates the process that you undertook to achieve the aim given before:

A range of studies was first reviewed, and then a survey of 200 students was conducted to assess their experience of e-learning.

f) You cannot deal with every aspect of this topic in an essay, so you must make clear the boundaries of your study:

Clearly, a study of this type is inevitably restricted by various constraints, notably the size of the student sample, and this was limited to students of Pharmacy and Agriculture.

g) Understanding the structure of your work will help the reader to follow your argument:

The paper is structured as follows. The first section presents an analysis of the relevant research, focusing on the current limited knowledge regarding the student experience. The second part presents the methodology of the survey and an analysis of the findings, and the final section considers the implications of the results for the delivery of e-learning programmes⁶.

The complete introduction is as follows:

⁶ Bailey S. Academic Writing: a handbook for international students. Routledge, 2018. P.73.

EVALUATE THE EXPERIENCE OF E-LEARNING FOR STUDENTS IN HIGHER EDUCATION

There is a range of definitions of this term, but in this paper ‘e-learning’ refers to any type of learning situation where content is delivered via the Internet. Learning is one of the most vital components of the contemporary knowledge-based economy. With the development of computing power and technology, the Internet has become an essential medium for knowledge transfer. Various researchers (Webb and Kirstin, 2003; Honig *et al.*, 2006) have evaluated e-learning in a health care and business context, but little attention so far has been paid to the reactions of students in higher education (HE) to this method of teaching. The purpose of this study was to examine

students’ experience of e-learning in an HE context.

A range of studies was first reviewed, and then a survey of 200 students was conducted to assess their experience of e-learning. Clearly, a study of this type is inevitably restricted by various constraints, notably the size of the student sample, and this was limited to students of Pharmacy and Agriculture. The paper is structured as follows. The first section presents an analysis of the relevant research, focusing on the current limited knowledge regarding the student experience. The second part presents the methodology of the survey and an analysis of the findings, and the final section considers the implications of the results for the delivery of elearning programmes.

OPENING SENTENCES

The first few sentences should be general but not vague, to help the reader focus on the topic. They often have the following pattern⁷:

Time phrase	Topic	Development
Currently,	the control of water resources	has emerged as a potential cause of international friction.
Since 2008,	electric vehicles	have become a serious commercial proposition.

It is important to avoid opening sentences that are over general and vague.

Compare:

- ☐ Nowadays, there is a lot of competition among different news providers.
(**Right**)

⁷ Bailey S. Academic Writing: a handbook for international students. Routledge, 2018. P. 76.

- Newspapers are currently facing strong competition from rival news providers such as the Internet and television. (**Wrong**).

To introduce a topic *generalisations* are often used. They can be powerful statements because they are simple and easy to understand. But they must be used with care, to avoid being inaccurate or too simplistic.

Compare:

The majority of smokers in Britain are women.

with

Of all UK smokers, 56.2 per cent are women and 43.8 per cent are men.

Although the second sentence is more accurate, the first is easier to understand and remember. The writer must decide when accuracy is necessary, and when a generalization will be acceptable.

You should avoid using generalisations that cannot be supported by evidence or research (e.g. *Students tend to be lazy*).

Generalisations can be made in two ways:

- (a) Most commonly using the plural:

Computers have transformed the way we live.

- (b) Using the singular + definite article (more formal):

The computer has transformed the way we live.

Avoid absolute phrases in generalisations such as:

Young children learn second languages easily.

Smoking causes lung cancer.

Such statements are dangerous because there may well be exceptions. Instead, it is better to use cautious phrases such as:

Young children tend to learn second languages easily.

Smoking can cause lung cancer.

Task 4. Write introductory sentences for three of the following titles.

- (a) How important is it for companies to have women as senior managers?

- (b) Are there any technological solutions to global warming?
- (c) What can be done to reduce infant mortality in developing countries?
- (d) Compare the urbanisation process in two contrasting countries.

CONCLUSIONS

Conclusions tend to be shorter and more varied in format than introductions. Some articles may have a 'summary' or 'concluding remarks'. But anyway, there should generally be a final section that summarises the arguments and makes it clear to the reader that the original purpose has been met⁸.

The following *components* are generally acceptable in conclusions:

- A. A discussion of the implications of your research.
- B. Some new information on the topic not mentioned before.
- C. A short review of the main points of your study.
- D. Some suggestions for further research.
- E. The limitations of your study.
- F. Comparison with the results of similar studies.

Task 5. Match the extracts from conclusions below with the acceptable components above.

Example: (1) = (B).

(1) As always, this investigation has a number of limitations to be considered in evaluating its findings.

(ii) These results suggest that the risk of flooding on this coast has increased

significantly and so further coastal development may be at risk.

(3) Another line of research worth pursuing further is to study the importance of language for successful expatriate assignments.

(4) Our review of 13 studies of strikes in public transport demonstrates that the effect of a strike on public transport ridership varies and may either be temporary or permanent.

(5) These results of the Colombia study reported here are consistent with other similar studies conducted in other countries (Baron and Norman, 1992).

(6) This study has clearly illustrated the drawbacks to family ownership of retail businesses.

⁸ Bailey S. Academic Writing: a handbook for international students. Routledge, 2018. P. 77.

Task 6. The following sentences form the conclusion to the essay titled ‘Evaluate the experience of e-learning for students in higher education’, whose introduction was given above, but they have been mixed-up. Put them into a logical order (1–5).

- (a) This finding was clear, despite the agreed convenience of e-learning.
- (b) Given the constraints of the small and limited sample, there is clearly room for further research in this field.
- (c) However, our survey of nearly 200 students found a strong preference for traditional classroom teaching.
- (d) But, in general, it would appear that e-learning is unlikely to be acceptable as a primary teaching method in higher education.
- (e) This study found that little relevant research on the HE student experience of e-learning has been conducted, and the research that has been reported indicates a mixed reaction to it.

Task 7. Read the conclusions to the articles from P. 30-31 and find the components listed above (A-F) that they are examples of.

1

Conclusions. The given analysis of the criteria and factors influencing the process of interpreting and construing the image-symbol in anti-utopian texts makes us think of the image-symbol labyrinth as such a complex construct, which may be studied from multiple perspectives considering its mythological, folklore, philosophical, scientific, and literary features.

The fact that the labyrinth as a complex phenomenon incorporates a range of interrelated images and facets, which evolve into a unique, but world known symbol, predetermined our applying the set of methods, such as linguosemiotic, cognitive linguistics, linguacultural, and theories, such as the theory of possible worlds, narrative genres, and mythologically oriented semiosis. The paper considers the image-symbol labyrinth to be a multilevel linguotextual construct, whose mythological, psychological, sociological, folklore, and narrative elements are taken into account.

The research focuses on the possible worlds and their features, which are relevant to the image-symbol labyrinth. So, the paper presents the integrated model of the image symbol labyrinth, which is based upon the incorporation of different worlds in the antiutopian text "The maze runner", such as the textual actual world, fairytales knowledge worlds, and characters' knowledge worlds.

So, we concluded that the labyrinth in the anti-utopian text "The maze runner" dwells on two prominent myths: the myth about the Minotaur that is a part of the world's literary heritage, and the arcane description of a ritual, which depicts resurrection, transcending from one state or world into another. It means that the labyrinth acquires new connotations; the Maze transforms its initial meaning of a primeval ritual and a road of epiphany into the way of transformation and a new evolution. In a way, the Maze (the verbal image of the

labyrinth as image-symbol) serves as an intermediate point between old rules and a newborn reality, in which characters of the novel found themselves. Sometimes the boundary between the myth and the fairy-tale blurs, and they merge with each other taking the idea of the newcomers from the myth and the manner of the narration from the intrinsic characteristics immanent in the myths and fairy-tales.

To sum up, the scheme of the Maze given in the paper illustrates that the textual labyrinth does not resemble the common image of that in myths and fairytales. The anti-utopian labyrinth is not a curvy passage that leads to some dead ends or an exit; the textual Maze is a highly complex and sophisticated system governed by someone else and aimed at unleashing people's abilities and potentials. Though the construing of the image-symbol labyrinth in the anti-utopian text is performed by means of different lexicostylistic means, such as metaphors, allusions, intertextual elements, one cannot state exactly if the labyrinth is a mystery, a possible route, or a trial.

Volkova, S. & Stetsenko, D. (2022). Studying the image-symbol LABYRINTH: A mystery? A possible route? Or a trial? *Lege artis. Language yesterday, today, tomorrow. The journal of University of SS Cyril and Methodius in Trnava*. Trnava: University of SS Cyril and Methodius in Trnava, 2022, VII (1), p. 214-248.

2

Discussion and conclusion. The present study has been focused on language representation of the time concept in English oral narrative discourse. The result of the analysis is a detailed description of how exactly a temporal meaning is signalled at each language level in oral narrative discourse.

It has also been proved that narrative production involves language manifestation of the concept of time as it is narrative's invariant characteristic feature. Moreover, our own classification of temporal meanings characteristic of narrative discourse has been offered. The classification includes the following temporal meanings: succession, priority, simultaneity, frequency / oneness, duration and time localization. The analysis of the proportion of the defined temporal meanings in investigated narrative discourses has been carried out as well, proving that the biggest layer of temporally coloured language items is formed by the temporal meaning of succession, while the rest of the meanings form approximately equal layers. The main part of the study presents and analyses language manifestation of each of the singled out temporal meanings in oral narrative discourse.

Another important finding is the identification of language units that can express a few temporal connotations and thus are included into the language bulks representing different temporal meanings.

Uncovering language means of temporality in oral narrative discourse enabled disclosing its semiotic potential. It is hoped that these studies will prove a complex cognitive nature of a linguistic signal.

Bigunova N., Dombrovska S. Language representation of the time concept in English oral narrative discourse. *Orbis Linguarum (Ezikov Svyat)*, Vol. 20, Issue 1. Bulgaria, Blagoevgrad, 2022. P. 78 – 85.

The language of the conclusion

Summarising is concerned with expressing the most important facts or ideas about something or someone in a short and clear form.

Concluding is concerned with a) stating your position or opinion after considering all the information about something, or b) stating that you have come to the end of something.

Recapitulating is concerned with briefly repeating your main points.

Note the useful expressions used as openings of the final paragraphs of academic articles:

As we have seen, the data are consistent across the three separate tests.

To conclude / In conclusion, it seems that women's greater risk of depression is a consequence of gender differences in social roles.

To recapitulate the findings of the present experiments: mothers' speech to young children was simpler than their normal speech.

From these comparisons we may **draw the following conclusions**. As was expected, there are large differences between Greece and the two Nordic countries (Finland and Sweden).

To sum up / To summarise / In summary, in the case of high achievers in all professions, emotional competence is twice as important as purely mental abilities. **In short**, emotional competence is the key.

To bring the paper to a close, I **summarise the main points** here: siblings influence the development of behaviour, and problems among siblings are linked to other problems.

We may **summarise** the findings **in a few words**: conserving wetlands is an urgent priority.

The **final point to stress** is that pay is rarely the only factor in industrial disputes. **To put it briefly / Stated briefly**, complex motives contribute to strikes.

Praditsuk (1996) **provides/gives a (brief) summary of** Asian economic cooperation.

In the abstract of the article, the authors claim to have **made a breakthrough in** cancer research.

In this essay, I **have attempted to review concisely** the arguments **in favour of** intellectual property rights in relation to the internet.

On balance, the overall picture seems to be that the political climate influences corporate strategy.

In the final/last analysis, the only safe prediction is that the future is likely to be very different from the present⁹.

⁹ McCarthy M., O'Dell F. Academic Vocabulary in Use. Cambridge University Press, 2012. P.108.

VISUALS

Diagrams and graphs

Diagrams are visual ways of presenting data concisely. They are often called **figures**. In an academic text they are usually labelled Fig.1, Fig. 2, etc. (Figure). A *pie chart* looks like slices of a cake which symbolize how the total is divided up. A key or legend shows what each segment represents. A *bar chart* includes vertical or horizontal bars which have the same width but vary in height or length. A *histogram* is a kind of bar chart but the bar width also varies to indicate different values. A *cross-section* shows a cut across the middle so that you can see the inside. A cross-section of the earth's crust, for example, shows the different layers that make it up. A label gives the name of each part of the cross-section. Cross-section can also be used to mean a small group that is representative of all the different types within the total group (e.g. *the survey looked at a cross-section of society*). A *flowchart* indicates the stages of a process.

Graphs are drawn by plotting points on them and then drawing a line to join adjacent points. If there are two lines on a graph, the lines would probably cross or intersect at various points. Lines that run parallel to one another never intersect. Graphs show how numbers increase or decrease. The nouns *increase* and *decrease* have the stress on the first syllable, but the verbs have the stress on the second syllable. Numbers can also be said to rise or grow and fall, drop or decline. The nouns *rise*, *growth*, *fall*, *drop* and *decline*, like *increase* and *decrease* are followed by *in* (to explain what is rising) or *of* (to explain the size of the change). Other verbs used about growth include *double* (grow to twice the size), *soar* (rapidly move upwards), *multiply* (grow rapidly to a very large number), *appreciate* (increase the value of), *exceed* (go over: expresses a number in relation to another number), *halve* (reduce something by half or divide something into two equal pieces), *plummet* (fall very quickly and suddenly), *depreciate* (lose value)¹⁰.

¹⁰ McCarthy M., O'Dell F. Academic Vocabulary in Use. Cambridge University Press, 2012. P. 62.

Task 1. Match the types of visuals to their definitions:

A table	a) A diagram in which different amounts are represented by thin vertical or horizontal bars which vary in height
Across-section	b) A circle divided into segments from the middle
A pie chart	c) Presents data by plotting points on them and then drawing a line to join adjacent points
A bar chart	d) A diagram which indicates the stages of a process
A flowchart	e) A model of something, cut across the middle, so that you can see the inside
A graph	f) A grid with columns and rows of numbers

Task 1. Answer the following questions about visuals:

1. In a figure, what is a *legend* (or a *key*)?
2. When some data presented in a figure are described:
 - a) What is the opposite of the verb *double*?
 - b) What do we call *to move rapidly upwards*?
 - c) What do we call *to move rapidly downwards*?
 - d) What verb denotes *to increase in value*?
 - e) What verb denotes *to lower the price or estimated value of*?

DESCRIBING VISUALS

When referring to visual information in the text, the word ‘**figure**’ is used for **almost everything** (such as maps, charts and graphs) **except tables** (see examples above).

Figures and tables should be numbered and given a title.

Titles of tables are written above, while titles of figures are written below the data.

As with other data, sources must be given for all visual information.

If you are writing a lengthy work such as a dissertation, you will need to provide lists of tables and figures, showing numbers, titles and page numbers after the contents page.

Although visuals do largely speak for themselves, it is common to briefly comment on their main features.

The graph map diagram	shows illustrates displays	the changes in the price of wheat since 2005. the distributions of settlements over Earth. the structure of both models.
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We can use *an as-clause* to *refer* to the information in tables *and* figures (e.g. *As can be seen in Fig.1* or *As shown in Table 4.*). Notice that we do not use IT in this kind of as-clause (~~As it can be seen . . .~~ or ~~As it is shown in . . .~~).

Task 2. In pairs, look at the following extracts from reports of research on language learning. Identify four grammatical forms that are used to refer to figures and tables.

1. The stages of acquisition of sounds are shown in Figure 1.
2. As shown in Table 1, the most frequent tense used was the present perfect.
3. Each workshop was spread over one or two days (see Table 4).
4. The worksheet that I produced is presented in Figure 3.
5. Figure 1 shows in diagrammatic form the training practices that have been described.
6. In order to preserve the meaning of the original utterance, it is necessary to manipulate the three variables of person, place, and time (see Table 2).
7. Figure 1 gives the opening page on the internet as viewed by the student.
8. The result may be the copying of teaching techniques, as illustrated in Figure 2.

Task 3. A number of words and phrases are commonly used in academic writing to point backwards or forwards in a text (e.g. As shown in table J). Underline the examples in the following sentences. #1 has been done for you.

1. The composition of the diet was as follows: 50% sugar, 20% casein, 20% corn starch, and 10% corn oil.
2. As mentioned earlier, alcohol contributes significantly to motor vehicle crashes.
3. There are many exceptions to the above rules.
4. Employment data, as noted above, is not a particularly accurate indicator of output.
5. Cell identity and purity were determined, as previously described.
6. Halliday (2006) criticises those against the war for the following reasons. First, there is ...
7. These criticisms were rejected for the reasons discussed below.

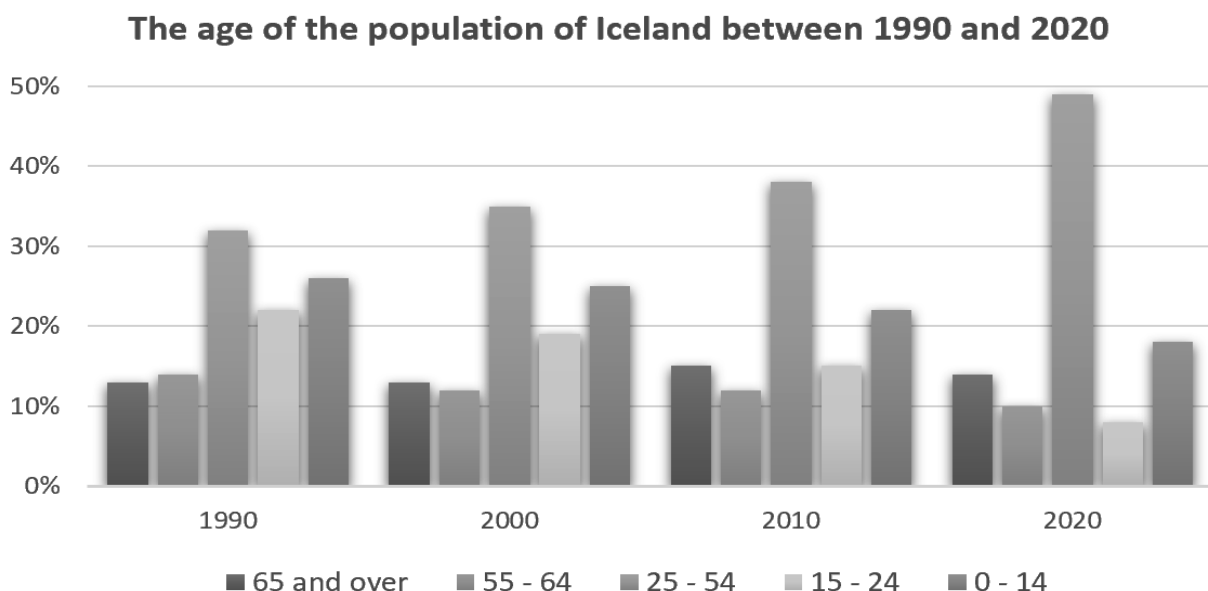
Task 4. Look at the following extracts from students' writing. Underline the language the students used to point backwards or forwards and correct their mistakes in each sentence. #1 has been done for you.

1. The population can be divided into four age groups as following (AS FOLLOWS): 15 to 24 year olds, 25 to 34 year olds, 35 to 44 year olds, and

those 45 and over.

2. As it was mentioned earlier, red meat is an important source of protein.
3. In addition to above factors, customers have other reasons to complain.
4. As being noted above, the early childhood years are vital for full development of cognitive, emotional and social skills.
5. As I described before, radio became an important means of communication from the middle of the 20th century.
6. The reasons are following. First, work pressures have become so great that parents have less time to spend with their children second.
7. As can be seen in Fig.1, women spend over 50 % more time on domestic work than men.

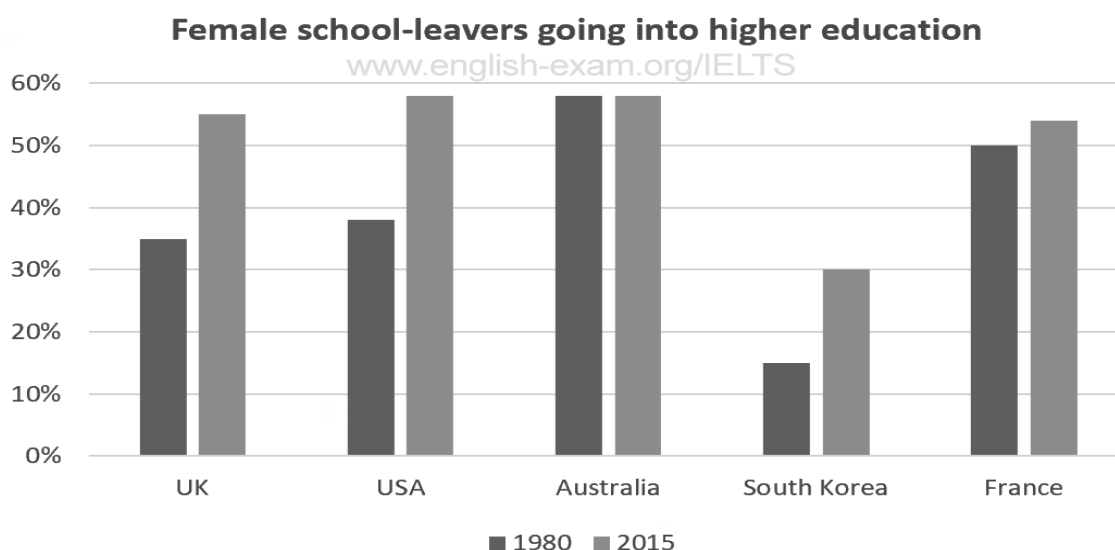
Task 5. Fill in appropriate words in descriptions of various visuals. Note that sometimes 2 or 3 variants can be offered.



The bar chart compares the different ages of people living in Iceland between 1990 and 2020.

All in all, the size of the 25-54 age group _____ the most over the period while the size of the two younger age groups _____ a little bit. The _____ of people in the two older age groups stayed about the same. The 25-54 age group grew from approximately a third of the population in 1990 to nearly _____ of the population in 2020.

The older two age groups did not increase or decrease much. The size of the 65 and over age group remained at about 13%, _____ the size of the 55 -64 age group only _____ from about 14% to about 10% of the population. By _____, the 0-14 age group fell from just over 25% in 1990 to just under 20% in 2020. Similarly, the 15-24 age group _____ from just _____ 20% of the population in 1990 to just under 10% of the population in 2020.

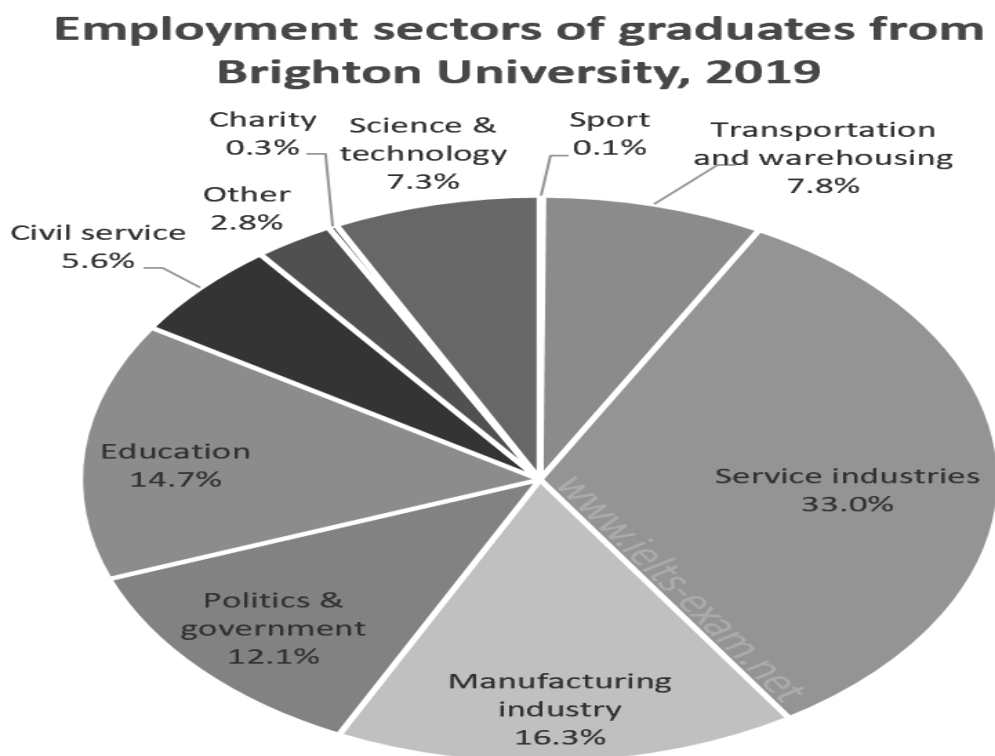


The bar chart shows the _____ of females entering higher education in the years 1980 and 2015. The chart shows the percentages in five countries, the UK, the USA, Australia, South Korea and France. Overall, the proportion of women in higher education _____ in the five countries.

In general, there were more female students in 2015 than in 1980, with more than half of women in higher education in all of the countries _____ from South Korea. In four of the countries, the percentage of women going into higher education _____.

The most _____ change was in South Korea, where the percentage _____ from 15% to 30%. The smallest change was seen in France, where the number increased only from 50% to 54%. The only country in which there was not an increase was Australia. Although the percentage of Australian women

going into higher education _____ the same at 58%, this was the highest in 1980 and equal highest _____ the USA in 2015.

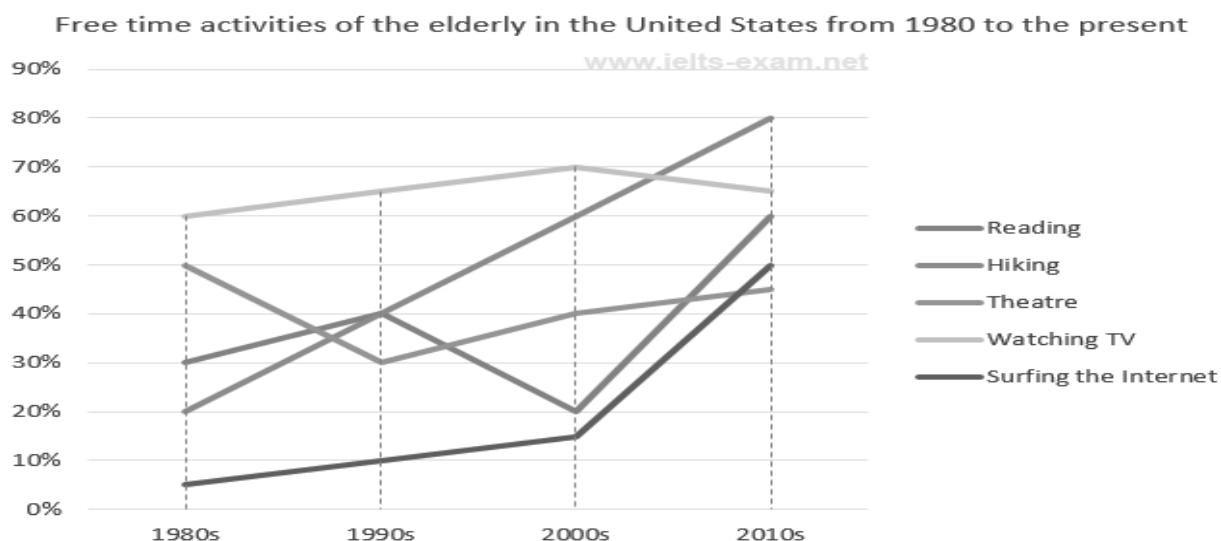


The pie chart illustrates the career choices of Brighton University's 2019 graduates, giving the percentages who worked in each of various sectors after finishing university. Overwhelmingly, industry and government were the most _____ choices.

Just under half the students went into industry, with service industries attracting more Brighton graduates than any other sector by far — almost a _____ (33.0%). About half that number (16.3%) took jobs in manufacturing.

Politics and public service were the _____ most popular choice, accounting for nearly a fifth of graduates. Just over 12% went into politics and a further 5.6% chose the civil service. The other _____ career choices were education (about 15%) and two others: transportation and warehousing, with 7.8%; and science and technology with 7.3%.

The _____ popular choices included work in the charitable sector and careers in sport, both of which were chosen by well _____ 1% of graduates. Finally, 2.8% entered work in other, unspecified, sectors.



This graph shows the kinds of activities done by old people in their spare time, _____ a period from the 1980s to now in the United States. We can see that generally the activities listed have been _____ in popularity amongst the elderly, with hiking increasingly throughout the years, and watching TV being the most popular overall.

In the 1980s, nearly all activities were growing in popularity. The only activity which was becoming less popular over these years was going to the theatre. Going to the theatre declinedly from 50% to 30%.

This changed in the 1990s, and going to the theatre became more popular, _____ reading saw a _____ drop in popularity. The number of people doing all other activities _____.

This century, hiking, reading, going to the theatre and surfing the Internet have all been increasing in popularity. However, watching TV has been _____ in popularity. Despite this, watching TV is still the _____ most popular activity nowadays amongst this group. Most elderly people are hiking nowadays in their spare time.

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Навчальне видання

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МЕТОДИЧНІ ВКАЗІВКИ

для здобувачів другого (магістерського) рівня вищої освіти
спеціальностей 035.10 «Прикладна лінгвістика» та
291 «Міжнародні відносини, суспільні комунікації
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