

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ОДЕСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
імені І. І. МЕЧНИКОВА

ФАКУЛЬТЕТ РОМАНО-ГЕРМАНСЬКОЇ ФІЛОЛОГІЇ

## AN ACADEMIC THESAURUS

### МЕТОДИЧНІ ВКАЗІВКИ

до практичних занять та самостійної роботи  
з навчальної дисципліни

«Академічне письмо іноземною мовою (англійською)»  
для здобувачів третього (освітньо-наукового) рівня вищої  
освіти спеціальностей 032 Історія та археологія, 033  
Філософія, 035 Філологія, 051 Економіка, 052 Політологія,  
053 Психологія, 061 Журналістика, 073 Менеджмент, 081  
Право, 091 Біологія, 102 Хімія та Фармація, 104 Фізика та  
астрономія, 106 Географія, 111 Математика, 113 Прикладна  
математика, 122 Комп'ютерні науки, 162 Біотехнології та  
біоінженерія, 292 Міжнародні економічні відносини

ОДЕСА

Видавець Букаєв Вадим Вікторович

2024

УДК 811.111'276.6:001(076)

A53

**Укладачі:**

**Н. О. Бігунова**, доктор філологічних наук, професор, завідувачка кафедри теоретичної і прикладної фонетики англійської мови;

**В. Ю. Неклесова**, доктор філологічних наук, доцент, професор кафедри граматики англійської мови;

**Г. В. Ткаченко**, кандидат філологічних наук, доцент, доцент кафедри лексикології і стилістики англійської мови;

**Рецензенти:**

**О. Ю. Карпенко**, доктор філологічних наук, професор, завідувачка кафедри граматики англійської мови Одеського національного університету імені І. І. Мечникова;

**С. С. Богуславський**, кандидат філологічних наук, доцент, завідувач кафедри німецької філології Одеського національного університету імені І. І. Мечникова;

*Рекомендовано до друку вченою радою  
факультету романо-германської філології ОНУ імені І. І. Мечникова.  
Протокол № 6 від 21.12. 2023 року*

**A 53** **An Academic Thesaurus** : метод. вказівки до практичних занять та самостійної роботи з навчальної дисципліни «Академічне письмо іноземною мовою (англійською) для здобувачів вищої освіти третього (освіт.-наук.) рівня спеціальностей 032 Історія та археологія, 033 Філософія, 035 Філологія, 051 Економіка, 052 Політологія, 053 Психологія, 061 Журналістика, 073 Менеджмент, 081 Право, 091 Біологія, 102 Хімія та Фармація, 104 Фізика та астрономія, 106 Географія, 111 Математика, 113 Прикладна математика, 122 Комп'ютерні науки, 162 Біотехнології та біоінженерія, 292 Міжнародні економічні відносини / уклад.: Н. О. Бігунова, В. Ю. Неклесова, Г. В. Ткаченко. – Одеса : Букаєв Вадим Вікторович, 2024. – 52 с.

*Тезаурус академічної лексики складено відповідно з програмою обов'язкового курсу «Академічне письмо іноземною мовою (англійською)» здобувачів вищої освіти ступеня доктора філософії в Одеському національному університеті імені І.І.Мечникова. Тезаурус містить мовні кліше та сталі вирази, які використовуються в академічному спілкуванні та можуть бути корисними під час написання доповідей на міжнародних конференціях та статей. Надана довідкова інформація може бути корисна при засвоєні здобувачами практичного курсу з дисципліни «Академічне письмо іноземною мовою (англійською)».*

УДК 811.111'276.6:001(076)

## ЗМІСТ

ПЕРЕДМОВА.....	4
Зміст навчальної дисципліни .....	5
Introduction .....	7
Aims of study ..	8
State of research.....	10
Method .....	13
Main idea .....	16
Introducing new concepts and definitions .....	18
Stating the lack of the previous research .....	21
Citing .....	22
Criticizing .....	26
Connecting parts .....	28
Connecting concepts .....	30
Giving examples .....	31
Tables, diagrams and graphs .....	33
Results .....	34
Conclusion .....	35
Speaking about further research ..	37
References .....	38
Sources .....	40
APPENDIX .....	43

## ПЕРЕДМОВА

Методичні вказівки «An Academic Thesaurus» призначені для здобувачів третього рівня вищої освіти. Високий рівень володіння іноземною мовою є нагальною рисою для успішної академічної кар'єри. Сучасні академічні спільноти реалізують комунікацію за допомогою англійської мови як модерної *lingua franca*. Отже, навички спілкування в академічному середовищі стають важливим інструментом для висловлення ідей, побудови чітких та переконливих аргументів та вираження наукових висновків.

Методичні вказівки містять декілька розділів, які розподілено за принципом побудови академічної доповіді або статті у науковому виданні. Кожен розділ містить сталі вирази та мовні кліше притаманні усталеній структурі наукової публікації у виданнях, що індексуються українськими та міжнародними наукометричними базами даних.

Матеріал наведений у методичних вказівках допоможе здобувачам третього освітньо-наукового рівня в опануванні таких вмінь як вираження думок та ідей в академічному англійськомому контексті, письмове та усне формулювання аргументів, написання власних текстів академічної спрямованості англійською мовою (анотацій, тез доповідей, наукових статей, рецензій), структурування та логічна вибудова композиції власного наукового дослідження, комунікація в освітньому середовищі, дотримання правил мовленнєвого етикету академічного спілкування.

# **ЗМІСТ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**

## **І рік II семестр**

### **Змістовий модуль 1**

#### **Conventions of the Academic Style, Referencing and Format**

**Theme 1.** The purpose of Academic Writing. Varieties, Format and Stylistic Features of an Academic Text.

**Theme 2.** Reading Academic Literature. Finding Suitable Sources. Peculiarities of Note-Taking, Focusing on Key Points, Developing Critical Thinking.

**Theme 3.** Academic Integrity. Plagiarism: Types and Degrees.

**Theme 4.** References, Citations and Paraphrasing as a Means of Avoiding Plagiarism. The Format of In-Text Citation. The Main Reference Systems. The Use of Quotations. Secondary References.

**Theme 5.** Differentiating between Fact and Opinion. Understanding Implicit Meanings. Understanding Hedges.

### **Змістовий модуль 2**

#### **Formation of Academic Writing Skills.**

**Theme 6.** English Vocabulary used in Academic contexts (Academic Nouns, Adjectives, Verbs, Adverbs, Phrasal Verbs, Fixed Expressions).

**Theme 7.** Grammatical Features of the Academic Style.

**Theme 8.** Using Key Points in Summarising. Providing a Summary for a Scientific Article in the Chosen Field of Research.

**Theme 9.** Drafting an Abstract for a Scientific Article. Making a List of Keywords.

**Theme 10.** Techniques for Paraphrasing. Finding Synonyms, Changing the Word Class, Changing the Word Order of Sentences.

## II рік I семестр

### Змістовий модуль 3

#### **Metalanguage of an Academic Text**

**Theme 11.** Referencing. Clichés characteristic of certain Structural Parts of an Academic Text.

**Theme 12.** Literature Reviews. Correct Scientific Discussion.

**Theme 13.** The Language of Cause and Effect. Comparison, Contrast, and Generalization.

**Theme 14.** Analysis of Illustrative Material. Avoiding Repetition and Redundancy. Use of Synonyms.

**Theme 15.** Description of Visuals (Tables, Schemes, Diagrams, Graphs, Drawings).

### Змістовий модуль 4

#### **Structure of an Academic Text**

**Theme 16.** Stages of Writing a Scientific Article: Planning, Key Points, Size of Publication, Format. Structure of a Scientific Publication, Title, Subtitle.

**Theme 17.** Introduction: Structure and Format. Methods and Evidence. Formulation of Research Goals and Objectives.

**Theme 18.** Paragraph Structure. Topic Sentence. Topic Sentence Reasoning.

**Theme 19.** Conclusions: Content, Logical Sequence, Wording, Paraphrase. Making a List of References according to the Requirements.

**Theme 20.** Presentation of One's Own Scientific Research in English.

## INTRODUCTION

The introduction and conclusion are the most important components of an academic text. The purpose of the introduction is to capture the reader's attention and inform him of the main topic that will be discussed. The introduction performs a whole set of functions: to interest the reader, define the topic as a whole, identify the problem, formulate a thesis, and outline the structure of the text and the aspects that will be followed by the research. On the other hand, the conclusion summarizes and provides the reader with a concise overview of the main points.

In this paper, ... are analyzed.

This article probes ...

This article explores ...

This article describes how ...

This study focuses on ...

The paper presents ...

This article considers ...

This paper addresses how ...

Secondly, it examines how ...

Recent research explores how ...

This paper will review ... findings on ...

This note looks at the main strategies ...

The note gives an overview of ...

This paper re-examines the concept of ...

This book represents an attempt to thematize issues emerging from ...

The analysis looks into the broad dimensions of ...

The results of the analysis are compared with ...

Based on patterns ....., it is argued that ...

The investigation of ... showed that ...

The paper is accompanied by the list of ...

By observing concrete cases, we have determined that ...

In specialist literature, it has generally been settled in favour of the idea that ...

Further foci include ...

A ... model will be described accounting for available ... data.

A grounded analysis reveals ...

Much of the contemporary literature on ... explores ...

... has become an integral part of ..., attracting both popular and academic attention.

To illustrate the utility of the typology, ...

Advancing the concept of ..., this paper reports a study on ...

The corpus is drawn from ...

The dominant ... trends are elucidated and shown ...

The theoretical thrust of this analysis is that ...

Overall, this investigation offers new theoretical and methodological implications for the study of ...

The research indicates the usefulness of the notions of ... and echoing as research apparatus ...

### **AIMS OF STUDY**

The aim of scientific research is a comprehensive, reliable study of the process, object or phenomenon. The comprehensive study of connections and relations is usually based on scientific methods of cognition. Any scientific article has its object and subject of research. The aim of the research should be formulated in such a way as to clearly indicate the object and subject of the research. The object of scientific research is a material or ideal system. The subject is the structure of the system, patterns of interaction within the system and beyond it, patterns of development, various properties, etc. The aim of the study is the final goal and result determined to which the entire study is directed. Only a thoughtful, independent analysis of what you have read will allow you to be sure of your judgments, and to consolidate your thoughts, concepts, and ideas.

The aim in this analysis is to discern/explain/analyse ...

The objectives of the study are to comment on ..., as well as ...

One of the aims of this study is ...

The main aim of this paper is to show ...

The aim of this article is to reveal ...

The purpose of this paper is to describe ...

To identify ...

Using ... the paper aims at tracing out the main trends in ...

The article aims to provide a solid foundation in the theoretical and empirical work that has been done on ...

Previous studies have analyzed ...

It will discuss the theoretical origins and definition of ...

It will explore the process of ...

It will discuss the current state of ... research and avenues for further scholarly investigation.

We attempt to contribute to improved knowledge of ...

We will briefly mention ...

In this article, we aim at unpacking the mechanisms that underpin ...

We want to determine ...

To obtain a comprehensive view of how .., we need to look at our data from ...

The study is based on ...

The basic perspective is ...

More detailed research of all layers of ... has yet to be conducted.

... have not been described to date, which is why they are the focus of this study.

The current investigation was conducted ...

In order to determine the specificities of ...

Along with determining ..., the analysis also encompasses comments on ...

The analysis will reveal a close correspondence of differing academic conceptions of ...

Here, we will consider ...

We explore ..., positing throughout the following two premises: ...

To illustrate the utility of this typology, we provide a detailed analysis of ...

The key argument in this chapter/paper/article stresses the importance of ...

In the introduction, the following two research questions were stated: ...

In this section, we will connect the findings of ...

One of the distinguishing characteristics of the ... approach is that ...

Also involves a rather more complex understanding of ...

It is our contention that ...

Offer analytical lenses for ... + V-ing ...

## **STATE OF RESEARCH**

The State of Research or Literature Review subsection in an academic article serves several important purposes. This part of a scientific article as a rule provides a comprehensive overview of existing research relevant to the topic of the article. The literature review in an article serves as a condensed overview or evaluation of the research the author examined prior to conducting their study. This segment may be integrated into the introduction or designated as a separate section known as Background. It provides information about who has previously conducted related research, outlines the findings or limitations of that research, and elucidates how the ongoing study contributes to the theoretical framework.

Also, this subsection can highlight key milestones or seminal studies that have shaped the field, summarize the methodologies used in previous studies related to the topic, provide explanations of how the current research builds upon or differs from

previous work, present any relevant theoretical frameworks that have been applied to the topic and evaluate the strengths and weaknesses of different research methods applied in the field.

As far as organization and structure are concerned, it is advisable to organize the literature review section in a logical and coherent manner and use headings and subheadings to guide the reader through different aspects of the research.

A well-constructed State of Research section provides the reader with a solid foundation for understanding the current state of knowledge in the field and the specific context in which the new research is situated. The part of a scientific article also shows if the literature review logically builds up to the research questions, if the authors assess articles that are pertinent to their research if the authors identify areas in the literature where gaps exist.

On the basis of the number and topics of studies, we can argue ...

The differences between these two schools stem not only from ...

The growing intellectual exchange between ... scholars and their Western counterparts spurred an increased awareness about the problems of ...

Many follow-up studies investigated the scope and magnitude of ...

*X* brings a new dimension to *branch of study* ...

Issues of ... have therefore been central in ... research.

In addition to ..., scholars/scientists/feminist critics turned their attention to ...

At the very same time, the scholars referenced above, as well as others, emphasize that ...

Methodologically, there has been a search for suitable directions in the field ...

The shift in emphasis from ... to ... has been fueled by ...

Other works stressing the importance of ... include ...

Studies analyzing how ... include ...

Existing evidence (though fragmentary) suggests ...

Many follow-up studies investigated ...

This line of research is continuous with another one that has focused more directly on ...

Other features of recent work on *scientific branch* include the view that ...

This provoked a sharp turn away from ...

The main focus of studies of *your branch* is on the interplay between ...

Issues of ... have been central in ... research.

Several researchers have been incorporating insights from ... studies into the search for how ...

Much of this research provides evidence that ...

Given this rich and varied literature, it is noteworthy that ...

Locating ... work in the wider scientific context highlights the general importance of ...

We conducted a comprehensive literature search of studies on ...

An extensive body of original field studies grounded in this perspective have contributed to ...

X's article signaled a turn to ...

Since this logic involves ..., it may result in ...

...is also a prevalent feature of ...

X briefly outlines the main theoretical accomplishments of ...

X strongly advocates the applicability of ... to the Ukrainian context ...

X augments her study by adding ...

X first aims at tracing Freud's impact on ...

X's inroads into the history of ... are ...

In her monograph, X contends that ...

X shows that ...

Within ... perspective, X have described ...

Later research has extended X's finding that ...

X contrasts X's vision of the significance of ...

At the heart of X's conceptualization of ... lies the distinction between ...

Notably with the work of X, *your branch* shifted from ... to ...

This argument builds on X's conceptualization of ... as a core characteristic of ...

Over the past decade, X has developed an influential set of concepts for ... understanding how ...

In addition to analyzing ..., X and X turn their attention to ...

The study of ... is one of the newer branches of ...

While the study of ... dates back to ..., the definition of this concept is still debated.

... may shed further light on ...

But when we look into ..., some deep differences surface.

The study of ... is particularly intriguing since ...

The analysis of ... so far demonstrates ...

Research on ... has increased since ...

... is currently growing in all continents and numerous languages ...

... offer a good basis for the semantic study of ...

This statement widens the focus of ...

## METHOD

The Method section within research articles enables readers to discern the author's approach to the research problem. In contrast to a thesis, this section is typically concise, spanning only two or three sentences. Unlike the exhaustive detailing of sources, approaches, and methods, as required in a thesis, detailed information in articles is available in the accompanying bibliographic list. For sources, readers can refer to the bibliography, and for unfamiliar approaches and methods, supplementary literature referenced in this section provides the necessary insights.

Detailed descriptions are reserved for innovative methods autonomously developed by the author and not previously published. In such cases, the author must provide justification for the new method, explaining why it was necessary and why this particular approach was chosen. The description should be clear and

comprehensive, facilitating its application by other researchers in addressing their research problems.

In ... literature, we find different approaches to the analysis of ...

The methods of this study rest upon ...

Using ... analysis the paper presents the main trends in ...

Based on this, a new theoretical contribution to ... research is made with regard to ...

Additionally, the study points to potential ... problems in the understanding of ...

The data systematically culled from ... present interesting empirical findings about ...

This investigation inspires new theoretical generalisations about ....

We also took into account existing theoretical frameworks when interpreting the data, in line with ....

Based on the conducted discussions and taking into consideration the volume ... restrictions on this small-scale study, this analysis focuses on some of ...

The theoretical framework adopted in this study included ... theory by X and X's approach ...

To test this hypothesis, we used ...

To test this question, we examined ...

To create the sample, two queries were used in YouTube's internal search engine:

To ensure a wide enough archive of material, copies were made ...

To investigate this possibility we examined ...

To test this hypothesis, we analyzed ...

To develop a form of analysis for ..., we propose a theoretical construct, using our empirical knowledge of ...

To complete the overall picture we get from ..., the model needs to ...

The procedure we use in counting is as follows: ...

The section chosen for sampling was ...

The sample was gathered using ...

Sampling was carried out twice ...

A search of Google Trends suggests a spurt of interest on the subject since data collection began in ...

A quick Google query of the term ... yielded around ... hits ...

... were gathered through a questionnaire ...

Our analysis is based on a large corpus of ...

This method produced a convenience sample of ...

We used a threshold of ... to classify ...

Our own analysis of a sample of ... confirms that ...

Based on this aspect of ..., the general corpus was subdivided into ...

Excluding ....., the study analysed a corpus of a total of ...

The corpus for this study consists of ... collected primarily from social media sites, such as ...

We first considered a random sample of ...

A questionnaire was designed to elicit ...

By examining numerous sources, ...

As we consulted sources in multiple languages, ...

The collected examples/samples were mostly reviewed ...

Replicating a procedure used in other research, ...

In our analysis, we included data from ...

Striving at objectivity in the analysis below, ...

Following this line of thought it can even be stated that ...

A possible explanation for this strategy is ...

Such an investigation can bring to light interesting findings related to ... provides insight into ...

This investigation can contribute to the cross-cultural examination of ...

A large-scale, systematic analysis of ... is now feasible thanks to ...

The presentation of the empirical results obtained in the study is organized along two lines. We start with detailing ...

These findings provide striking evidence that ...

These findings speak more to the origins of ...

Our approach is couched in terms of a theory of ...

Drawing from a corpus of ... collected from ...

Analysis of ... offers a lens through which to understand ...

Our initial analysis yielded ... categories:

Studies allow alternative explanation of ...

Thus, a promising starting point for this exploration would be ...

Three main attributes ascribed to ... are of particular relevance to the analysis of ...

These different ways of analyzing the data allow us to ...

When collecting the material, we did not take/took into account criteria ...

Thus, little space is given to this topic here.

The same effect is not observed for ...

When processing the material, we did not consider/considered ...

These figures are consistent with those of ...

Focusing the study in such a way will allow me ...

### **MAIN IDEA**

An academic text may use several procedures, but it is important to remember that the integrity of the text is achieved through a single unifying idea, core issue, or task that maintains the focus of the text. This idea is expressed in the researcher's approach to the topic and is indicated in the statement as the main procedure.

The main idea is a statement in which the central topic of the entire text is formulated. A correctly formulated idea allows the reader to keep the focus of the text from the introduction to the final part.

The main idea should be formulated in the introduction, its disclosure will be subordinated to the main part in which the research will be conducted, and in the final part, the main idea will appear in the form of the major conclusion.

The author starts writing research at the stage when he has formulated the research problem and accumulated sufficient factual material. At the same time, it is necessary to be sure that this problem is of interest to the professional community and to be able to clearly explain what advantages its solution will bring. Solving the problem is the goal of the research, for its implementation, a number of smaller tasks are set, which the author will also complete in the course of his work. Next, the author must have a good idea of what he will do with the material he has, and how exactly he will use it to fulfill the tasks, in other words, he must determine the approach to solving the problem and the methods of solving it. And, finally, the author must have a rough idea of how everything will end, what results he will get after solving the problem, that is, he must formulate a hypothesis.

The importance of ... is revealed ...

One of the most significant bodies of work along these lines is ...

... signposts an important epistemological problem, which analyses of ... should account for.

In this article, we focus on one of the main roles ascribed to ...

... is our topic ...

The main focus of studies of ... is on the interplay between global cultural categories such as ...

On the key issue of ...

Key issue of ...

The most discussed aspect ...

Some intrinsic definitions describe ... as ...

Whereas other classifications refer to ... as ...

The finding that ... was one of the early milestones in ...

An overview of the development of such inquiry within ... and adjacent fields can be ... found in X , from which some key moments will be excerpted here.

X placed great stress on the fact that ...

X 's point of departure was that ...

X 's comprehensive formulation highlights the key elements of ...

The importance of ... has been highlighted by X ...

X took as her/his/their starting point ...

A similar point was made by X ...

X illustrates this argument with an example analogous to ...

In a landmark study, X used this case ...

On the basis of this finding, X reasoned that ...

A similar process is at work in ...

Another difficulty might be ...

Being broadly situated in the field of ..., this small-scale study successively looks into ...

As attention turned to understanding the nature of ..., several much publicized views had an impact.

Several follow-up studies have extended and probed the original result, and embedded it into

A significant strand of research has looked into the use of ...

In some formulations, these discussions tend to echo ...

Addressing this issue requires an in-depth analysis of ...

## **INTRODUCING CONCEPTS AND DEFINITIONS**

As a rule, authors of scientific texts deal with classifying and listing in their research work. Hence, researchers encounter new meanings within existing terminology or analyze the concepts coined by the previous studies.

Of course, there cannot be many key research concepts, and not all of them will

be represented by highly specialized terms, abbreviations, or broad concepts. Therefore, your conceptual apparatus in the introduction will consist of several terms and definitions.

Introducing concepts and definitions in an academic article can be a crucial step to ensure clarity and precision in academic communication. Avenues for the correct introduction of concepts can include: you should avoid ambiguity by clearly defining each concept; you should introduce definitions that are directly relevant to the main theme of the article, you should highlight the role of each concept in the study; you should provide examples to enhance understanding; need for the consistency in the usage of terms throughout the academic text; attention to the connection between introduced concepts and existing literature; focus on conciseness while describing hierarchical relationships between concepts; avoidance circular references of definitions.

After *X* , various scholars have provided their understanding of *term* which ranged from ... to ...

*X* strongly believes that ... and advances the idea of ...

*X* deal with the question of the status of ...

*X* has devised the concept of ...

*X* has explored how ...

In witness of the case ..., *X* takes an example of ...

For this initial concept of ..., *X* proposed ...

This is how *term* is employed in this paper, in line with previous ... studies ...

Related to *term*, it can be stated that ...

In the ... studies world, *term* are treated as ...

The concept of ... is based upon the principle of ...

... are treated as ...

... as defined in the paper ...

...is understood here as ...

... has been approached at several/both/three levels.

The ... objects that come under the aegis of the term ... are far from uniform, but they do tend to ...

Scientists stand out three approaches in defining the notion ...

... has occupied a central place in ... sciences ...

A core problem of ... is the exact meaning of the term ...

... constitute fascinating objects for analysis ...

My definition departs from X 's conception ...

This more complex formulation clearly implies that ...

Scientists stand out three approaches in defining the notion ...

A substantial amount of work has addressed issues of ...

The varying academic conceptions are closely linked to ...

the issue of ... became a subject of research in ... relatively short time ago ...

... is comparatively new field in the sphere ...

Among the notable works are ...

A similar bias towards ... is evident in ...

The term ... is employed broadly to include ...

The author utilizes ...

This example is applicable to the ...

This idea can be supported with ...

... has moved slowly but steadily toward embracing ...

Therefore, in this initial conceptualization, *term* ...

Crucially, a distinctive feature of ...

... is a ubiquitous concept in ... disciplines.

This brings me to my central claim that ...

## STATING THE LACK OF PREVIOUS RESEARCH

Academic research both theoretical and practical is based on studies from the same or adjacent spheres. The rationale for the current study can be found in the absence of prior research. The explanation of why the research questions are relevant stems from a paucity of research.

Academic research strives to contribute new knowledge to a particular discipline. Researchers can articulate the objectives of their research which is necessary for scientific logic. Providing information on the lack of academic understanding can be integral for establishing the new context, significance, and originality of the new study. The foundation for the research widens the scholarly landscape and lends a fresh perspective to the topic.

The use of the approaches described above would not enable the collection of a relevant sample of examples.

For the most part, however, ... was utterly ignored in the field of ...

Consequently, it is impossible to offer an exact quantitative overview of ...

Little systematic, data-based evidence has been published ...

While we know little about ..., the literature indicates ...

With few exception, the literature about ... is largely based on anecdotal or limited evidence ...

Some theorists resist this purely abstract approach to ...

Coverage of ... remains sparse in recent years ...

Some studies have shown that ...

Given the paucity of research on ...

Yet, a deeper look reveals that ... play an integral part in ...

Systematic study of ... attracted little attention.

This is one of a series of studies which attempts to expand our knowledge of ...

The only exception is/was ...

Vigorous arguments have been mounted to gear research directly to ...

Numerous empirical studies document/investigate ...

*Branch* tends to be neglected generally ...

Despite the plethora of books and articles devoted to the subject of ..., one finds little or no substantive discussion of ...

Compared to other studies of ..., the systematic study of ... has attracted little attention.

... only a small amount of empirical research exists ...

.... still lack comprehensive research.

## CITING

Citation is the direct use of a primary source with reference to it. The direct one is a verbatim citation of the author. Indirect is the presentation of thoughts, and ideas of the author in his own words, using paraphrasing and generalization.

Citation is one of the crucial features of academic literature, it lends credibility to the research. Furthermore, correct reference helps the reader to identify sources and proceed with their academic research.

General *requirements* for the citation:

- the text of the quotation is enclosed in quotation marks, given in the grammatical form in which it is presented in the source
- the citation must be completed, without shortening the author's text and without twisting the author's thoughts
- omission of words, sentences, or paragraphs when quoting is allowed without twisting the author's text and is indicated by three dots
- each quote must be accompanied by a link to the source
- when quoting indirectly (retelling, expressing the opinions of other authors in your own words), you should be precise in expressing the opinions of the author
- if it is necessary to reveal the attitude of the author of the scientific work to certain words or thoughts from the quoted text, then an exclamation mark or a question mark is placed in round brackets after them
- if the author uses quotations to single out some words in it, then a special disclaimer

should be made after the text, put a period, then a dash and indicate the initials of the author of the quoted text, and put the disclaimer in round brackets.

A correct use of the citations and the design of links in scientific works is an important component of compliance with the principles of academic integrity, and contributes to the quality integration of Ukrainian researchers into the world system of scientific communication.

International styles of citing recommended for use in Ukraine are:

- ✓ MLA style (Modern Language Association) is used in the humanitarian sphere (art, literature, foreign languages, religion, philosophy);
- ✓ APA style (American Psychological Association) is used in social sciences (sociology, law, psychology, history);
- ✓ Chicago Style (Turabian style) is a universal style for academic publications and students' research papers;
- ✓ Harvard Referencing style (BSI – British Standards Institution) is used in humanities and social sciences;
- ✓ ACS style (American Chemical Society) is used in chemistry and other natural sciences;
- ✓ AIP style (American Institute of Physics) is used in physics and physical sciences;
- ✓ IEEE style (Institute of Electrical and Electronics Engineers) is used in engineering, electronics, telecommunications, and information technologies;
- ✓ Vancouver style is used in medicine and physical sciences;
- ✓ OSCOLA (Oxford University Standard for Citation of Legal Authorities) is used in legal science and jurisprudence;
- ✓ APS style (American Physics Society) is used in physical sciences;
- ✓ Springer MathPhys Style is used in mathematics, physics, and statistics.

X offers this classic definition of ...

Conversely, X identified ... in terms of ...

Scholars such as X and X argued that ...

In her analysis of ..., X claims that ...

According to X's comprehensive definition, ...

However, X contends that ...

The term ..., coined by X (2000), refers to ...

Originating in academic scholarship, the term ... was later widely adopted by ...

In his recent work, X addresses ...

On one end of the spectrum, we find scholars such as X (2000), who claims that ...

Prof. X described (*term*) as / placed at the core of ...

For prof. X (*term*) is ...

Study carried out by X revealed that ...

X advocates understanding ... as ...

An overview of the development of such inquiry within ... and adjacent fields can be found in X (2004), ...

Based on these two definitions, it seems that there is little consensus about ...

As several ... scholars have noted, ...

According to this school of thought, ...

In contrast, the stream of thought surrounding ... (*branch*) sees ... (*term*) as ...

Studies seem to indicate a critical role of ...

...typically view (*term*) as ...

In ... research, (*term*) is commonly treated as ...

From the perspective of the ... theory, (*term*) is seen as ...

X introduced the term ...

In X's view ...

Conceptions of ... have been offered by many other researchers including X ...

Over the past decade, X have developed an influential set of concepts for understanding how ...

X also discusses the possibility for ...

According to X ...

A similar point was made by X ...

Similarly, X asserts that ...

As Prof. X	observes/has observed points to reports documents investigates highlights describes emphasizes argues asserts summarizes succinctly puts it
------------	--

For X, (*term*) refers to ...

As attention turned to understanding the nature of ..., two much publicized views had an impact.

In their early work, X and X concluded ...

X's theory addresses/illuminates/offers/presents refined/detailed/new conception ...

X took another approach and argued that ...

X devised the concept of ...

The central argument made in this theory points to ...

X in laying the groundwork for ... conceptualize ...

Within this framework X and X go on to suggest ...

In a work that treats (*term*) extensively, X says ...

Another influential formulation is that of X who defines ...

In previous research, some space was devoted to determining ...

X in a study of ... reported ...

To further refine the framework of ... X introduces the concept of ...

Dr. X	maintains that suggests concludes contends agrees with ... approach to focuses not only on ..., but advances the idea of further elaborates differentiates three periods
-------	--

X proposed a classification that specifies ...

X's work suggested that ...

Focusing on ....., X refers to ...

Notably with the work of X, ... investigation of ... shifted from to ...

X summarizes this idea as follows: ...

In X's words, ...

In that remark X clearly contradicts the idea that ..

X sees ... as conforming with X's vision of ...

The article follows up on a previous work (author's work) and complements the excellent study by X on ...

In his insightful book on ..., Prof. X writes ...

As for ..., there is clearly a discrepancy regarding ...

My proposal relies on ...

Ex hypothesi, ...

We assume that the following hypotheses will be true for ...

My claim in this paper is that ...

Distinctions need to be drawn among ...

This analysis in terms of evocation and extraction sheds some light on ...

## CRITICISING

One of the aspects of academic research is criticism. Therefore academic
--

research is a dynamic process, thus engaging with criticism contributes to the ongoing academic dialogue, allowing scholars to refine and improve their work based on feedback from peers.

The inclusion of criticism in an academic article can provide a forum for scholarly debate and discussion. Critical discussion invites researchers to evaluate the presented ideas and judge the strengths and weaknesses of a study. The role of criticism is as follows: to avoid confirmation bias, to ensure a more balanced and objective approach to research, and to contribute to the ongoing scholarly conversation.

In conclusion, discussing criticism in an academic article is an integral part of scholarly discourse which can help embrace a culture of continuous improvement within the academic community.

Although there is the risk of ...

While for many years the concept was fiercely debated in academia and beyond, it has recently become ...

An anthology of essays presented largely from a critical perspective, ...

While controversial, this position still has certain proponents ...

Among the criticisms raised against it, four positions are particularly relevant to our context ...

Rather than identifying cultural representation with information, they are looking for ...

We shall return to these four quandaries – and to possible ways of addressing them.

Critical researchers tend to be united in their opposition to ...

A number of works within the field of ... are clearly opposed to it.

While widely disputed in academia, the ... concept has enthusiastically been picked up by ...

Some critics claim that ...

The question whether ... could be a controversial one ...

No convincing explanation has been offered ...

Part of the reason for the confusion between ... lies with the fact that ...

Research into ... is still rather scarce ...

So far we know very little about ...

At present, the study of ... is a lively and diverse field of research.

Given the overall global climate of ... politics the scope of ... study is likely to increase in the future.

There is no general agreement on ...

A major theoretical dispute in ... is ...

The author thereby rejects the dichotomous view that ...

The longitudinal data presented in the previous section tell ...

X gives little attention to ...

X has also criticized X for being too ...

One of the most coherent arguments against X's formulation is ...

Xs frame this theory as a critical theory ...

X criticizes X's approach to ... as ...

It seems to me that these positions, as outlined by X, do not exhaust all the possibilities inherent in the concept ...

X's narrow understanding of ... invites many questions ...

His/her/their ascription of ... is also somewhat reductive.

While acknowledging the existence of various paradigms in ... X still insists on the relevance of ...

X's analysis of ... in the final chapter is particularly rewarding ...

## CONNECTING PARTS

Cohesion is one of the important features of constructing a quality paper. The logic of scientific discourse suggests a coherent flow of information. The objective of an academic paper is to guide the reader through the research process, from the introduction to the conclusion, in a transparent manner.

Both in practical and theoretical articles articulating connections between sections help to create a unified narrative where each part contributes to the scientific aim. In addition, connecting different parts enhances the clarity and effectiveness of communication, contributes to the overarching theme or research question, and helps to demonstrate how the results of data analysis relate to the research questions, hypotheses, and literature review.

First, ...

As mentioned, ...

After that, ...

Finally, ...

On one view, ...

On the former view, ...

On the latter view, ...

By contrast, ...

Following that, we present the test case in which ...

In the next Sections, an account of ... will be provided ...

At the start of this article, we wrote that ...

In the first part of the article, we review studies delineating ...

As was commented upon at the beginning of this paper ...

To begin, let me sketch the implicit reasoning behind the assumption ...

As mentioned at the outset, ...

As elaborated in the final section of this article, ...

The last question ... concerns ...

After defining *term*, the article will focus on the analysis of ...

This analytic framework will be developed and applied in the following section to the analysis of ...

... theories summarized above make clear that ...

We then discuss ...

A third thread of definitions attempts to ...

This chapter is constructed as a primer on ...

Three fundamental questions arise in discussing ... at its most basic level: ...

As mentioned above, the focal point of this article will be on ...

While ... discussed in this article, it assumes various manifestations, as elaborated below.

This paper is divided into five sections. Following this introduction, the section entitled ... presents the notion of ...

The next section ... depicts ...

This is followed by an examination of ...

The article concludes with ...

We return to the matter more fully below.

## **CONNECTING CONCEPTS**

In many disciplines, authors develop academic conceptual frameworks to analyse the data of their research. Some academic articles draw on concepts from multiple disciplines; some discuss connections within one terminological field. Establishing the connections between concepts helps to create a holistic understanding of the research topic and to shed light upon practical part and theoretical assumptions. Thus, this integration enhances to the overall advancement of knowledge in a given field.

This is coherent with the fact that ...

While the first formulation follows well-documented notions about ..., the latter two focus on ...

In previous research, the term ... was added to ...

In X a similar proposal is made for ...

X points in the same direction when he states ...

X agree with ... when they underline the fact that ...

This situation may well be connected to ...

In other words, ...

X's distinction between ... posited not as one between ... but as one based on ...

X also brings to our attention an alternative approach ...

X begins his/her discussion with a theoretical introduction based on his reading of ...

### **GIVING EXAMPLES**

Examples in an academic article are a very important part of narrative strategies. In theoretical articles, examples help illustrate and clarify abstract notions or complex terms presented in the text.

Moreover, examples can clarify concepts which are open to interpretation and have several possible meanings. Instances can serve to bridge the gap between theory and practice and show how a concept or theory applies in versatile contexts and scenarios. This adds depth to the discussion and helps readers appreciate the versatility and generalizability of the concepts being presented.

In X, an example is provided of the use of ...

The following list exemplifies how ...

This model is based on ...

Whereas this particular example contains ..., it is important to note that ...

Examples of memes in his pioneering text include ...

One key example of ... is ...

Regarding frequency, two details should be kept in mind ...

This feature was strongly demonstrated in ...

...is a particularly telling example for understanding ...

A similar process seems to govern ...

The data of this study consist of ...

A well-known example of this pattern is ...

The last finding has been explained as being one consequence of ...

The clearest cases for each variety will be summarised here ...

All these cases are rare and follow focal lesions: ...

Cases have been reported of patients showing ...

An important feature of this type of ... is ...

To take just one example, ...

The more obvious examples of this sort ...

This example stresses the importance of ...

These examples illustrate the dynamics of ...

Such instances reflectively highlight the function of ...

An example of this is found in ...

We can add to these a more subtle example of ...

These few examples of ... pointed to ...

Details are presented in Supplementary Discussion ...

Further details can be found in ...

X exemplifies the gradual transition from ..

It is fair to say that the most apt examples of ... come in the chapter devoted to ...

This example gives us a reference to understand the processes ...

As the examples discussed here show, ...

The same holds for the remaining examples, which explicitly ...

Examples include ...

Some examples suggest that ...

The classic example of ...

X described an instance in which ...

As shown in Fig. 7 ...

Fig. 7 confirms that ... (see details in Supplementary Discussion and Supplementary Fig. 7).

Example 6 showcases ...

A ... trend based on ... is illustrated in Figure 4.

An example of ... is presented in Figure 7 below.

## TABLES, DIAGRAMS AND GRAPHS

Tables, graphs and diagrams could be significant parts of a scientific article as they provide a visual representation of the data presented in the research. As a rule, visuals allow readers to see the fuller picture of complex information, patterns, and trends.

Moreover, illustrations may serve as supporting evidence for the points made in the text. Also, visuals can improve the reproducibility of the research, thus, other researchers could replicate, or build upon the study.

The table clearly shows ...

What these graphics reveal is that, ...

The dynamics described above are often manifested through ...

Figure 1 captures one of these events, in which ...

An example of ... appears in Figure 1 ...

A summary of the ... is given in Table 1 ...

Figure/table 1 provides ...

Table 1 also provides insights into ...

... as pointed out earlier in Table 1, ...

... is documented in Table 4a ...

Table 4a further demonstrates ...

The findings correspond closely to those provided in Table 2a and show that, ...

Table 1a shows ...

As demonstrated in Figure 3, ...

The move from .. to ... is attributed by X to ...

## RESULTS

The Results section is the most voluminous of all sections of the study; it can be called the body of the research. Here the author describes all the facts, all the quantitative and qualitative data that he managed to get from the sources, applying the chosen methods. The author's comments on each of the information he received, his thoughts and conclusions, and comments on the presence of inconsistencies or disagreements with the information available in the literature are given here.

The obtained information can be presented in a descriptive form or be presented visually in the form of tables, graphs, diagrams and drawings. Each visual should have its title and a reasonable size: as a rule, it takes up about a third of the page. Tables, graphs and charts should be clear and legible, that is, it should be clear what each number means. To do this, it is necessary to include explanatory elements in them: the names of rows and columns, the name and graduation of axes, and units of measurement of quantitative parameters. The text should include links to the included visuals and comments on them.

Both groups of ... indicate ...

X interpreted these findings as resulting from ...

When summing-up, first it should be noted that ...

Such studies may look more closely into ..., further exploring the ways ...

The perusal of available evidence reveals that ...

Reported investigations so far employed ... techniques ...

This effect may be augmented by the nature of ...

Some of the conclusions reached are ...

Evaluation of the results of ... indicates absence of /presence of ...

No such effect is observed when ...

In their analysis of ... they found ...

This result is similar to that of an analysis based on ...

Support for this explanation is given by ...

The present findings complement the recent work by X who argue that ...

we observe some distinctive patterns in ...  
The likelihood increased if ...  
Our findings demonstrate that ...  
The results presented here suggest that ...  
This could suggest that ...  
Examination of ... further demonstrates ...  
If we compare ... we can notice similarities/differences ...  
The dynamics of this situation are summarized by ...  
the influence of ... can be/have been confirmed ...  
An alternative strategy would be to ...  
The results reveal ... basic themes/ideas/concepts/trends of ...  
The divergence described above is ...  
In the light of our results, we assess ...  
... due to the small sample size, our finding here should be treated with caution.  
We found statistically significant dependencies of ...  
The analysis has unequivocally confirmed that ...

## CONCLUSION

The structure of the ending is the opposite of the structure of the introduction and resembles an «*inverted funnel*» and contains elements similar in nature, but in the reversed order. The conclusions on each of the aspects will be listed, then the main conclusion is formulated, that is, the statement of the thesis and the justification of its significance, and then the topic seems to dissolve, going beyond the text.

Here, the prospects for further research (and not necessarily only this research and by these researchers) are outlined, the significance of the obtained results for the development of this direction of research is assessed, and recommendations are given on how the research results can be used in the future. In this way, the focus of the text is revealed and connects the ideas of the researcher within the extended context of research outside the given text.

Consequently, ...

To provisionally conclude, ...

Finally, ...

In summary, ...

In conclusion,...

Summing up, ...

In consequence, ...

In the study of ... have been in focus for...

In this paper, we have charted ...

Through this analysis, the author has come to the understanding of ...

This article demonstrates that ...

By researching ... we determined that ...

The main contribution of this study to the growing field of *term* research relates not so much to ... but to ...

The study's findings may also have wider implications for the understanding of ...

A final insight arising from this study is ...

Through ... analysis, we established that ...

We find evidence that ...

These results suggest that ... V-ing may be an effective strategy for ...

In a study of ... we came to the same conclusion.

In this paper an account of ... has been proposed ...

As a result, it can be stated ...

Our focal point was ...

The forgoing essay thus both identifies and explores a fledgling field of knowledge.

As such, it addresses three basic questions: ...

This pattern suggests that ...

In providing a close reading of only two cases, this article implicitly suggests the need for further ...

Studies charting a large-scale map of ...

Eventually, this line of research will provide a comprehensive overview of ...

Indeed, looking at ... may also provide a key for a more nuanced account of ...

So far, the focus of diffusion studies has been mainly on ...

These conclusions undoubtedly point at the differences between/similarities ...

Arguments have been made by some scientists for ...

Based on the available literature, we had hypothesized ...

The appearance of ... contrasts with the overwhelming presence of ...

In light of the contrasted data ...

It is logically possible that ...

However, there is only a partial overlapping between ...

### **SPEAKING ABOUT FURTHER RESEARCH**

Frequently, prospects for future research are included in the Results section. By suggesting areas for further research, authors contribute to the ongoing development of knowledge in their field. Here the authors may include such points as identifying gaps and addressing unanswered questions.

Mentioning potential avenues for further research provides a roadmap for future investigations and expands the overall scientific understanding of the theme. This helps to create a cohesive and cumulative body of knowledge.

The way to contribute to the scholarly conversation can include discussing future research questions, engaging with each other's ideas, and providing feedback.

Some ... have yet to be researched and described in future studies ...

This article is only one step in a wider investigation. As such, it leaves many aspects of ... unexplored ...

Future research could compare ...

Such a broad approach could also delve into the way ...

For now, there is clearly a need for researchers to acquire deeper knowledge of ...

The present analysis has been an attempt to identify ...

One of the most interesting questions for the future is ...  
... studies may well provide fertile ground for future research on ...  
Further, a model of ... is needed in order to provide a more complete understanding of ...  
A study of this nature lends itself to a number of preliminary observations ...  
These observations should prompt further research in the area.  
Future research in ... is likely to focus on further understanding the ways from a number of perspectives ...  
The question of ... is still a very open one ...  
The ways ... will continue to be a puzzle for some time.  
Our ambition now is to expand ...  
We also hope to include data from ...  
It is an open question whether ...  
There are several avenues for future development ...  
We leave the pursuit of these avenues for future work ...

## **REFERENCES**

References are a set of bibliographic information about the document cited, expanded or mentioned in the text of the document, sufficient for its general characterization, identification and search:

- ✓ the links make it possible to check the reliability and accuracy of provided quotes, formulas, statistical data, facts and information borrowed from other publications;
- ✓ the ability to identify and find these primary sources;
- ✓ get familiar with the literature on the topic of research, in particular with works in which the issue is covered in more detail than in this publication, or a different point of view is argued.

References help to determine the relevance and significance of research, and its impact on the development of the study in a certain field.

## SOURCES

- Aksholakova, A. (2014). Proper name as a clue symbol of identity. *Procedia-Social and Behavioral Sciences*, 112, 465-471.
- Baym, N., Shifman, L. ., Persaud, C., & Wagman, K. (2019). Intelligent failures: clippy memes and the limits of digital assistants. *AoIR Selected Papers of Internet Research*, 2019. <https://doi.org/10.5210/spir.v2019i0.10923>
- Cheshmedzhieva-Stoycheva, D. (2022). Ideology and Intertextuality in Covid-19 Memes. *Cultural Perspectives-Journal for Literary and British Cultural Studies in Romania*, (27), 27-50.
- Danesi, M. (2011). What's in a brand name? A note on the onomastics of brand naming. *Names*, 59(3), 175-185.
- Dundes, A. (1987). At ease, disease—AIDS jokes as sick humor. *American Behavioral Scientist*, 30(3), 72-81.
- Dynel, M. (2021). COVID-19 memes going viral: On the multiple multimodal voices behind face masks. *Discourse & Society*, 32(2), 175-195.
- Flesher Fominaya, C. (2010). Collective identity in social movements: Central concepts and debates. *Sociology compass*, 4(6), 393-404.
- Joseph, J. E. (2006). Identity and Language. *Encyclopedia of Language and Linguistics*.(Vol. 5). 490-491.
- Horvat, J. (2020). From Paul the Octopus to Achilles the Cat—Proper Names of Animals Which Predict the Outcomes of Sports Competitions. *Folia Onomastica Croatica*, (29), 73-121.
- Kim, Y. Y. (2007). Ideology, identity, and intercultural communication: An analysis of differing academic conceptions of cultural identity. *Journal of intercultural communication research*, 36(3), 237-253.
- Leslie, P. L., & Skipper, J. K. (1990). Toward a theory of nicknames: A case for socio-onomastics. *Names*, 38(4), 273-282.
- Nissenbaum, A., & Shifman, L. (2017). Internet memes as contested cultural capital: The case of 4chan's/b/board. *New media & society*, 19(4), 483-501.

- Miltner, K. M. (2018). Internet memes. *The SAGE handbook of social media*, 55, 412-428.
- Rusu, M. S. (2022). Gendering Urban Namespaces: The Gender Politics of Street Names in an Eastern European City. *Names*, 70(2), 11-25.
- Selfa Sastre, M. (2014). About the concept of onomastic identity: the privileges' parchments of the city of Balaguer (1211-1352). *Imago Temporis. Medium Aevum*, 2014, vol. 8, num. 1, p. 135-149.
- Shao, C., Ciampaglia, G. L., Varol, O., Yang, K. C., Flammini, A., & Menczer, F. (2018). The spread of low-credibility content by social bots. *Nature communications*, 9(1), 1-9.
- Shifman, L. (2013). Memes in a digital world: Reconciling with a conceptual troublemaker. *Journal of computer-mediated communication*, 18(3), 362-377.
- Shifman, L. (2014). The cultural logic of photo-based meme genres. *Journal of visual culture*, 13(3), 340-358.
- Ting-Toomey, S. (2009). Identity theories. In S. Littlejohn and K. Foss (Eds.), *Encyclopedia of communication theory* (pp. 493-496). Thousand Oaks, CA: Sage Publications
- Ting-Toomey, S. (2015). Identity negotiation theory. In J. Bennett (Ed.), *Sage Encyclopedia of Intercultural Competence, Volume 1* (pp. 418-422). Los Angeles, CA: Sage.
- Tomlinson, John. (2003) *Globalization and Cultural Identity*. In D. Held (Ed.), *The Global Transformations Reader: An Introduction to the Globalization Debate* (pp. 269-277). Cambridge, UK: Polity.
- Yus, F. (2018). Identity-related issues in meme communication. *Internet Pragmatics*, 1(1), 113-133.
- Zaitzow, B. H., Skipper, J. K., & Bryant, C. (1997). Nicknames of female felons. *Names*, 45(2), 83-99.

## Appendix A

## Теми практичних занять

## II семестр, 1 рік

№ з/п	Назва теми/ Види завдання	Кількість годин	
		Очна форма	Вечірня форма
<b>Змістовий модуль 1</b>			
<b>Conventions of the Academic Style, Referencing and Format</b>			
1.	Theme 1. The purpose of Academic Writing. Varieties, Format and Stylistic Features of an Academic Text. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
2.	Theme 2. Reading Academic Literature. Finding Suitable Sources. Peculiarities of Note-Taking, Focusing on Key Points, Developing Critical Thinking. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
3.	Theme 3. Academic Integrity. Plagiarism: Types and Degrees. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
4.	Theme 4. References, Citations and Paraphrasing as a Means of Avoiding Plagiarism. The Format of In-Text Citation. The Main Reference Systems. The Use of Quotations. Secondary References. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
5.	Theme 5. Differentiating between Fact and Opinion. Understanding Implicit Meanings. Understanding Hedges. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
<b>Разом за змістовим модулем 1</b>		<b>10</b>	<b>10</b>

<b>Змістовий модуль 2</b> <b>Formation of Academic Writing Skills.</b>			
6.	Theme 6. English Vocabulary used in Academic contexts (Academic Nouns, Adjectives, Verbs, Adverbs, Phrasal Verbs, Fixed Expressions). Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	4	4
7.	Theme 7. Grammatical Features of the Academic Style. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
8.	Theme 8. Using Key Points in Summarising. Providing a Summary for a Scientific Article in the Chosen Field of Research. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
9.	Theme 9. Drafting an Abstract for a Scientific Article. Making a List of Keywords. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
10.	Theme 10. Techniques for Paraphrasing. Finding Synonyms, Changing the Word Class, Changing the Word Order of Sentences. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
	<b>Підсумкове заняття</b>	2	2
	<b>Разом за змістовим модулем 2</b>	<b>14</b>	<b>14</b>
	<b>Разом за II Семестр</b>	<b>24</b>	<b>24</b>

### III семестр, 2 рік

№ з/п	Назва теми/ Види завдання	Кількість годин	
		Очна форма	Вечірня форма
<b>Змістовий модуль 3</b> <b>Metalanguage of an Academic Text</b>			

1.	Theme 11. Referencing. Clichés characteristic of certain Structural Parts of an Academic Text. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
2.	Theme 12. Literature Reviews. Correct Scientific Discussion. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
3.	Theme 13. The Language of Cause and Effect. Comparison, Contrast, and Generalization. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
4.	Theme 14. Analysis of Illustrative Material. Avoiding Repetition and Redundancy. Use of Synonyms. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
5.	Theme 15. Description of Visuals (Tables, Schemes, Diagrams, Graphs, Drawings). Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
<b>Разом за змістовим модулем 3</b>		<b>10</b>	<b>10</b>
<b>Змістовий модуль 4</b> <b>Structure of an Academic Text</b>			
6.	Theme 16. Stages of Writing a Scientific Article: Planning, Key Points, Size of Publication, Format. Structure of a Scientific Publication, Title, Subtitle. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
7.	Theme 17. Introduction: Structure and Format. Methods and Evidence. Formulation of Research Goals and Objectives. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
8.	Theme 18. Paragraph Structure. Topic Sentence. Topic Sentence Reasoning. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2

9.	Theme 19. Conclusions: Content, Logical Sequence, Wording, Paraphrase. Making a List of References according to the Requirements. Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	2	2
10.	Theme 20. Presentation of PhD's Scientific Research in English (report, poster report). Виконання наступних вправ: одномовні, репродуктивні, продуктивні, синтаксичні трансформації речень, комунікативні.	4	4
	<b>Разом за змістовим модулем 4</b>	<b>12</b>	<b>12</b>
	<b>Разом за III Семестр</b>	<b>22</b>	<b>22</b>
	<b>Усього годин</b>	<b>46</b>	<b>46</b>

## Appendix B

### Самостійна робота

### II семестр, 1 рік

№ з/п	Назва теми/ Види завдання	Кількість годин	
		Очна форма	Вечірня форма
<b>Змістовий модуль 1</b> <b>Conventions of the Academic Style, Referencing and Format</b>			
1.	Theme 1. The purpose of Academic Writing. Varieties, Format and Stylistic Features of an Academic Text. Підготовка до практичних занять, вивчення ключових термінів теми.	6	6
2.	Theme 2. Reading Academic Literature. Finding Suitable Sources. Peculiarities of Note-Taking, Focusing on Key Points, Developing Critical Thinking. Підготовка до практичних занять, вивчення ключових термінів теми.	6	6
3.	Theme 3. Academic Integrity. Plagiarism: Types and Degrees. Підготовка до практичних занять, вивчення ключових термінів теми.	6	6
4.	Theme 4. References, Citations and Paraphrasing as a Means of Avoiding Plagiarism. The Format of In-Text Citation. The Main Reference Systems. The Use of Quotations. Secondary References. Підготовка до практичних занять, вивчення ключових термінів теми.	6	6
5.	Theme 5. Differentiating between Fact and Opinion. Understanding Implicit Meanings. Understanding Hedges. Підготовка до практичних занять, вивчення ключових термінів теми.	6	6
	<b>Разом за змістовим модулем 1</b>	<b>30</b>	<b>30</b>
<b>Змістовий модуль 2</b> <b>Formation of Academic Writing Skills.</b>			
6.	Theme 6. English Vocabulary used in Academic contexts (Academic Nouns, Adjectives, Verbs, Adverbs, Phrasal Verbs, Fixed Expressions). Підготовка до практичних занять, вивчення ключових термінів теми.	6	6
7.	Theme 7. Grammatical Features of the Academic Style.	6	6

	Підготовка до практичних занять, вивчення ключових термінів теми.		
8.	Theme 8. Using Key Points in Summarising. Providing a Summary for a Scientific Article in the Chosen Field of Research. Підготовка до практичних занять, вивчення ключових термінів теми.	8	8
9.	Theme 9. Drafting an Abstract for a Scientific Article. Making a List of Keywords. Підготовка до практичних занять, вивчення ключових термінів теми.	8	8
10.	Theme 10. Techniques for Paraphrasing. Finding Synonyms, Changing the Word Class, Changing the Word Order of Sentences. Підготовка до практичних занять, вивчення ключових термінів теми.	8	8
	<b>Разом за змістовим модулем 2</b>	<b>36</b>	<b>36</b>
	<b>Разом за II Семестр</b>	<b>66</b>	<b>66</b>

### III семестр, 2 рік

№ з/п	Назва теми/ Види завдання	Кількість годин	
		Очна форма	Вечірня форма
<b>Змістовий модуль 3</b>			
<b>Metalanguage of an Academic Text</b>			
1.	Theme 11. Referencing. Clichés characteristic of certain Structural Parts of an Academic Text. Підготовка до практичних занять, вивчення ключових термінів теми.	6	6
2.	Theme 12. Literature Reviews. Correct Scientific Discussion. Підготовка до практичних занять, вивчення ключових термінів теми.	6	6
3.	Theme 13. The Language of Cause and Effect. Comparison, Contrast, and Generalization. Підготовка до практичних занять, вивчення ключових термінів теми.	6	6
4.	Theme 14. Analysis of Illustrative Material. Avoiding Repetition and Redundancy. Use of Synonyms. Підготовка до практичних занять, вивчення ключових термінів теми.	6	6

5.	Theme 15. Description of Visuals (Tables, Schemes, Diagrams, Graphs, Drawings). Підготовка до практичних занять, вивчення ключових термінів теми.	6	6
	<b>Разом за змістовим модулем 3</b>	<b>30</b>	<b>30</b>
<b>Змістовий модуль 4</b> <b>Structure of an Academic Text</b>			
6.	Theme 16. Stages of Writing a Scientific Article: Planning, Key Points, Size of Publication, Format. Structure of a Scientific Publication, Title, Subtitle. Підготовка до практичних занять, вивчення ключових термінів теми.	6	6
7.	Theme 17. Introduction: Structure and Format. Methods and Evidence. Formulation of Research Goals and Objectives. Підготовка до практичних занять, вивчення ключових термінів теми.	8	8
8.	Theme 18. Paragraph Structure. Topic Sentence. Topic Sentence Reasoning. Підготовка до практичних занять, вивчення ключових термінів теми.	8	8
9.	Theme 19. Conclusions: Content, Logical Sequence, Wording, Paraphrase. Making a List of References according to the Requirements. Підготовка до практичних занять, вивчення ключових термінів теми.	8	8
10.	Theme 20. Presentation of One's Own Scientific Research in English. Підготовка до практичних занять, вивчення ключових термінів теми.	8	8
	<b>Разом за змістовим модулем 4</b>	<b>38</b>	<b>38</b>
	<b>Разом за III Семестр</b>	<b>68</b>	<b>68</b>

### **ПИСЬМОВЕ ЗАВДАННЯ ДЛЯ ПІДСУМКОВОГО КОНТРОЛЮ**

Опишіть хід наукового дослідження у вигляді такої логічної схеми розписаної у вигляді тексту з презентацією: 1). визначення об'єкта й предмета дослідження, вибір теми; 2). обґрунтування актуальності обраної теми; 3). постановка мети й конкретних завдань дослідження; 4). вибір методу (методики) проведення дослідження; 5). опис процесу дослідження; 6). обговорення результатів дослідження; 7). формулювання висновків й оцінка отриманих результатів.

## Appendix C

### Розподіл балів, які отримують PhD студенти

#### 1 рік навчання, залік

Поточний та періодичний контроль										Підсумкове заняття	Сума балів
Змістовий модуль 1					Змістовий модуль 2					10	100
T1	T2	T3	T4	T5	T6	T7	T8	T9	T10		
5	5	5	5	5	5	5	5	5	5		
Портфоліо – 40											

#### 2 рік навчання, іспит

Поточний та періодичний контроль										Підсумковий контроль (іспит)	Загальна оцінка
Змістовий модуль 3					Змістовий модуль 4					30	100
T11	T12	T13	T14	T15	T16	T17	T18	T19	T20		
3	3	3	3	3	3	3	3	3	3		
Портфоліо – 40											

## Appendix D

### Шкала оцінювання: національна та ECTS

Сума балів за всі види навчальної діяльності	Оцінка ECTS	Оцінка за національною шкалою	
		для іспиту	для заліку
90-100	A	відмінно	зараховано
85-89	B	добре	
75-84	C		
70-74	D	задовільно	
60-69	E		
35-59	FX	незадовільно з можливістю повторного складання	не зараховано з можливістю повторного складання
0-34	F	незадовільно з обов'язковим повторним вивченням дисципліни	не зараховано з обов'язковим повторним вивченням дисципліни

*Навчальне видання*

**ДЛЯ НОТАТОК**

**ДЛЯ ПОДАТОК**

*Навчальне видання*

## **AN ACADEMIC THESAURUS**

### **МЕТОДИЧНІ ВКАЗІВКИ**

до практичних занять та самостійної роботи  
з навчальної дисципліни

«Академічне письмо іноземною мовою (англійською)»  
для здобувачів третього (освітньо-наукового) рівня вищої  
освіти спеціальностей 032 Історія та археологія, 033  
Філософія, 035 Філологія, 051 Економіка, 052 Політологія,  
053 Психологія, 061 Журналістика, 073 Менеджмент, 081  
Право, 091 Біологія, 102 Хімія та Фармація, 104 Фізика та  
астрономія, 106 Географія, 111 Математика, 113 Прикладна  
математика, 122 Комп'ютерні науки, 162 Біотехнології та  
біоінженерія, 292 Міжнародні економічні відносини

### ***Укладачі:***

**Бігунова Наталя Олександрівна**

**Неклесова Валерія Юріївна**

**Ткаченко Ганна Володимирівна**

*В авторській редакції*

Підп. до друку 08.01.2024. Формат 60x90/16. Папір офсетний.  
Гарн. Times new Roman. Друк цифровий.  
Ум. друк. арк. 2,1. Наклад 100 прим.  
Видавець Букаєв Вадим Вікторович  
вул. Пантелеймонівська 34, м. Одеса, 65012.  
Свідоцтво суб'єкта видавничої справи ДК № 2783 від 02.03.2007 р.  
Тел. 0949464393, e-mail:7431393@gmail.com