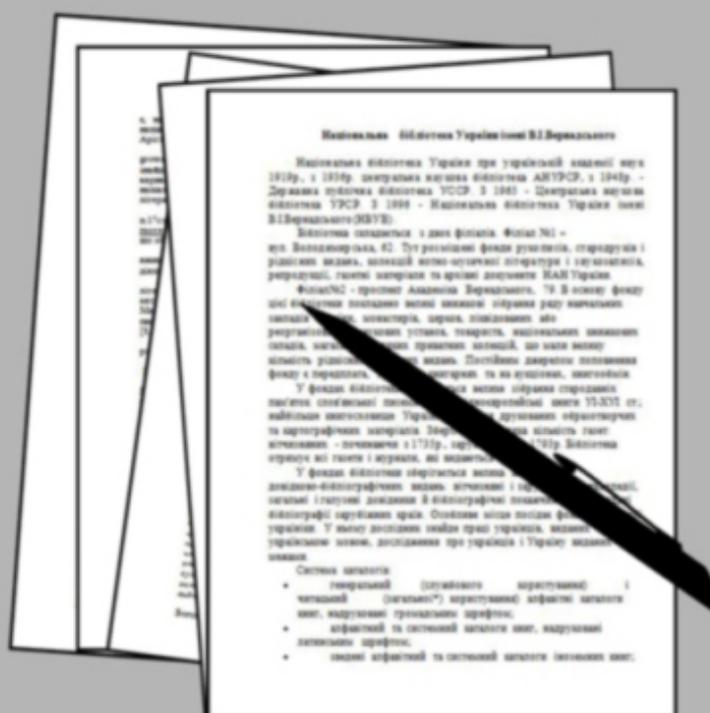# T. V. Yakhontova

ENGLISH ACADEMIC WRITING

FOR STUDENTS AND RESEARCHERS

Т. В. Яхонтова

ОСНОВИ АНГЛОМОВНОГО НАУКОВОГО ПИСЬМА

**НАВЧАЛЬНИЙ ПОСІБНИК
ДЛЯ СТУДЕНТІВ, АСПІРАНТІВ І НАУКОВЦІВ**

Видання друге

Яхонтова Т. В.

Ця книга є першим в Україні навчальним посібником з англомовного наукового письма. Його мета - ознайомлення з основними особливостями риторики, стилістики та жанрової організації сучасного англомовного наукового дискурсу (стилю), розвиток базових навичок побудови і написання англійською мовою наукових текстів різних жанрів, а також вироблення стратегії опанування науковим письмом як видом комплексної діяльності, що має соціальні, когнітивні та власне мовні аспекти. Посібник максимально орієнтований на розвиток навичок письма шляхом виконання різноманітних завдань на матеріалі автентичних текстів із гуманітарних і природничих дисциплін.

Для аспірантів і частково студентів старших курсів та магістерських програм гуманітарних і природничих спеціальностей університетів. Може бути корисним для науковців, які прагнуть самостійно оволодіти основами англомовного наукового письма.

Contents

PART II. MAJOR ENGLISH ACADEMIC GENRES

PART III. SUBSIDIARY ENGLISH ACADEMIC GENRES

Передмова

Загальновідомо, що в сучасному глобалізованому світі англійська мова є своєрідною *lingua franca* науки, техніки та частково освіти. Особливо важливу роль вона відіграє в науковій письмовій комунікації, про що свідчить невпинне зростання кількості публікацій англійською мовою не лише в міжнародних, а й у національних виданнях. Обізнаність із нормами й канонами сучасного англомовного наукового дискурсу (стилю) і вміння представляти свої наукові здобутки англійською мовою є надзвичайно важливими для тих з українських учених, хто хоче активно спілкуватися зі своїми зарубіжними колегами і стати рівноправними членами міжнародних науково-освітніх спільнот.

Мета книги "English Academic Writing for Students and Researchers" — першого в нашій країні навчального посібника з основ англомовного наукового письма — така:

- ознайомлення з основними особливостями риторики, стилістики та жанрової організації сучасного англомовного наукового дискурсу;
- розвиток базових навичок побудови й написання англійською мовою наукових текстів різних жанрів;
- вироблення стратегії оволодіння науковим письмом як видом комплексної діяльності, що має соціальні, когнітивні та власне мовні аспекти.

Потенційна аудиторія. Посібник "English Academic Writing for Students and Researchers" призначений передусім для аспірантів університетів як гуманітарних, так і природничих спеціальностей, хоча деякі його розділи можна використовувати у викладанні англійської мови як практичної дисципліни студентам старших курсів і магістерських програм. Робота з посібником потребує достатньо високої загальної англомовної компетенції, що приблизно відповідає рівню знань і навичок випускників спеціалізованих груп із поглибленим вивченням англійської мови немовних факультетів. "English Academic Writing for Students and Researchers" можна також використовувати як довідковий матеріал для науковців, які прагнуть самостійно оволодіти основами письмової англомовної комунікації. Отже, посібник орієнтований на доволі широку аудиторію.

Теоретичною основою посібника є концепція жанру як соціально-комунікативного явища і водночас як типу тексту з рядом порівняно стійких композиційних і мовних ознак. Відповідно в "English Academic Writing for Students and Researchers" розглянуто загальну побудову цілісних текстів-жанрів (а не лише їхні окремі мовні й стилістичні риси), а також пояснено мету кожного жанру і вплив деяких соціокультурних чинників на особливості його організації.

Посібник та інші навчальні матеріали. Опубліковані в Україні навчальні матеріали для науковців, зокрема підручник О. М. Ільченко "English for Science and Technology" (1996)' або деякі навчальні посібники (Абросимова, 2000; Акмалдинова, Письменна, 1994; Бурбактаін., 1998), призначені для підготовки до кандидатського іспиту з англійської мови. Вони спрямовані на розвиток навичок читання, перекладу та усного спілкування за тематикою обраної наукової спеціальності й розглядають здебільшого лише такий вид письма, як анотування.

У ряді країн Західної Європи та Північної Америки видано, проте, багато підручників з англомовного наукового письма. Широко відомими є книга англійського автора Р. Р. Джордана "Academic Writing Course" (1980), яку перевидавали декілька разів (1990, 1996), а також підручники американських лінгвістів і фахівців у галузі лінгводидактики Дж. М. Свейлза і К. Б. Фік "Academic Writing for Graduate Students: A Course for Nonnative Speakers of English" (1994) та "English in Today's Research World: A Writing Guide" (2000). Серед навчальних матеріалів, написаних авторами, для яких англійська мова не є рідною, досить відомий підручник шведських лінгвістів Л. Бйорка і К. Райзанен "Academic Writing: A University Writing Course" (1997).

Однак усі ці матеріали розроблені для студентів, які навчаються в англомовних західних університетах, перебувають у відповідному мовному й культурному середовищі й потребують навичок наукового письма передусім для навчальних цілей. Оскільки ця ситуація істотно відрізняється від тієї, в якій перебувають українські студенти, аспіранти й науковці, то згадані вище підручники не зовсім придатні для застосування в наших умовах. Тому посібник "English Academic Writing for Students and Researchers" є спробою розробки курсу для майбутніх і теперішніх учених, яким навички англомовного письмового спілкування необхідні для того, щоб прилучитися до міжнародного наукового життя, мати змогу оприлюднювати свої праці для широкої аудиторії та спілкуватися з науковцями інших країн.

Організація і структура. Посібник "English Academic Writing for Students and Researchers" складається з трьох частин.

Перша, оглядова частина, охоплює чотири розділи, присвячені ролі англійської мови в сучасному світі (Unit 1), природі письма (Unit 2), основним мовним рисам англійського наукового стилю (Unit 3) і важливим компонентам наукових текстів (Unit 4). Цю частину можна рекомендувати не лише аспірантам, але й студентам старших курсів та магістерських програм, оскільки ознайомлення з основними рисами англійського наукового стилю є в навчальних програмах з англійської мови для старшокурсників у багатьох університетах.

Друга частина містить п'ять розділів, у яких розглянуто основні англомовні жанри письмової комунікації в науково-освітній галузі: розширена анотація (Unit 5), наукова стаття (Unit 6), анотація журнальної наукової статті

---

[1] Повну бібліографічну інформацію про цю та інші книги, що згадані у передмові, можна знайти у розділі "References".

(Unit 7), тези доповіді (Unit 8) та рецензія (Unit 9). Тематика цієї частини посібника буде найцікавішою для аспірантів і сформованих науковців, хоча розділ 5 (Unit 5) можна рекомендувати й студентам, тому що розвиток навичок анотування та реферування іноземною мовою передбачено програмними вимогами в більшості вищих навчальних закладів.

У третій частині представлено жанри, що відіграють допоміжну, але важливу роль у проведенні наукових досліджень та в реалізації наукової кар'єри — науково-дослідницький проект на здобуття гранту (Unit 10), життєпис і біографічні дані (Unit 11) та різні види листів (Unit 12). Розділ 10 (Unit 10) зацікавить науковців і викладачів, які прагнуть здобути фінансову підтримку (гранти) для наукових досліджень або пройти стажування за кордоном. Розділи И (Unit 11) та 12 (Unit 12) можна також рекомендувати студентам, які планують продовжити навчання в англомовних країнах і хочуть набути певних навичок написання автобіографічних даних та офіційних листів для підготовки відповідних аплікацій.

Джерела завдань. У посібнику "English Academic Writing for Students and Researchers" розглянуто найзагальніші особливості англомовного наукового дискурсу, притаманні різним галузям науки. Тому матеріалом завдань є різноманітні автентичні тексти, що належать до основних груп наукових дисциплін: гуманітарних (антропологія, історія, лінгвістика, лінгводидактика, літературознавство, педагогіка), в тому числі й суспільно-політичних (політологія, правознавство, філософія), та природничих (біохімія, генетика, екологія, експериментальна психологія, механіка, фізична географія). Деяку кількісну перевагу текстів із лінгводидактики можна пояснити їхньою навчальною (у контексті цього посібника) роллю: здебільшого вони висвітлюють різні психолого-педагогічні та культурні аспекти вивчення англійської мови, потенційно цікаві й корисні для українських читачів. Повний бібліографічний опис використаних джерел наведено в розділі "List of Sources".

У текстах, використаних як матеріал для завдань, зберігаються всі їхні орфографічні й пунктуаційні особливості. У поясненнях автор дотримується орфографічних і пунктуаційних норм, характерних для американського варіанта англійської мови, вплив яких на англомовний науковий дискурс стає дедалі відчутнішим.

Особливі риси. Посібник "English Academic Writing for Students and Researchers" максимально орієнтований на розвиток навичок письма шляхом виконання різноманітних завдань. До більшості зі ста завдань подано відповіді в окремому розділі, що дає змогу контролювати самостійну роботу. Завдання, до яких є відповіді, позначені астериском (*). Завдання, які мають переважно творчий характер, залишені без відповідей.

Читачі "English Academic Writing for Students and Researchers" можуть помітити, що в посібнику значною мірою використано результати філологічних досліджень сучасного англомовного наукового дискурсу. Водночас книга аж ніяк не с компіляцією різних джерел: "English Academic Writing for Students and Researchers" це оригінальна розробка, що відображає науково-педагогічні погляди автора та її класний досвід оволодіння англійським науковим письмом.

Рекомендації викладачам. Викладачам під час роботи з посібником допоможе ознайомлення з працями, наведеними в розділі "References". Частину з них можна знайти в ресурсних центрах Британської Ради, розміщених у Донецькому, Одеському, Львівському, Харківському національних університетах, а також у Національному університеті "Києво-Могилянська Академія".

Багато корисної інформації про різні аспекти англомовного наукового письма можна також відшукати в Інтернеті. Наведемо адреси деяких веб-сайтів:

http://www.essayedge.com/promo/samplework.shtml (приклади відредагованих професіоналами аплікаційних есе);

http://www.press.uchicago.edu/Misc/Chicago/cmosfaq.html (правила бібліографічного оформлення цитованої літератури, інформація про інші корисні для авторів письмових творів сайти);

http://www.gsas.harvard.edu/academic/fellowships/essays.html (поради щодо написання дослідницьких проектів);

http://www.staffs.ac.uk/services/library_and_info/reference.html (різноманітні віртуальні довідники — словники, енциклопедії, списки скорочень, популярні цитати та ін.);

http://www.wisc.edu/writing/Handbook/AcademicWriting.htmI (довідник з наукового письма в різних галузях);

http://owl.english.purdue.edu (віртуальний ресурсний центр з навчання письма).

Апробація і співпраця. Навчальний посібник "English Academic Writing for Students and Researchers" є одним з результатів наукового проекту, виконаного автором у рамках Програми обмінів науковцями імені В. Фулбрайта під керівництвом професора ДжонаМ. Свейлза, директора Інституту англійської мови Мічиганського університету (м. Анн Арбор, Мічиган, США), у 1998 році.

Ідеї та матеріали книги апробовано в курсах англійської мови, прочитаних автором аспірантам природничих факультетів у 1998-1999 навчальному році, а також студентам магістерських програм гуманітарних факультетів та факультету міжнародних відносин, — відповідно в 1999-2000 і 2000-2001 навчальних роках у Львівському національному університеті імені Івана Франка.

Автор книги глибоко вдячна рецензентам — доктору філологічних наук, професору Ользі Воробйовій (Київський національний лінгвістичний університет), кандидату філологічних наук, доценту Людмилі Бордюк (Національний університет "Львівська Політехніка") і кандидату філологічних наук, доценту Віктору Слеповичу (Білоруський державний економічний університет, м. Мінськ)—за уважне ознайомлення з рукописом посібника й цінні критичні зауваження. Висловлюю також подяку консультанту проекту підготовки посібника доктору Сьюзен Томпсон (Ліверпульський університет, Велика Британія) за поради й допомогу в редагуванні англомовного тексту книги. Особлива вдячність — кандидату фізико-математичних наук Віктору Шевчуку за ґрунтовні рекомендації стосовно змісту та оформлення посібника.

Зауваження та думки щодо цієї книги можна надсилані автору за електронними адресами   yahoo.com.

Foreword

English has undoubtedly become an important—perhaps now the most important—language of international academic communication in the world. This fact can of course be seen in a positive or a negative light. Viewed negatively, the predominance of English as the language of international academic journals and conferences undoubtedly places non-English speaking academics at a grave disadvantage in comparison with their English-speaking colleagues. On the other hand, seen from a more positive perspective, the development of English as an academic lingua franca could promote the growth of international communication and cooperation between academics on a global scale. Whatever one's view of this phenomenon, it seems unlikely that English will lose its increasing importance for international academic communication.

Facing up to this situation, many academics must take up the challenge of developing a high level of academic English language skills. It is in this context that I believe Dr. Tatyana Yakhontova's book will be of enormous benefit to academics wishing to improve their academic English language skills and, in particular, to gain a mastery of key academic genres. This comprehensive and detailed book sets out the essential generic elements of academic texts, together with typical linguistic features. Explanations are provided in a clear and straightforward way, and the reader is given ample opportunity to practise the key teaching points.

Dr. Yakhontova's international reputation in the field of academic genre analysis and her own research publications in the field make her an ideal expert informant on the academic genres covered in this book. Just as importantly, her considerable professional experience and knowledge of teaching English lor Academic Purposes have enabled her to present this information in an accessible and interesting way. She has written a book which I am sure will he of huge value to Ukrainian academics.

Dr. Susan E. Thompson

Applied English Language Studies Unit,
Department of English Language and Literature,
University of Liverpool, UK

PART I

AN OVERVIEW OF ENGLISH
ACADEMIC WRITING

Unit 1

English as the World Language
of Research and Education

English is now considered to be the world language of science, technology, and education. In fact, it has become a lingua franca, that is a common language used for communication over areas where several languages have usually been spoken. The knowledge of English allows professionals and researchers to get access to the latest information in their fields and to effectively communicate with their colleagues throughout the world. In this introductory Unit, you are invited to reflect upon and discuss this role of the English language.

Task 1* *Read the newspaper article and answer the questions that follow. While reading, try to insert the omitted words that are above the text. Sentence numbers have been added here (and in subsequent texts where necessary) for ease of reference.*

interpreted	claimed	varieties
customize	expertise	dominant
ambiguities	prerogative	converse

Englishes are the International Language

[1]"English language_____ is becoming a priority academic/professional requirement whether international higher education graduates choose to return to their home countries or whether they choose to stay in the United States," notes Joan Morley.

[2]"English is today the_____ language in science and technology, medicine and health care fields, commerce, business and industry, and much more.

[3]It should come as no shock to find that three-quarters of the wo Id's information stored in computer banks is in English."

[4]According to a recent *Wall Street Journal* article, a billion persons in the world are able to speak English, with more speaking it as a foreign language than as their mother tongue. [5]But the language that non-native speakers actually speak can be thought of as many different Englishes. 'Some speak only about computers, or oil, or commodities trading or swine; they English into forms useful for specific purposes, and those who speak these forms are usually unable to____comfortably about matters outside their field of interest. [7]Phrases like "get the hang of it," "to go along with," and "getting at," for example, mystify many non-native speakers.

[8]____in English can even be deadly. [9]An air traffic controller in Madagascar radioed, "Clipper 1736 report clear of runway." [10]The pilot____that as clearance for takeoff, rather than an order to report that he had cleared the runway, collided with an incoming airliner, and 600 people died. "Such linguistic mistakes have ____at least 3,000 lives, an expert told the *Journal.*

[12]Alan Firth, a British scholar who specializes in foreign____of spoken English, told the *Journal*: "What happens to this language is no longer our . [13]English is no longer our possession. [14] It's not a monolith. [15] It's in an incredible state of flux."

1. Can you explain the grammar of the title ("Englishes " in the plural and "language " in the singular)?

2. Do you agree that there are different Englishes? Is there a Ukrainian English? If so, what are its features?

3. Do you think the role of the English language is increasing in Ukraine? Provide some examples of its functioning in different spheres of life in your country.

4. Is English a leading language in your field of study? How often do you use English for information search as compared with Ukrainian or foreign languages other than English that you might know?

5. Are you mystified by the phrases "get the hang of it, " "to go along with, " and "getting at"? Can you explain their meaning?

6. Can you retell in your own words the tragic linguistic mistake described in the text?

Task 2 *The following text is a passage from the book "English as a Global Language " by British linguist David Crystal. While reading, check your knowledge of the underlined words and expressions consulting a dictionary if necessary. React to the statements typewritten in bold using the following scale and discuss your judgments with a classroom partner (if you have one).*

> *a) strongly   disagree;*
> *b)   disagree;*
> *c)   doubt;*
> *d)   agree;*
> *e) strongly   agree.*

When we investigate why so many nations have in recent years made English an official language or chosen it as their chief foreign language in schools, one of the most important reasons is always educational—in the broadest sense. Black Southern African writer Harry Mashabela, writing in 1975, puts it like this:

> learning and using English will not only give us the much-needed <u>unifying chord</u> but will also land us into the exciting world of ideas; it will <u>enable</u> us to keep company with kings in the world of ideas and also make it possible for us to <u>share the experiences</u> of our own brothers in the world …

Not everyone has viewed the arrival of the language in such a positive light … ; but the <u>dominant view</u> is certainly that **a person is more likely to be in touch with the latest thinking and research in a subject by learning English than by learning any other language. ...**

It is important to appreciate that the use of English does vary, <u>in this respect.</u> A 1981 study of the use of English in scientific periodicals showed that 85 per cent of papers in biology and physics were being written in English at that time, whereas medical papers were some way behind (73 per cent), and papers in mathematics and chemistry further behind still (69 per cent and 67 per cent respectively). However, all these areas had shown a <u>significant increase</u> in their use of English during the <u>preceding</u> fifteen years—over 30 per cent, in the case of chemistry, and over 40 per cent, in the case of medicine— and the figures fifteen years further on would certainly be much higher. This can be seen even in a <u>language-sensitive subject</u> such as linguistics, where in 1995 nearly 90 per cent of" the 1,500 papers listed in the journal *Linguistic Abstracts* were in English. In computer science, the proportion is even higher

Since the 1960s, English has become the normal <u>medium of instruction</u> in higher education for many countries—including several where the language has no official status. <u>Advanced courses</u> in The Netherlands, for example, are widely taught in English. **If most students are going to <u>encounter</u> English routinely in their monographs and periodicals, it is suggested—an argument which is particularly co<u>gent</u> in relation to the sciences—then it makes sense to teach advanced courses in that language, to better prepare them for that <u>encounter</u>.** But these days there is also a strong lingua franca argument: the pressure to use English has grown as universities and colleges have increasingly welcomed foreign students, and lecturers have found themselves faced with mixed-language audiences.

The English language teaching (ELT) business has become one of the major growth industries around the world in the past thirty years. In a 1995 global consultation exercise initiated by ... a British Council project, people professionally <u>involved</u> in ELT in some ninety countries were asked to react to a series of statements concerning the role and future of the English language. Responses used a 5-point scale from 'strongly agree' to 'strongly disagree.' Nearly 1,400 questionnaires were returned. One of the statements was: 'The global market for English language teaching and learning will increase over the next 25 years.' Over 93 per cent agreed or strongly agreed. **A particular growth area is central and eastern Europe, and the countries of the former Soviet Union, where it is thought that nearly 10 per cent of the population—some 50 million in all—are now learning English.**

Task 3 *Read the excerpt from a newspaper article. In the space provided below, write down possible arguments for and against the role of English as the Latin of the modern world. Exchange and discuss your arguments with a partner.*

Tedd Wragg, Professor of Education at Exeter University, said: 'The Internet has hammered the final nail in the coffin of language teaching, ft has made English the Latin of the modern world. This generation realises that English is increasingly the world language.'

For	Against

Unit 2

Thinking about Writing

Writing is a complex process that requires a number of various skills. As research shows, its nature may be treated differently in different cultures and educational systems. The ways of writing, including academic, also vary, sometimes considerably.

There exists an opinion that being able to write is a special talent. However, you can develop your writing abilities by following certain strategies and practicing various patterns. The activities of this Unit will help you to reflect upon the aspects of writing and the ways of its mastering.

The Nature of Writing

Task 4   *Read the text and answer the questions that follow.*

"Culture of the Word" or "Culture of the Thought"?

As most Ukrainians (and not necessarily academics) know, our educational system is based primarily upon the non-written forms of knowledge acquisition, control, and evaluation. The only place in Ukraine where writing is explicitly taught is secondary school. There writing is viewed as a kind of verbal art that is assumed to be mastered in its three aspects—orthographic, grammatical, and stylistic. Teaching composition, which is traditionally a prerogative of the teachers of the Ukrainian literature, is also closely connected with its linguistic dimension; in particular, much emphasis is laid upon the so-called "culture of the word" that reflects a striving toward grammatically and stylistically correct written texts, which also have to invoke a certain aesthetic impression. In effect, to be a good writer means primarily to richly explore and utilize the wealth of the native language, to demonstrate the awareness of its grammatical norms and an adequate knowledge of its various resources. At the same time the overall

structuring of the text, as well as such parameters of written communication as the context of situation, the purpose of the text, or the specifics of potential audience, are usually left unaddressed.

The attitudes toward writing and its teaching differ across cultures and educational systems. For example, in the United States writing has become a compulsory subject in all colleges. As U. Connor (1996), a U.S. specialist in second language writing, notes, writing classes focus exclusively on composing and other writing skills rather than on the study of literature or the English language. The theoretical framework for such courses has been derived from the classical rhetoric that exists, according to Aristotle, primarily to persuade. Aristotle wrote that there need to be different modes of persuasion depending on three major components of communication: speaker, audience, and the content of the argument. Nowadays, the very word "rhetoric" that is sometimes associated by educated Ukrainians only with ancient philosophy, denotes for their American counterparts a living and important field of inquiry (it is also widely used to emphasize individual features of speaking, for example, in such a combination as "the rhetoric of a political leader or movement").

Currently, writing is considered to be a complex cognitive process, which takes place within a certain social context. It has also become an object of intensive research. In particular, one popular trend focuses on the ways of writing of various social, professional, and cultural communities. For example, U.S. linguists C. Berkenkotter and T. Huckin (1995) have investigated how students gradually become members of the disciplinary communities they have chosen through the analysis of their process of writing and the texts they write. Not surprisingly, writing is also frequently referred to as a "sociocognitive activity."

Within the spirit of this framework, the nature and goals of writing as a college discipline are treated in the following way: it is considered to be the means of the development of thinking, the "culture of the thought" (in our terms), adequate to a certain social situation of communication. One may conclude, however, that writing as thinking, as a cognitive process, and writing as a verbal art are two faces of one phenomenon, which is understood differently in Anglo-American and Ukrainian cultures.

1. Can you explain the meaning of the following words and expressions as used in the text?

acquisition	awareness	persuade	emphasize
explicitly	theoretical framework	counterparts	cognitive process
invoke	derived from	field of inquiry	trend

2. *Did you learn writing at school in the same way as described in the first paragraph of the text? Have you often heard the expression "culture of the word"? How do you understand it?*

3. *What is your experience of writing at the university? Can you briefly describe the process of writing your course or diploma paper?*

4. *What meanings does the word "rhetoric " have?*

5. *Can you explain in your own words why writing is addressed in the text as a "sociocognitive activity"? (Why "social, " "cognitive, " "activity"?)*

6. *Do you see any compromise between "culture of the word" and "culture of the thought"?*

Task 5 *Consider eleven pieces of advice from the list below. Place a check mark (V) before the five most important of them (in your opinion) for a writer of academic texts. Discuss your preferences with a partner or in a small group and support them with appropriate arguments.*

1. Use correct spelling, grammar, and punctuation.

2. Write in an objective, neutral manner.

3. Accurately use the terminology of your discipline.

4. Ensure that your language is rich enough.

5. Write in an academic style, avoid colloquial language, jargon, and slang.

6. Arrange your ideas in a strict logical order.

7. Pay special attention to the introduction of your text.

8. Incorporate visual support (tables, diagrams, graphs) for your ideas.

9. Cite leading papers in your field.

10. Think about the general presentation (chapters, sub-chapters, paragraphs, etc.) of your text.

11. Pay special attention to the conclusion of your text.

Cultural Differences in Writing

Recent research has demonstrated that there exist certain differences in the organization and the ways of argumentation in academic writing of different languages and cultures. Such investigations have focused on the comparison of English and other languages, usually with a practical aim: to help nonnative speakers to master the conventions of Anglo-American academic writing. For example, writing specialists Joel Bloch and Lan Chi (1995) came to a conclusion that Chinese authors prefer indirect criticism, while English writers usually do not hide their attitudes. According to Finnish linguist Anna Mauranen (1993), Finns pay less attention to the general organization and structure of their texts than Anglo-Americans. As another study has shown (Yakhontova, 2002a), Ukrainian authors, in contrast to their Anglo-American counterparts, tend to avoid self-advertising, "eye-catching" features in their research papers. However, the writing style of one language and culture is neither better nor worse than the writing style of another language and culture: it is simply different.

Task 6* *Below you will find a list of ten features characteristic of academic writing. According to several findings, five of them are relatively prominent in Anglo-American research texts. Try to find these features in the list judging from your own experience that you might gain while reading English papers in your field.*

1. Impersonal style of writing (i.e., without using the personal pronouns "I" or "we").
2. Intensive use of logical connectors (words like "therefore" or "however").

3. Heavy load of terminology and specialized jargon.

4. High degree of formal text structuring (i.e., division of the text into sections and subsections with appropriate headings).

5. Tendency to cite and to include into the lists of references the most recent publications in the field.

6. Frequent occurrence of the phrases which provide reference to the text itself (e.g., "This paper discusses ...").

7. Use of long sentences with complicated grammar.

8. Strong emphasis on generalizations and highly theoretical issues.

9. Frequent use of footnotes and long remarks in parentheses.

10. Tendency to follow a certain pattern of textual organization (e.g., problem-solution).

Task 7*   *Consider the three pairs of research paper titles given below. Which of the titles in each pair could, in your opinion, be written by an English or an American professor, and which—by their Ukrainian colleague?*

1. On the Problem of Mastering Academic Writing in Foreign Languages

2. Mastering Academic Writing in Foreign Languages: Problems, Solutions, and Costs

3. Teaching of English Academic Writing Gives Important Benefits

4. Teaching of English Academic Writing as an Important Pedagogical Activity

5. Investigation of the Possible Place and Role of the English Academic Writing Course in the Changing Language Curriculum of Ukrainian Universities

6. To Teach or not to Teach? The Place and Role of the English Academic Writing Course in the Changing Language Curriculum of Ukrainian Universities

Strategies of Writing in English

Task 8* *Reflect upon these ten strategies of writing in English. Then, divide them into those which, in your opinion, are useful for Ukrainian writers, and those which do not seem to be useful. Be ready to supply arguments in favor of your choices.*

1. Simply translating your texts into English yourself or with the help of computer programs.

2. "Lifting" useful expressions from authentic English papers, combining them, adding some of your own and using them in your writing.

3. Paying attention to the organization and language of English papers in the leading journals in your discipline.

4. Consulting with native speakers merely because they are native speakers.

5. Learning how the key parts of the academic text are typically organized and structured.

6. Relying on assistance of your colleagues (working or studying in your discipline)—native speakers of English.

7. Being always eager to rewrite and revise believing that the best way of mastering or improving writing (and not only in English) is to write as much as possible.

8. Thinking that academic writing in English (or in any other foreign language) is a matter of synthesizing a whole from literature in the field and data sources.

9. Having a Ukrainian colleague (or supervisor) who has already had experience of successful academic writing in English and is able to give you a good piece of advice.

10. Studying English writing manuals or textbooks and following their recommendations.

Genres and Writing

Learning writing in the majority of cases is learning **genres,** that is developing knowledge of the rules of organization and the structure of integral texts. You must have already met this word, which originally came from French and has the meaning of "a kind of."

Genre is an event of communication, insofar as it is aimed at achieving certain communicative purposes (e.g., the purpose of a birthday card is to congratulate an addressee) and serves as a means of accomplishing such purposes. At the same time, genre may also be defined as a type of a written or oral text with a recognizable set of relatively stable features. Genres may also be treated as textual realizations of discourse.

Discourse is a way of speaking or writing of different social (professional, cultural) institutions (e.g., "political, religious, or academic discourse").

Task 9   *Write three names of oral and three names of written academic genres you met during the five years of your university studies. Now write three names of any genres you expect to encounter in your research activity.*

Task 10*   *Match the names of the English academic genres in the left column with their definitions (descriptions) in the right column. Translate the names of the genres into Ukrainian. Do you see any English-Ukrainian mismatches? Can you translate into English the word "реферат"?*

1. Summary	1. An article that critically examines a new book or any other piece of writing.
2. Abstract	2. A research project proposed for funding.
3. Review	3. A short account of a research paper placed before it.
4. Conference abstract	4. A relatively short piece of research usually published in a journal or a volume.
5. Research paper	5. A shortened version of a text aimed at giving the most important information or ideas of the text.
6. Grant proposal	6. A short account of a conference paper.

Unit 3

English Academic Style and Language

This Unit will help you to master important linguistic features of English academic discourse and to review some general language points essential for writing in English.

Formal Style

The style of English academic writing is formal. Its main characteristics are the absence of conversational features and the use of an appropriate academic vocabulary. Developing a command of formal style is extremely important for nonnative speakers wishing to master the conventions of English academic discourse.

Task 11 *Compare four pairs of sentences. It will not be difficult for you to decide which are written in formal style and which in informal. What features of formality or informality can you find in the sentences?*

Thanks a lot for the invitation, hut I'm afraid I can't come.

1. Thank you very much for your kind invitation. I regret it will not be possible for me to come.

I really can't comment on the findings of this paper.

2. I am not currently in a position to provide any comments on the findings of this paper.

Will you write me back as soon as possible? I am waiting for your reply.

3. I would greatly appreciate hearing from you at your earliest convenience.

1f you need any further details, please let me know. With best wishes, Alex.

4. I should be pleased to provide any further details you request. Sincerely yours, Alex Brown.

Formal academic English will normally avoid:

1. Contractions.

| The research *won't* be continued until appropriate funding is secured. | → | The research *will not* be continued until appropriate funding is secured. |

2. Interjections and hesitation fillers (i.e., *um, well, you know*; etc.).

| *Well,* we will now consider the influence of sex hormones on stress response. | → | We will now consider the influence of sex hormones on stress response. |

3. Addressing the reader directly.

| *You* can see the data in Table 3. | → | The data can be seen in Table 3. |

4. Phrasal verbs (although not always).

| Researchers hav*e found out* that many mental illnesses are based on molecular defects. | → | Researchers have *discovered* that many mental illnesses are based on molecular defects. |

5. Direct questions (although not always).

| What can be done to improve the state of our economy? | → | We now need to consider what can be done to improve the state of our economy. |

6. Adverbs in initial or final positions (the middle position is preferable).

| *Then* it will be shown how teachers can utilize this method. | → | It will *then* be shown how teachers can utilize this method. |

| This work relies on previous research *heavily.* | → | This work *heavily* relies on previous research. |

7. Inappropriate negative forms.

not... any → no

| The investigation *didn't* yield *any* new results. | → | The investigation yielded *no* new results. |

$$\text{not ... many} \rightarrow \text{few}$$

The book *doesn't* raise *many* important issues.	→	The book raises *few* important issues.

$$\text{not ... much} \rightarrow \text{little}$$

The government *won't* do *much* to support universities in the near future.	→	The government will do *little* to support universities in the near future.

8. Short forms of the words or slang.

This booklet describes the requirements and content of the university graduation *exams.*	→	This booklet describes the requirements and content of the university graduation *examinations.*

9. Figures at the beginning of the sentence.

97 people visited the museum last week.	→	*Ninety-seven* people visited the museum last week. Last week *97* people visited the museum.

Task 12* *Reduce the informality of each sentence.*

1. The investigation of the origin of the Universe will go on.

2. What are the effects of pollution on the population of birds in large urban areas? Several assumptions can be made.

3. You can clearly see the difference between these two sets of data.

4. The experiment will be over in three months.

5. We can't tell whether electricity is some peculiar kind of substance or motion of ordinary matter.

6. This approach does not promise many innovations.

7. Our new research assistant is a nice guy.

8. 7 out of 25 students had difficulty with the task.

9. Each statement in a high-level programming language is translated into many machine-code instructions generally.

Academic writing maintains an objective and scholarly tone. It is, therefore, important to adopt an appropriate **point of view,** that is to choose (or not to choose) personal pronouns *(*I or *we)* for framing a piece of writing. Traditionally, academic writing tends to avoid personal pronouns and shows preference toward impersonal style. At the same time, there is a tendency now to use an I-perspective in English academic writing, mostly in humanities.

Using I, however, may seem somewhat unusual or awkward to Ukrainian writers. It may thus be recommended, at least for beginners, to maintain impersonal style and to avoid the first person pronoun I. This does not mean, however, that I should never be used.

Cautious Writing

An important feature of English academic written discourse is a cautious manner of writing, that is the avoidance of too definite statements or conclusions. The purpose of such a strategy is to be accurate and to protect the author from being criticized for possible errors or invalid claims. Cautious writing also allows for other opinions or points of view. The main linguistic ways of doing this are as follows.

1. By using modal verbs.

Continuum thermodynamics of solids, fluids, and mixtures forms a powerful tool for many unsolved problems. →

Continuum thermodynamics of solids, fluids, and mixtures *may* form a powerful tool for many unsolved problems.

Continuum thermodynamics of solids, fluids, and mixtures *could,* form a powerful tool for many unsolved problems.

2. By using adjectives that express probability (in all examples below the statements gradually weaken in strength).

Dinosaurs died out due to sudden climatic changes. →
It is *certain*
It is *likely*
It is *probable*
It is *possible*
It is *unlikely*
that dinosaurs died out due to sudden climatic changes.

3. By using a *there is* construction with the word *possibility.*

There is
a strong *possibility*
a definite *possibility*
a slight *possibility*
that dinosaurs died out due to sudden climatic changes.

4. By using adverbs that express certainty and probability.

Definitely,
Undoubtedly,
Probably,
Possibly,
Presumably,
dinosaurs died out due to sudden climatic changes.

5. By using verb phrases that distance the writer from the statements or conclusions he/she makes.

Social scientists often serve contradictory political and scientific values. →

It seems
It appears
It would seem/appear
that social scientists often serve contradictory political and scientific values.

Social scientists *seem* to often serve contradictory political and scientific values.

Social scientists *appear* to often serve contradictory political and scientific values.

Social scientists *tend* to often serve contradictory political and scientific values.

6. By using quantity words.

A majority of social scientists often serve contradictory political and scientific values.

A large number of social scientists often serve contradictory political and scientific values.

Social scientists *of many countries* often serve contradictory political and scientific values.

Some social scientists often serve contradictory political and scientific values.

A few social scientists often serve contradictory political and scientific values.

7. By using statements of shared knowledge, assumptions, and beliefs.

It is *generally agreed*
It is *widely accepted* that dinosaurs died out due to sudden climatic changes.
It is now *generally recognized*

Task 13* *Underline the instances of a cautious style of writing that you will be able to find in the text below (some of them will slightly differ from those listed above).*

Native American Cultures

The America that greeted the first Europeans was far from an empty wilderness. It is now thought that as many people lived in the Western Hemisphere as in Western Europe at that time—about 40 million. Estimates of the number of Native Americans living in what is now the United States at the onset of European colonization range from two to 18 million, with most historians tending toward the lower figure. What is certain is the devastating effect that European disease had on the indigenous population practically from the time of initial contact. Smallpox, in particular, is thought to have been a much more direct cause of the decline in Indian population in the 1600s than the numerous wars with European settlers.

Indian customs and culture at the time were extraordinarily diverse, as could be expected, given the expanse of the land and the many different environments to which they had adapted. Some generalizations, however, are possible.

Most tribes, particularly in the wooded eastern region and the Midwest, combined aspects of hunting, gathering and the cultivation of maize and other products for their food supplies. In many cases, the women were responsible

for farming and the distribution of food, while the men hunted and participated in war.

By all accounts, Indian society in North America was closely tied to the land. Indian life was essentially clan-oriented and communal, with children allowed more freedom and tolerance than was the European custom of the day.

Although some North American tribes developed a type of hieroglyphics to preserve certain texts, Indian culture was primarily oral. Clearly, there was a good deal of trade among various groups and strong evidence exists that neighboring tribes maintained extensive and formal relations—both friendly and hostile.

Task 14 *"Soften " the following statements by using strategies listed above. Be careful to use appropriate choices for each situation.*

1. Supervision is a critical link between top managers and workers.

2. The expansion of the Universe continues.

3. Monetary policy is not effective.

4. Diseases are the results of the interaction of genetic and environmental factors.

5. The most influential component of a computer is a central processing unit.

6. Genetic differences in alcohol metabolism between American Indians and other races caused the death of a Navajo teenager.

7. Errors are the indicators of the learners' stages in their foreign language development.

8. Economists think that statistical methods have a profound impact on process involvement, production costs, quality, and competitive position.

9. A drop of nicotine kills the horse.

10. Ecology is defined as a study of the relations of living things with their environment.

Academic Vocabulary

Another important feature of English academic writing is a tendency to choose more formal alternatives when selecting words of different parts of speech.

Verbs

English academic style makes use of formal verbs, often of Latin origin. In Ukrainian textbooks, such verbs are usually referred to as "general scientific verbs" (Ukr. *загальнонаукова лексика).*

Task 15* *Below are the most frequently used "scientific verbs " (in the left column) and the descriptions of their meanings (in the right column) arranged in groups often, alphabetically. Check your knowledge of the verbs by matching them with the descriptions of their meanings. Memorize the words you do not know actively.*

A)

1.	**accept**	1.	put in order
2.	**accomplish**	2.	reach by effort
3.	**account for**	3.	decide the importance and give reasons
4.	**achieve**	4.	have an influence on, act on
5.	**adjust**	5.	agree or recognize with approval
6.	**affect**	6.	make practical use of
7.	**apply**	7.	regulate
8.	**arrange**	8.	take as true before there is proof
9.	**assess**	9.	perform successfully
10.	**assume**	10.	explain the cause of

B)

1.	avoid	1.	describe similarities or differences
2.	clarify	2.	arrive at an opinion
3.	coincide	3.	be similar in area and outline
4.	compare	4.	keep away from
5.	complete	5.	arrive at (knowledge, a theory) by reasoning
6.	concern	6.	have relation to
7.	conclude	7.	finish
8.	consider	8.	make clear
9.	correspond	9.	be in harmony
10.	deduce	10.	think about, regard

C)

1.	define	1.	appear
2.	derive from	2.	lay stress on
3.	determine	3.	found, set up
4.	emerge	4.	state precisely the meaning of
5.	emphasize	5.	form a judgment about, calculate the value of
6.	ensure	6.	find out precisely
8.	establish	7.	guarantee
	estimate	8.	take as a starting point, source or origin
9.	evaluate	9.	concentrate on
10.	focus on	10.	find out the value of

D)

1.	identify	1.	keep up
2.	imply	2.	become concerned with something
3.	include	3.	point
4.	increase	4.	pay no attention to
5.	indicate	5.	make a careful study of
6.	infer	6.	make a suggestion
7.	investigate	7.	become greater in size
8.	involve	8.	conclude
9.	maintain	9.	bring in
10.	neglect	10.	establish the identity of

E)

1.	observe	1.	make
2.	obtain	2.	go before
3.	occur	3.	make smaller
4.	omit	4.	give, supply
5.	perform	5.	get
6.	precede	6.	watch carefully
7.	proceed	7.	go forward
8.	produce	8.	do
9.	provide	9.	leave out
10.	reduce	10.	happen

F)

1.	refer to	1.	depend upon
2.	regard	2.	give a result
3.	rely on	3.	be enough for
4.	require	4.	turn to for information, etc.
5.	satisfy	5.	change position
6.	specify	6.	make use of
7.	suppose	7.	consider
8.	transfer	8.	state or name definitely
9.	utilize	9.	demand
10.	yield	10.	guess, take as a fact

Special advice: write out the verbs on a separate sheet and keep it at hand while writing in English: you will find this helpful. You may also add to this list other "general scientific verbs" that you will come across when reading literature in your field.

Collocations

Collocations are relatively stable word-combinations that occur regularly. Their knowledge and appropriate use is very important for successful academic writing in English.

Task 16* A)

The following sentences contain widespread academic collocations. However, one component—a noun (in the majority of cases)—has been omitted. Find the missing words in the list above the sentences and fill in the blanks.

status quo	scope	clues	light
implications	conclusions	rise	insights
issues	account	granted	emphasis

1. Social and ideological crises usually *give*_____to non-traditional religions and beliefs.

2. Ecologists *lay*_____on the consequences of human utilization of natural resources.

3. The data he has found will *shed*_____on theoretical assumptions.

4. Advances in molecular biology may *have*_____for therapy.

5. Recent research into mental illnesses has *provided*_____to the causes of schizophrenia.

6. The recent elections have shown that political forces managed to *maintain the*_____.

7. The participants of the conference have raised many *burning*_____.

8. The paper *offers*_____into the history of the Ukrainian emigration to Canada.

9. For the purposes of this research, this theorem will be *taken for*_____.

10. The tests of gene therapy have allowed medical scientists to *draw* _____about its possible risks and benefits.

11. Practical consequences of the research lie outside the_____of this paper.

12. When investigating the origin of different disease, researchers take into _____both hereditary anil environmental factors.

B)

Now choose a missing verb and fill in the blanks.

extended	elaborates	laid	draw on
provides	corroborate	fall	places
submit	heightened	contributed	faces

1. Traditionally, Ukrainian higher education____*importance* on the development of wide erudition of students.

2. The authors of the article____*recent research* to show how the goal of learning English vocabulary can be integrated into speaking activities.

3. N. Bohr, the outstanding Danish physicist, *the foundations* of a "liquid droplet" theory of nuclear phenomena.

4. Few facts____*the theory* of the virus nature of cancer.

5. In the history of science, some researchers____*the theories* that already existed to include the new phenomena.

6. He____*research* into the use of optics.

7. Many scholars think that humankind____*the problem* of overpopulation.

8. If you try to be as accurate as possible when learning a foreign language, you____*into a category* of the analytic learner.

9. Cloning of animals____*further opportunities* for biological research.

10. Intensive space exploration in the second half of the 20th century has essentially____*to our understanding* of the Universe.

11. You may try to____*the paper* to an international journal.

12. Political and economic changes in Ukraine have____*the need* of society for economists and lawyers.

C)

The collocations in this section consist of a noun and an adjective or two nouns joined by a preposition. Choose a missing component and fill in the blanks again.

inquiry	theoretical	background	causal
considerations	integral	debated	site
reliable	lack	finding	preliminary

1. There is a ____ *relationship* between the attraction of the moon and sea tides.

2. The *key* ____ **of the study suggests that high Cortisol level in an** individual may cause the symptoms of depression.

3. In this paper, we show the ____ *results* of computational simulation for a case of the thermal resistance function that will be further verified.

4. Nowadays, ecological interpretation is becoming an ____ *part* of social sciences.

5. The right of women to have abortions is a *hotly* ____ *issue* in many countries.

6. ____ *of consistency* in obtained data has led to their wrong interpretation.

7. Discourse analysis is a relatively new *area (field) of* ____.

8. The laboratory is a *research* ____ of biologists and chemists.

9. The theory of shells has been chosen as a ____ *framework* of this investigation.

10. Philological research requires wide ____ *knowledge* in such related fields as history and philosophy.

11. The study has been undertaken with *theoretical* ____.

12. To arrive at valid conclusions, sociologists must use only *sources and data.*

Special advice: **write out the collocations on a separate sheet and keep it at hand when writing in English: you will find this <u>extremely</u> helpful! While reading the literature in your field, try to write out more collocations typical for your discipline and add them to the list.**

Logical Connectors

Logical connectors (transitional expressions) are linking words and phrases which establish the logical relationship between ideas within a sentence or between sentences. They also improve the flow of writing, that is a smooth movement from one idea or piece of information in a text to the next. Logical connectors are thus guideposts for readers that help them to better follow the text. As transitional expressions show various kinds of logical relations, they may be grouped according to their meaning and function.

Task 17* *Read the following passages. Which one is easier to read? Why? Now look back at version (B) and answer the questions that follow.*

A)

E-mail and electronic communications are not new. Large-scale use of computer-to-computer transfer of information was implemented by the United States military in the late 60s and early 70s—part of the superpower competition of the cold war and the arms race. ... Recognizing that shared information among scientists and mathematicians was also of strategic value, the network was made accessible to scholars and researchers in universities and colleges around the world.

Mathematicians and scientists (and their universities) have been linked and electronically exchanging information over the Internet since the mid-70s. E-mail and Internet are too wonderful to remain in the hands of just a few academics or the military, and in the last few years, important developments in electronic communications have begun to affect the lives of all of us. ...

The Post-industrial age is the information age, and the means to acquire, store, manipulate, and use information will lead to success ami power.

Electronic transfer of information is so important to education. Electronic communications are global and the Internet has no borders. This technology creates many opportunities for cultural and linguistic exchange ....

B)

E-mail and electronic communications in general are not new. In fact, large-scale use of computer-to-computer transfer of information was implemented by the United States military in the late 60s and early 70s—part of the superpower competition of the cold war and the arms race. ... Later, recognizing that shared information among scientists and mathematicians was also of strategic value, the network was made accessible to scholars and researchers in universities and colleges around the world.

Thus, mathematicians and scientists (and their universities) have been linked and electronically exchanging information over the Internet since the mid-70s. However, e-mail and Internet are too wonderful to remain in the hands of just a few academics or the military, and in the last few years, important developments in electronic communications have begun to affect the lives of all of us. ...

The Post-industrial age is the information age, and the means to acquire, store, manipulate, and use information will lead to success and power. That is why electronic transfer of information is so important to education. Moreover, since electronic communications are global and the Internet has no borders, this technology creates many opportunities for cultural and linguistic exchange ....

1. *Which expressions in the text show causal relationship?*

2. *Which expression shows that more information will be added?*

3. *Which expression indicates time?*

4. *Which expression shows that the sentence will contradict something said earlier?*

5. *Which expression introduces a conclusion?*

6. *Which expressions intensity the meanings of the sentences?*

Task 18 *Below is a list of some widespread logical connectors. As far as possible, group them into their functions according to Table 1. Several connectors may have more than one meaning, so they may need to go in more than one of the cells. Use a dictionary if you need to check the meaning of a connector. Each cell contains one connector provided as an example for you.*

Box 1. Logical Connectors

accordingly	consequently	hence	likewise	overall
although	conversely	however	meanwhile	regarding
as	despite	in addition	moreover	similarly
as a matter of fact	due to	in brief	nevertheless	since
as a result	even though	in conclusion	nonetheless	that is (i.e.)
as far as	finally	in contrast	notwithstanding	therefore
as long as	firstly	in fact	on the contrary	thus
as to	for example	in other words	on the other hand	whereas
at the same time	for instance	in spite of	on the whole	while
because of	furthermore	in this case	otherwise	yet

Table 1. Functions of Logical Connectors

Function	Connectors
Addition	furthermore,
Cause and effect	because of,
Comparison	likewise,
Concession	nevertheless,
Conclusion	therefore,
Contrast	on the other hand,
Enumeration	firstly,
Illustration	for example,
Intensification	as a matter of fact,
Reformulation	in other words,
Relation	regarding,
Summation	overall,
Time	meanwhile.

Task 19* *Choose the most suitable logical connector out of the two given in each sentence.*

¹Writing is a difficult skill for native speakers and nonnative speakers *(alike/ accordingly), (thus/because)* writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. ²Writing is especially difficult for nonnative speakers (*because/even though)* they are expected to create written products that demonstrate mastery of all the above elements in a new language. ³*(In contrast/in addition),* writing has been taught for many years as a product rather than a process. ⁴*(Therefore/moreover),* teachers emphasize grammar and punctuation rather than decisions about the content and organization of ideas.

Task 20* *Fill in the blanks with the logical connectors given before the text.*

in other words	therefore	even though	that is why
for example	however	in fact	then

¹computers are clever machines, they cannot understand ordinary spoken English or any other natural language. ²____, the only language they can understand directly is machine code: central processors operate on codes, which consist of a series of binary digits. ³The instructions are ____ said to be in machine code. ⁴____, machine code as a means of communication is very difficult to write. ⁵____ we use symbolic languages that are easier to understand. ⁶____, by using a special program, these languages can be translated into machine code.
      _____, the so-called "assembly languages" use abbreviations such as ADD, SUB, MPY to represent instructions. ⁸____, they are labels, which can be easily associated with the items they refer to.

Special advice: write down the list of logical connectors on a separate sheet and keep it at hand when writing in English: yon will find this helpful.

Latin Expressions

Like other European languages, academic English makes use of Latin abbreviations and expressions. You must have also met some of them while reading Ukrainian academic texts, where such expressions are easy to notice, because they are often written in the Roman alphabet. In English texts, such expressions (rather than abbreviations) are sometimes given in italics.

Below are the lists of abbreviations and expressions that you may use while writing in English.

Table 2. Latin Abbreviations

Expression	Full form	Modern meaning
A.D.	*Anno Domini*	in the year of our Lord
a.m.	*ante meridiem*	before noon
cf.	*confer*	compare
e.g.	*exempli gratia*	for example
et al.	*et alii*	and other authors
etc.	*et cetera*	and other things; and so on
ibid.	*ibidem*	the same as the previous reference
i.e.	*id est*	that is to say
loc. cit.	*loco citato*	in the place cited
N.B.	*nota bene*	take note
op. cit.	*opere citato*	in the work cited
p.m.	*post meridiem*	after noon
P.S.	*post scriptum*	something added after the signature in a letter
viz.	*videlicet*	namely
vs.	*versus*	against

Table 3. Latin Expressions

Expression	Meaning
a fortiori	by a more convincing argument
a posteriori	reasoning based on past experience
a priori	reasoning that precedes experience
ab initio	from the beginning
ab ovo	from the beginning
acl hoc	arranged for a particular purpose; not pre-arranged; informal
ad infinitum	without limit; forever
(liter ego	one's other self
bona fide	genuine(ly), sincere(ly), in good faith
de facto	existing by fact, not by law or right
de jure	by right; according to law
ego	I; individual perception or experience of oneself
errata	list of errors, misprints, etc. in a printed book
erratum	error in printing or writing
in situ	in its original place
in vitro	experiment conducted in a glass
m vivo	in life; experiments conducted on living organisms
ipso facto	by that very fact
per capita	per head (e.g., per capita income)
per diem	per day (e.g., expenses allowed each day)
per se	something considered alone, by itself
post factum	after something has happened
post-mortem	made after death
pro rata	in proportion
	thus (placed in brackets to indicate that the preceding word, statement, etc. is correctly quoted even though this seems unlikely or is clearly incorrect)

Task 21 *Read the sentences paying attention to Latin abbreviations and expressions. Check yourself whether you understand/ remember their meanings.*

1. The in vitro packaging system developed for recombinant DNA appears to bring the cloning of unenriched DNA.

2. Although knowledge of foreign languages is practically important, it is also valuable per se.

3. History knows several examples when countries were ruled by de facto kings.

4. Chemical processes usually flow in vivo quicker than in laboratory conditions.

5. Mastery of genre and styles conventions liberates the ego of a writer and provides him/her with the tools of self-expression.

6. You may find Errata in the section "Announcements" of the journal.

7. Every creator starts to work within a traditional system (ideological, epistemological, literary, etc.) before he or she can intentionally modify that system.

8. While some scholars argue that conceptual systems do not exist a priori, others think that social groups, within which individuals function, are determined by and interact with prior "systems."

9. The studies have shown that this class of bacterial proteins also pumps toxins out of the cell interior (Nguen et al., 1983).

10. To elaborate a new decision, the committee gathered for an ad hoc meeting.

11. For this trip, per diem expenses must not exceed $40.

12. Per capita income is an important economic category.

13. Minerals get their names from various sources; e.g., alexandrite was named for Alexander I of Russia.

New Lexical Tendencies in English

There are some new tendencies in the use of English you need to be aware of even though they affect the language in general. Knowledge of them is especially important for those who perform research in humanities and social sciences.

The first tendency considered here is the so-called **politically correct language.** This tendency, characteristic mostly of American English, consists in the use of **euphemisms** (mild, vague, and indirect words or phrases) that soften accurate meanings in accordance with sociopolitical values. Some examples of "politically correct" American English are given below.

Blacks, Negroes	→ Afro-Americans;
Indians	→ Native Americans;
cheating (in school)	→ academic dishonesty;
foreign students	→ international students;
poor	→ marginalized;
blind	→ visually challenged;
handicapped or crippled	→ differently abled;
mentally retarded	→ developmentally challenged;
stupid	→ intellectually disadvantaged;
unable to deal with technical appliances	→ technologically challenged.

Task 22 *Discuss the above examples with your partner. What values (political, ideological, and moral), in your opinion, underlie these euphemisms?*

The second tendency consists in the avoidance of unnecessary distinctions based on sex in language use. These distinctions are called sexist language. The proper understanding of this important for the Western societies tendency may not be easy for Ukrainians and other speakers of East Slavic languages, in which grammar is strongly affected by the category of gender. The text in the task below will help you to better understand what sexist language is and how to avoid it when writing in English.

Task 23* *Read the text and do the tasks that follow.*

> "The proper study of mankind is man."
>
> Alexander Pope

While the dynamic poetry of the 17th century neoclassical English poet continues to engage readers and scholars alike, the above poetic statement has been cited not only as an example of the poet's (probably unintentional) male chauvinism, but also as being reflective of the pervasive gender bias within the English language. The use of generic terms such as *mankind* and *man* is now associated with sexism and avoided by most careful speakers and writers of English. ...

The needs and conditions of the modern English-speaking world have steered English toward becoming the most effective and sensitive international medium of communication. ... But, despite this openness and adaptability of the English language to new words, concepts, and usages, many speakers of English, male and female, ... find it difficult to resist the language's male centeredness. ...

The power relations within the English language are revealed in its gender biases, the majority of which rest on the traditional sexual division of labor and on the cultural assumption of male superiority. ... These gender biases imply and/or project constructions of women as unequal to men. Use of a gender-neutral form of English strives to correct these distorted assumptions by making apparent the full participation of both sexes in all spheres of life. One of the main arguments against male-centered English in its usage is that discrimination against women is promoted through sexist language. In their essay, "One Small Step for Genkind," Miller and Swift (1992) offer several examples of sexism in language and the ways in which the English language reflects a sexist culture. According to the authors, sexist language is any language that expresses "stereotyped attitudes and expectations, or that assumes the inherent superiority of one sex over the other" (1992:220). The use of masculine pronouns for people in general, for example *he* in generalized usage, refers to either sex as described by Miller and Swift as an instance of a linguistic construction that "operates to keep women invisible" or secondary in status to men (1992:219).

In recognition of the power of language to subjugate groups of people, most reputed dictionaries and guides to writing in English published in the last 10 years advise against the use of words or statements that suggest bias or prejudice toward any group. More specialized books on style and composition

such as the *Modern Language Association's Handbook for Writers of Research Papers* (1988) offer a list of reliable guides to writing in nonsexist language. *The MLA Handbook,* for example, gives its own clear guideline of what constitutes sexually discriminatory language and its reasonable alternative:

• Conscientious writers no longer use *he* to refer to someone of unspecified sex, such as a doctor or an executive, lest readers infer that the term can refer only to a man. To avoid this use of *he,* they recast sentences into the plural, specify the sex of an individual under discussion, and occasionally, if all else fails, use *he/she* or *him/her. ...*

• Careful writers also avoid designating sex with suffixes like -man and -ess and substitute nonsexist terms (1988:34). ...

Gendered	*Gender-free*
postman	postal agent
chairman	chairperson
landlord	landowner
manmade	synthetic
poetess	poet
air hostess	flight attendant
policeman	police officer
maid	domestic

... For those who believe that language and culture are interrelated, that language embodies and disseminates cultural assumptions and relations of power, the first step toward transforming a biased society may be to transform the language itself.

1. *Discuss with your classmate the last sentence of the text. What is your attitude toward the idea of transforming the language itself?*

2. *Think of how to improve the following sentences.*

a.   Each student will be given a diary for his use.

b.   The headmasters of all the city schools met to discuss the recent crisis.

c.   All the doctors and their wives were invited to the event.

Grammar

Although the systematic discussion of grammar questions lies outside the scope of this book, there is still a need to review the themes that usually cause problems for Ukrainian learners. The areas widely covered in the textbooks available in Ukraine (such as, for example, verb tenses) will not be considered here.

Word order

While in Ukrainian there is no strict word order, a normal English declarative sentence has the following structure, with the subject preceding the predicate:

subject + predicate + object + adverbial modifiers.

There are, however, additional rules. Most important of them are given below.

1. Adjectives are used before the noun that they modify in the following order: a) general description, opinion; b) size, shape, condition; c) color; d) origin; e) purpose, type. For example:

   A *nice small brown French writing* table.
   Old red Spanish home-made wine.

2. Adverbs of frequency (*always, seldom, usually, often, frequently, rarely, occasionally,* etc.), and of relative time *(just, still, already, yet* in negative, *lately, recently, soon,* etc.) are usually put in the middle position.

   The computer is now established as a device that can *often* ease the human burden of work.

   This theorem has *already* been proved in Chapter 3.

3. Adverbs of manner (that answer the question "how?") are usually placed after the verb in the final position. However, in academic style, the middle position is preferable.

> GENERAL USE: He studied the problem *thoroughly.*
> ACADEMIC STYLE: He *thoroughly* studied the problem.

4. Adverbs and conjunctions referring to the whole sentence are placed at the beginning.

> *Nevertheless,* it turned out that the experiment failed.
> *Finally,* I will consider the applicability of the obtained results.

5. In questions, we normally put an auxiliary verb before the subject. However, in indirect questions, the subject comes before the verb. Compare:

> *Have you* already met our new research assistant?
> John asked me if *I had* already met our new research assistant.

The word order may be inverted (i.e. a word will be moved out of its usual position in a sentence) in the following cases.

1. In some negative sentences (clauses).

> We do not assume that the necessary data will be obtained *nor do* we assume a priori that the experiment will be successful.
> *In no case does* this offer imply any obligation.

2. In unreal conditionals.

> *Were the truth* known, public opinion would change.
> *Had the data* been thoroughly checked, the project would not have been declined.

3. For emphasis.

> *Much more impressive are* the obtained numeric data.
> Only when placed under certain kinds of stresses *do aged rats show* delays in recovering from the stress.

Agreement of Subject and Verb

The subject and the main verb of a sentence (clause) must agree in number.

1. A singular noun, pronoun, or an uncountable noun is used with a singular verb. A plural noun or pronoun is used with a plural verb.

   The *water* in the river *is* fresh and transparent.

   The *stars shine* brightly in the sky.

2. After *or* or *nor* a verb agrees with the subject closest to it.

   Neither the doctors *nor the patient wants* to continue treatment.

   The chairman *or the committee members decide* when to meet next.

3. The following singular expressions with plural nouns agree with plural verbs: *a number of... , the majority of... , a couple of... ,a lot of... .*

   A number of researchers from Ukraine *are* taking part in the conference.

   A lot of students *have* to work to earn some extra money.

4. The following nouns ending in -*s* agree with singular verbs: *checkers (draughts), chess, means, measles, mumps, news, physics* (and other like subjects of study).

   Measles is a serious disease.

   No *news is* good news.

5. The following plural nouns agree with plural verbs: *arms, cattle, clothes, contents, outskirts, premises.* Note that the Ukrainian equivalents of these words are, vice versa, singular and agree with singular verbs.

   Nuclear *arms are* extremely dangerous.

   The *outskirts* of the city *are* dirty.

6. Names of quantities thought of as one unit have singular verbs.

   Five miles is too much to walk.

   Three weeks is a good holiday.

Nouns Keeping Foreign Plurals

Plurals of the nouns of Latin, Greek, and Hebrew origin are often used in English scientific writing (Maclin, 1996) even though their English plurals may exist in general use.

Table 4. English Nouns Keeping Foreign Plurals

Singular	Plural Scientific Use	Plural General Use
-a	*-ae*	
alumna	alumnae	
amoeba	amoebae	amoebas
antenna	antennae	antennas
formula	formulae	formulas
nebula	nebulae	nebulas
-ex/ix	*-ices*	
apex	ap*ices*	apexes
appendix	append*ices*	append*ixes*
index	ind*ices*	indexes
-is	*-es*	
analysis	analyses	
axis	axes	
basis	bases	
cris*is*	crises	
hypothesis	hypotheses	
parenthesis	parentheses	
synopsis	synopses	
thesis	theses	
-on	*-a*	
criterion	criteria	
phenomenon	phenomena	
-um	*-a*	
bacteri*um*	bacteria	
datum	data	
curriculum	curricula	curriculums
erratum	errata	
for*um*	fora	
medium	media	
memorandum	memoranda	memorandums
stratum	strati/	
symposium	symposia	symposiums

-us	-i	
alumn*us*	alumni	
bacillus	bacilli	
cact*us*	cacti	cact*uses*
fung*us*	fungi	*funguses*
nucleus	nuclei	
radius	radii	
stimulus	stimuli	
syllabus	syllabi	syllabuses
Hebrew nouns	**-im**	
cherub	cherub *im*	cherubs
seraph	seraph Ii«	seraphs

Task 24* *Identify the sentences with a mistake and correct it.*

1. A number of U.S. lecturers comes to our University next week.

2. Critically he studied the article on transgenic food products.

3. As the annual report of the Mesa Garden states, these cactuses grow exclusively in the northern parts of Mexico.

4. Either the journalist or the witness know the truth about this mysterious event.

5. Elaborated will be in this paper the model of corrosive destruction of metals under lacquer-paint coatings.

6. The teacher asked the students if they knew the health effects of insecticides.

7. The premises of the library is cleaned every day.

8. Twenty dollars are not enough to buy this book.

9. Many mathematical symposiums are held in Europe every year.

10. Bile acids contains significant amounts of cholesterol.

11. This extremely interesting new Ukrainian historical novel has been favorably reviewed.

12. In no ease the work on the project will be terminated

Articles

English articles usually mystify Ukrainian learners even though this theme is widely taught. Below are the most basic rules of using articles that you should always observe. For more exhaustive explanations, consult additional literature.

The Indefinite Article

1. The indefinite article *a* (before a consonant sound) or *an* (before a vowel sound) is used with countable nouns in the singular, meaning "member of a class of objects," "one of," "some."

   The four centers lie in *a* plane.
   She was *a* gifted researcher.
   An octopus has eight legs.

2. It may be used with uncountable nouns to mean "a kind of," or with *kind of,* or *certain.*

   This person has *an integrity* that we all appreciate.
   The pictures of British romantic painter Joseph Turner reveal *a great love* of the sea.

The Definite Article

1. The definite article *the* is used with countable nouns in the singular/plural and uncountable nouns in the meaning "contextually known," "mentioned earlier."

   A flatbed scanner is similar to a photocopier. Once *the* scanner is activated, it reads images as a series of dots.
   Do you see *the* men standing near the door? They are our new research assistants.

2. In the so-called "of — phrases."

   The existence of test functions is not evident.
   The preliminary results of the investigation are promising.

BUT: *the* is not used with the first mention of the constructions that denote part of a whole:

a molecule of hydrogen, a layer of ozone, a piece of advice.

3. *The* is not used in generalizations with uncountable nouns. Compare:

He is very interested in nature.	**What is** *the* **nature of this strange disease?**
People have to live in society.	**People have to observe the laws and norms of** *the* **society they live in.**

4. However, it is used in generalizations with singular countable nouns to refer to a class of things.

The **computer has replaced** *the* **typewriter.**
The **brain is a complex biological system.**

5. *The* is used with the superlative degrees of adjectives, ordinal numerals, and specifiers (such as *same, only, chief, principal,* etc.).

The best **results were obtained during** *the second* **experiment.**
The only **paper on this problem was published ten years ago.**

6. With the names of unique objects.

The Universe **is thought to contain** 10^{11} **kilograms of matter.**
The sun **rises in** *the east* **and sets in** *the west.*

7. With the names of theories, effects, and devices modified by a proper name used as an adjective:

the Dirichlet **problem,** *the Celsius* **scale.**

BUT: when a proper name is used in possessive form, no article is used:

Finstein's theory of relativity. Marx's "Capital." Taylor's formula.

The Zero Article

Usually, no article is used when a plural or an uncountable noun is mentioned first (unless the special conditions for definite article use apply).

Task 25* *Fill in the blanks with missing articles (for convenience, mark the absence of the article as 0). Consult additional literature on the use of articles if necessary.*

A)

____ brain is clearly_____most complex biological system_____scientists can study. There are 50 billion cells,_____trillions of connections among these cells, several "neurotransmitters" (_____small molecules that transmit messages among_____nerve cells), and_____genetic and hormonal controls for ____ entire system. Tackling this is more than_____lifetime occupation; it's ____ work of_____many lifetimes, observes Stanley Watson,_____senior neuroscientist at_____University of Michigan. He suggests that_____science is likely to need another 200 or 300 years to completely understand how ____ brain functions.

Watson recalls that one of_____early analogies used to describe_____brain was that of_____telephone switching center. In this view,_____brain was ____ central receiver and distributor of_____messages from and to other parts of ____ body. Data came in from_____senses or_____organ,_____brain "processed" this information, and_____response or instruction was sent to_____appropriate sites throughout_____body.

"But we now know that it's probably_____mistake to think of_____molecule doing_____single job," of matching_____single neurons or neurotransmitter molecules to_____individual tasks conducted by_____brain or nervous system, says Watson. Each ____ nerve cell is more powerful than_____single telephone line or switch, able to send and receive ____ multiple "messages" all at ____ same lime.

B)

Throughout history,____food has been used as____symbol of____wealth or gratitude, or to demonstrate____position and____power. In some cultures, eating____lavish and exotic meals is____sign of____wealth and____power, whereas eating only____basic foods is____sign of belonging to____more common class. In some cultures,____offer of____glass of____cool clean water is____greatest compliment or honor one can receive. In some cultures, whenever you receive____guest, whether for____pleasure or____business, you must offer them something to eat or drink:____more lavish____offering signifies____amount of____respect or honor you give that person. Diet is not____consideration.

In____movie *Indiana Johns and the Temple of Doom,* there are____two scenes in which____two lead characters are offered meals from____different culture. One meal, meant to break____ice, consisted of____insects.____second meal was____lavish banquet that featured such delicacies as____roasted beetles, live snakes,____eyeball soup, and____chilled monkey brains for____dessert.

C)

At ___height of___ Ice Age, between 34,000 and 30,000 B.C., much of ___ world's water was contained in vast continental ice sheets. As____result, Bering Sea was hundreds of meters below its current level, and ___ land bridge, known as ___ Beringia, emerged between ___ Asia and ___ North America. At its peak, ___ Beringia is thought to have been some 1,500 kilometers wide. ___moist and treeless tundra, it was covered with grasses and plant life, attracting ___ large animals that early humans hunted for their survival.

___ first people to reach____North America almost certainly did so without knowing they had crossed into____new continent. Once in ___ Alaska, it would take these first North Americans thousands of years more to work their way through the openings in____great glaciers south to what is now____United States.

Evidence of early life in____North America continues to be found, indicating that life was probably already well established in much of____Western Hemisphere by some time prior to 10,000 B.C.

Around that time ___ mammoth began to die out and ___ bison took its place as ___ principal source of food and hides for these early North Americans. Over time, as more and more species of____large game vanished-whether from overhunting or natural causes-plants, berries and seeds became ___ increasingly important part of ___ early American diet. By 3,000 B.C., primitive type of com was being grown in ___ river valleys of ___ New Mexico and ___ Arizona.

Relative Clauses with Pronouns
Who, Which, and *That*

Relative pronouns *who, which,* and *that* introduce relative clauses.

1. *Who* refers to persons.

   The student *who* works in the computer center has just arrived to his workplace.

2. *Which* refers to things.

   A torque is a moment of force *which* produces, or tends to produce, rotation.

3. *That* refers to both persons and things.

   The author describes the economic growth *that* stimulated social mobility of villagers.

   I am interested in the collaboration with the scholars *that* investigate the spread of democracy in Eastern Europe.

Task 26* *Complete the sentences with suitable relative pronouns. Give alternate options.*

1. The emancipation of 1848 was the process_____slowly gave the Ukrainian peasantry political experience.

2. The scientists have gained access to the brains from deceased people_____ suffered from mental illnesses.

3. We are developing a control organism_____can be used as a virtual test driver.

4. The 1965 reform in immigration opened the doors to Vietnamese refugees_____poured into the United States in the aftermath of the war.

5. The great threat to human life can be El Nino_____globally affects the climate.

Some relative clauses identify persons or things, while the others do not identify.

Identifying clause:

Much of the progress in basic genetics is due to the advances of molecular genetics *which studies heredity on the molecular level.*

Non-identifying clause:

Much of the progress in basic genetics is due to the advances of molecular genetics, *which in turn contributed to our understanding of the pathogenesis of disease.*

In identifying clauses, we may leave out a relative pronoun when it is the object, e.g.:

He maintains scholarly contacts with the renowned professor of biochemistry *whom he met at the previous Congress.*	→	He maintains scholarly contacts with the renowned professor of biochemistry *he met at the previous Congress.*

Identifying clauses are frequently used in definitions.

Psychology is a branch of science *which studies the mind and its processes.*

Psychoanalysis is a method of healing mental illnesses *that traces them, through interviews, to the events in the patient's early life bringing those events to his/her consciousness.*

Identifying clauses may be reduced in the following cases.

1. When the relative pronoun introducing the clause is followed by the verb *to be*. The relative pronoun and *be* can both be left out.

An aquanaut is a person *who is* trained to live for a long period in the sea to study marine life.	→	An aquanaut is a person *trained to* live for a long period in the sea to study marine life.
A star is any of the bodies *which are* seen in the sky at night as distant points of light.	→	A star is any of the bodies *seen* in the sky at night as distant points of light.
A tooth is each of the hard, white, bone-like structures *that are* rooted in gums.	→	A tooth is each of the hard, white, bone-like structures *routed* in gums.

2. When the relative clause has the verb *to have.* In this case, the relative pronoun and *have* can be replaced by *with.*

A tiger is a large, fierce animal found in Asia *which has* **striped yellow and black skin.** →	**A tiger is a large, fierce animal found in Asia** *with* **striped yellow and black skin.**

3. When the relative clause contains an *active* verb. The relative pronoun is dropped and the verb is replaced by the *-ing* form.

A planet is any of the non-luminous bodies *that orbit* **the Sun.** →	**A planet is any of the non-luminous bodies** *orbiting* **the Sun.**

Task 27* *Edit the sentences by reducing the relative clause.*

1. An ankylosaurus is an armored dinosaur which has two large lobes of bone in a tail.

2. Rain is a kind of precipitation that reaches the ground in liquid form.

3. Tropical storms, which are known as typhoons in the Pacific and hurricanes in the Atlantic, claim more lives than any other storms.

4. The discoveries of this scientist include the existence of a group of enzymes that play a significant role in the energy metabolism of all mammalians and most bacterial cells.

5. Many new word processors have been elaborated, which are capable of generating tables of numbers or figures, sophisticated indices, and comprehensive tables of contents.

6. A lung is either of the two breathing organs which are in the chest of humans or animals.

7. Stress axis is a shorthand name for the powerful system which directs the body's response to some stressful event.

8. Left-handed children who are forced to write with their right hands often develop psychological problems.

Spelling

English spelling is rather difficult and irregular. The following exercise will help you to develop the necessary attention toward spelling.

Task 28* *How many words with the modified spelling will you be able to find in the humorous text below? Try to "restore" their traditional spelling.*

Mor Gud Nuz

The European Union commissioners have announced that agreement has been reached to adopt English as the preferred language for European communications, rather than German, which was the other possibility. As part of the negotiations, Her Majesty's Government in London conceded that English spelling had some room for improvement and has accepted a five-year plan for what will be known as EuroEnglish (Euro for short). In the first year, "s" will be used instead of the soft "c." Sertainly, sivil servants will resieve this news with joy. Also, the hard "c" will be replased with "k." Not only will this klear up konfusiun, but typewriters kan have one less letter.

There will be growing publik enthusiasm in the sekond year, when the troublesome "ph" will be replased by "f." This will make words like "fotograf" 20 per sent shorter. In the third year, publik akseptanse of the new spelling kan be expekted to reach the stage where more komplikated changes are possible. Governments will enkourage the removal of double letters, which have always been a deterent to akurate speling. Also, al wil agre that the horible mes of silent "e"s in the languag is disgrasful, and they would go. By the fourth year, peopl wil be reseptiv to steps such as replasing "th" by "z" and "w" by "v." During ze fifz year, ze unesesary "o" kan be dropd from vords kontaining "ou," and similar changes vud of kors be aplid to ozer kombinations of leters. After zis fifz yer, ve vil hav a reli sensible riten styl. Zer vil be no mor trubls or difikultis and evrivun vil find it ezi tu understand ech ozer. Ze drem vil finali kum tru.

In academic writing, spelling should always be consistent, either American or British throughout. In some cases, however, alternatives exist, for example, *judgement ox judgment, medieval ox mediaeval.* In case of alternatives, it is advisable to follow the appropriate rules suggested by publishers.

Task 29* *Check your knowledge of the differences in the American and British spelling by dividing the row of words below into two appropriate groups.*

Labeled, neighbour, center, insofar, fibre, modelling, colour, rumor, theater, favour, armor, favor, labelled, neighbor, theatre, in so far, fiber, armour, centre, modeling, rumour, color.

American	British
———————	———————
———————	———————
———————	———————
———————	———————
———————	———————
———————	———————
———————	———————
———————	———————
———————	———————
———————	———————
———————	———————

Academic writing requires **proofreading,** that is reading over a finished paper, finding mistakes, and correcting them. This process will be easier if you run a **spell-check program** while word-processing your texts. Such a program essentially helps to avoid spelling, grammar, and punctuation mistakes as well as misprints. But due to the existence of **homophones** (words pronounced like other but different in meaning, spelling, or origin), the spell-checker may sometimes miss important things.

Task 30* *The following sentence has been spell-checked. However, the program did not find any spelling errors. Why? Would you be able to detect the mistakes?*

Eye would rather sea a flour in a would than on sail beside the rode. Would not eve? Oar yew!

Special advice: always run a spell-check program, but be critically aware of its possible dangers!

Capitalization

Capitalization is more frequent in the English language than in Ukrainian. In addition to the cases common in both languages (e.g., geographic or proper names), capitalization in English is also used in some other situations. The English rules of capitalization that differ from appropriate Ukrainian rules are as follows.

1. Capitalize the pronoun I but not *me, my, myself,* or *mine.*

   The book I found under *my* table is not mine.

2. Capitalize the names of nationalities and appropriate adjectives.

   The first English immigrants crossed the ocean long after the Spaniards had established their colonies on a new continent.

3. Capitalize the adjectives formed from the names of continents.

   Most .European emigrants left their homelands to escape political oppression.

4. Capitalize the definite article in *The Hague.*

   They will soon visit The Hague, the royal city *of* the Netherlands.

   Note: in British usage, the definite article is also capitalized in *The Netherlands.*

5. Capitalize the titles of books, plays, movies, music, but do not capitalize articles, conjunctions, or prepositions unless they are the first word of the title.

   How English Works (a book)   The   Marriage of Figaro (an opera)
   The *New* Yorker (a magazine)   *My* Fair Lady (a movie)

6. Capitalize the names of the deity, religions, religious bodies, and religious holidays.

Almighty Cod	Islamic/Islam	Mormon	
God (but gods if plural)	Protestant	Easter	
Christian/Christianity	the	Catholic	Church	Epiphany

7. Capitalize the names of days and months,

   Tuesday, October

8. Capitalize historic names, events, and periods.

the Middle *Ages*   the Russian Empire
the French   Revolution   the Ukrainian Hetmanate

9. Capitalize the names of institutions.

the Central State   Library   the L'viv Art Gallery
the Ivan Franko National University the Theological Academy

10. Capitalize *north, south, east,* and *west* and compound words made from them when they refer to specific regions or are part of a proper name. Do not capitalize *north, south, east,* and *west* and compound words made from them when they mean directions.

The problems of the Middle East constantly attract the attention of political observers.

The Southwest of the USA often has severe tornadoes.

Belarus is worth of Ukraine and Turkey is .youth of it.

The book stacks are along the worth wall of the library.

11. Capitalization of prefixes used with proper names is not consistent. Look in a dictionary to be sure when to use capital letters (as well as hyphens).

pre-Christian   anti-Semite
   Precambrian   post-Pleistocene

Task 31*   *Use capital letters in the text where appropriate.*

Peter mohyla arrived in kiev in 1627. Much to his dismay, he found the educational standards and approach at the bohojavlenske brotherhood school wanting. Unhappy with the type of education offered, he, then a newly appointed archimandrite of the pecherska lavra, founded another school in the lavra in 1627-1628. This school was modelled on the western jesuit schools that included latin and polish and aspired to operate at the collegial level.

At first, the mohyla collegiate experienced a great deal of resistance from conservative clerical circles. They saw this type of education as an innovation and latinization of the ruthenian greek Slavonic school. In his spiritual testament of march 31, 1631, metropolitan iov boretsky advised mohyla to establish his school "within the confines of the (kiev) brotherhood, not elsewhere."

Later that year (december *29,* 163 I) a merger charter was drawn up whereby the brotherhood school and the lavra school were merged with archimandrite mohvla as its head.

Punctuation

The use in English of such punctuation marks as the full stop, or period (.), the colon (:), the semicolon (;), the hyphen (-), the dash (—) is basically the same as in the Ukrainian language. We will consider only the use of the marks with which you might be less familiar (the **apostrophe,** the **asterisk,** the **slash,** the **quotation marks)** as well as the **comma—** a source of major differences and difficulties.

Apostrophe (')

An apostrophe is used to show possession, ownership, or a relation similar to ownership. Note the use of an apostrophe after plural nouns and nouns ending in *-s.*

the book of the student   the student's book
the books of the students   the students' books
the novel of Dickens   Dickens'   novel

Asterisk (*)

Asterisks are sometimes used to indicate footnotes and end notes **(see** Unit 4, p. 86) if there are few of them (they are enumerated otherwise). For example:

*See the analysis of the sonnet, pp. 259-260.

Slash (/)

A slash is used between two words to show that both or either of them can give the correct meaning.

Case study textbooks tend to be written by British / American authors.

Quotation Marks (" " and ")

Double marks (" ") are used in American English; single marks (') (sometimes called **inverted commas)** are usual in British usage. Quotation marks are always used in pairs.

1. Quotation marks are used to set off the exact words of a speaker or to show material quoted from writing.

   "Students," he writes, "should not be forbidden to study literature."

2. They are put around the tides of works that are not published separately.

   A magazine article: "Words and images"
   A book chapter: "Changing the philosophy of purchasing"

3. If quotation marks are needed inside a passage that is already enclosed in quotation marks, single marks instead of double marks are used. (British English reverses this order).

   "At last," he said, "I have finished reading 'Vanity Fair.'"

4. Full stops (periods) and commas should always be put <u>inside</u> the close of quotation marks.

   Quality should be defined as "surpassing customer needs and expectations throughout the life of the product."

Comma (,)

In English, commas are used much less frequently than in Ukrainian. <u>Do not overuse commas</u>! The main rules of the use of commas that differ from the Ukrainian rules are as follows.

1. Do not separate with a comma (commas) identifying clauses (refer to the section "Grammar" of this Unit for the explanation of the differences between identifying and non-identifying clauses).

   The water *that we are using now* is the very same water *that the dinosaurs used millions years ago.*
   A machine *which is used to record seismic waves* is a seismometer.
   An online dictionary is useful for a student *who needs to quickly check the meaning of unfamiliar words.*

2. Separate with a comma (commas) non-identifying clauses.

The basic set of principles, *which this book presents,* allows the deviation of conclusions in complex situations.

Dr. John Harris, *who came on a research visit to our University,* gave an interesting lecture on the issues of sustainable development.

3. Do not separate with a comma infinitival, participial, prepositional phrases, and adverbial clauses if they come at the end of the sentence.

You need the right kinds of food in the right amounts *to have a healthy life.*

Many countries are finding that the expectations and laws regarding age need to be reconsidered *with the average age of populations around the world increasing and health care improving.*

The dominant culture sets the standards and norms for day-to-day living *in many countries around the world.*

4. Separate with a comma infinitival, participial, prepositional phrases, and adverbial clauses if they come at the beginning of the sentence.

To have a healthy life, you need the right kinds of food in the right amounts.

With the average age of populations around the world increasing and health care improving, many countries are finding that the expectations and laws regarding age need to be reconsidered.

In many countries around the world, the dominant culture sets the standards and norms for day-to-day living.

5. Put a comma between two independent clauses if they are connected by *and, but, or, nor, for, yet, so.*

Some types of nematode worm are normally harmful to insects, *and so* they can be a useful alternative to chemical pesticides.

Lomonosov worked in many fields of science, *but* everywhere he brought something new and original leaving his century far behind.

BUT: A comma is not put before these conjunctions if they introduce rather short sentences closely related to the introductory clause in meaning:

Stereotyping is a form of prejudice *and* many people stereotype what is expected of a woman and what is expected of a man.

Investment in biological science is often a risk *but* always a necessity for a developing society.

6. Do not put a comma before or after coordinating conjunctions (such as *and, but, or, nor, for, yet)* that join two verbs in the same clause.

   He returned to the laboratory and started the experiment again.

   Students can be allowed to conduct their interviews in their native language *but* must report their findings in English.

7. Separate with a comma logical connectors at the beginning of the sentence.

   For example, 148 million people worldwide are communicating across borders via the Internet.

   However, real language does not consist solely of questions from one party and answers from another.

8. Put a comma before the last item in a series of three or more words even if this item is preceded by *and.*

   Pollutants may be chemicals, industrial waste, *and* small particles of soil.

   The most common subjects related to diversity center around race, color, gender, religion, *and economic* status.

9. Put a comma after a person's family (last) name if it is written before the first name.

   On a job application, one must write his/her last name first, e.g.: *Roberts,* David.

10. Put a comma in a direct quotation to separate the speaker's exact words from the rest of the sentence.

   Another widespread and often quoted definition of clinical genetics is, "The science and practice of the diagnosis, prevention, and treatment of genetic disease."

   To quote Richard-Amato, games "add diversion to the regular classroom activities," break the ice, "but also they are used to introduce new ideas."

Task 32* *Insert commas where necessary.*

Genetics and Medicine: The Dynamic Interface

The interaction between the basic science of genetics____and the clinical science of medicine has been bidirectional and highly productive over the past several decades. In its early stages____genetics was more the province of the botanist and the entomologist____than the physician. Mendel____working in the 1860s____was able to formulate the concept of the gene from his experiments with pea plants

and his ability to perform planned matings and observe multiple generations provided crucial elements not so easily achieved____when studying humans. Similarly____the work of Thomas Hunt Morgan and others on the fruit fly, *Drosophila melanogaster,* was much benefitted by the short generation time and relatively simple genome (compared with the same factors in mammals) of the fruit fly. However____as interest in human genetics began to blossom in the 20th century____important concepts began to be recognized and explored in greater depth for humans____than they had been for other species. Prominent examples include population genetics____the study of polymorphism____and biochemical genetics. In more recent times____the trend has continued____and the spin-offs from one discipline to another have multiplied. As will be described____for example

the newly emerging field of the genetics of human cancer has demonstrated that human cells carry a variety of genes called "oncogenes"____which normally participate in growth control. Certain mutations of these oncogenes can contribute to the uncontrolled growth pattern____we recognize as cancer. The discovery of oncogenes has demonstrated an unexpected link between cancer____virology and genetics____and has brought together several diverse fields of biology. Furthermore____using the strong evolutionary conservation of these genes this discovery has led directly to the cloning of important growth-regulating genes in yeast!

Thus____efforts in medicine have yielded continuing insights in genetics and basic biology. In the other direction____the contribution of research in genetics to medicine is even easier to appreciate. It is easy to forget in today's technological medical care system____that medicine for most of its history has been a descriptive discipline. Although the descriptive approach is a valuable one____fundamental advances in medicine generally have come instead from an elucidation of more basic scientific principles____and their subsequent application to a clinical situation. It is thus natural____that developments in genetics have had profound implications for clinical medicine____and the magnitude of those implications will continue to grow.

Unit 4

Important Features and Elements of Academic Texts

This Unit considers some important features and elements of academic writing essential for texts of different genres.

Paragraphs and Paragraph Division

The division into paragraphs is an important feature of any type of writing. A paragraph may be defined as a textual unit usually consisting of a number of sentences which deal with one main idea. In writing, a paragraph is defined by indentation and sometimes by extra lines/blank spaces before and after it. **Indentation** means starting a line (of print or writing) farther from the margin than the other lines. Indentation signals the beginning of some kind of a change. In English academic writing, all paragraphs with the exception of the first one should be indented.

A paragraph is, therefore, a visual textual unit. By dividing a text into paragraphs, writers give their readers cues as to how process their texts.

In English academic writing, the length of a paragraph is often between 75 and 125 words (although it can be much longer). In a short piece of academic writing (for example, the conference abstract or text summary), each major point may be developed into a separate paragraph. In longer types of papers (e.g., the journal paper), several paragraphs may be necessary to develop one point.

The **topic sentence** of a paragraph tells what the paragraph is about. A topic sentence can be put in any place in the paragraph, but putting it at the beginning guides paragraph development.

Task 33* *Divide the following text into paragraphs with appropriate indentation.*

Spain occupies most of the Iberian Peninsula, on the western edge of Europe. It is nearly surrounded by the Atlantic Ocean and the Mediterranean Sea. Spain's dry climate and poor soil make farming difficult. Extensive irrigation allows farmers to raise strawberries and rice in dry areas. Vegetables and citrus trees grow on the coastal plains, and olives and grapes grow in the river valleys. The grasslands of the large dry central plateau are used for grazing sheep, goats, and cattle. People in this region eat roasted and boiled meats. They also raise pigs for ham and spicy sausage called *chorizo.* And people all over the country eat lots of seafood from the Atlantic and the Mediterranean. One classic Spanish dish, *paella*, includes sausage, mussels, lobster, or chicken, plus red pepper, peas, tomatoes, and saffron rice. Peasants were the first to make paella, using whatever food was available. But this dish and others also reflect Spain's history of traders, conquerors, and explorers who brought a variety of foods by land and by sea. Phoenicians from the Middle East introduced grapes to Spain in about 1100 B.C. Hundreds of years later, Romans brought olives from what is now Italy. In the 8th century A.D., Moors (Muslim Arabs and Berbers from Africa) introduced short-grain rice and *za faran,* or saffron—the spice that colors rice yellow. And in the 1400s, 1500s, and 1600s, Spanish explorers and traders returned home with nutmeg and cloves from the East Indies; and peppers, tomatoes, potatoes, and chocolate from the Americas.

Academic Names

The names of English academic authors normally consist of the first (given) and last (family) names, the given name always being placed before the last name (but, certainly, not in bibliographies), for example, "Richard Winkler." Sometimes a middle initial is added, e.g. "Dwight K. Stevenson." Academic names are considered to be formal, although shortened versions of the first names may sometimes be met, e.g. "Bob Jordan" (instead of "Robert Jordan") or "Liz Hamp-Lyons" (instead of "Elizabeth Hamp-Lyons"). Such a naming practice may not be acceptable for Ukrainian academics accustomed to a more formal style of self-presentation. On the other hand, the Slavic tradition of using patronymics is not generally known to English and international

audiences. Ukrainian authors writing in English may be advised, therefore, to use their full first and family names with the observation of appropriate rules of transliteration. These rules, provided by Ukrainian linguist Roksolana Zorivchak (2000), are given below.

Table 5. Rules of Transliteration of Ukrainian Proper Names into English

Ukrainian letters	English letters	Examples
А, а	A, a	
Б, б	B, b	
В, в	V, v	
Г, г	H, h	*Богдан*—Bohdan
Ґ, ґ	G . g	*Ґалаґан*—Galagan
Д, д	D, d	
Е, е	E, e	
Є, є (at the beginning of a syllable, after an apostrophe or a vowel)	Ye, ye	*Євген*—Yevhen
Є, є (in the middle of a syllable)	ie	*Синєок*—Synieok
Ж, ж	Zh, zh	*Жолдак*—Zholdak
З, з	Z, z	*Заболотна*—Zabo1otna
И, и	Y,y	*Пилип*—Pylyp
І, і (in the closed syllable with the exception of that ending in *р*)	I, i	*Лісник*—Lisnyk
І, і (in the open syllable and in the closed syllable ending in *р)*	Ee, ee	*Лісовенко*—Leesovenko *Лірник*—Leernyk
Ї, ї	Yi, y i	*Українка*—Ukra**yi**нка
Й, й (at the beginning of a syllable)	Y,y	*Йосип*—Yosyp
й(in the middle of a syllable and in didiphthongs)	i	*Мазай*—Mazai
ий (i n endings)		*Чорний*— Chornyi
ій (in endings)	iy	*Чорній* Corn**iy**

К, к	K, k	
Л, Н	L, l	
М, м	M, m	
Н, н	N, n	
О, о	O, o	
П, n	P, p	
Р, Р	R, r	
С, с	S, s	
Т, m	T, t	
У, у (when followed by р)	Oo, oo	Курбан—Koorban
У, у (in the other cases)	U, u	Устим—Ustym
Ф, ф	F, f	Федоренко—Fedorenko
Х, х	Kh, kh	Охрим—Okhrym
Ц, ц	Ts, ts	Цегелик—Tsehelyk
Ч, ч	Ch, ch	Чабан—Chaban
Ш, ш	Sh, sh	Шавлій—Shavliy
Щ, щ	Shch, shch	Іващшиин—Ivashchyshyn
ь	'	Олесь—Oles'
Ю, ю		
(at the beginning of a syllable, after an apostrophe or a vowel)	Yu, yu	Юрій—Yuriy Пилип'юк—Pylypyuk
ю (in the middle of a syllable with the exception of the cases with an apostrophe or a vowel)	iu	Людмила—Liudmyla
Я, я (at the beginning of a syllable, after an apostrophe or a vowel)	Ya, ya	Яків—Yakiv Мар'ян—Maryan
я (in the middle of a syllable with the exception of the cases with an apostrophe or a vowel)	ia	Уляна—Uliana

Task 34 *Write in English the names (first and last) of your classmates. Compare and discuss your versions with a partner*

Titles

Titles are important components of academic and research writing, "responsible" for gaining readers' attention and facilitating positive perceptions of any kind of written research. John M. Swales and Christine B. Feak, linguists and authors on academic writing textbooks, suggest the following requirements for good academic titles (1994: 205):

"1. The title should indicate the topic of the study.
2. The title should indicate the scope of the study (i.e., neither overstating nor understating its significance).
3. The title should be self-explanatory to readers in the chosen area."

Titles may have quite different syntactic structures. The main structural types of English titles are as follows (Yakhontova, 2002b).

1. Nominative constructions, that is titles with one or more nouns as principal elements.

   Genetic and Environmental Influences on Serum Lipid Levels in Twins

   A Script of Todays Russian Feminist Biography

2. "Colon"-titles consisting of two parts separated by a colon.

   The Immigration History Research Center's Ukrainian Collection: Study in Bibliographic Access through Computer Systems

   The Rotor-Tip Vortex: Structure and Interactions

3. Titles consisting of two parts (of different syntactic types) separated by a punctuation mark other than the colon. These constructions are close in their rhetorical features to "colon"-titles.

   Born Again? The Ethics and Efficacy of the Conversion Experience in Contemporary Management Development

   Lagrangian Stochasie Modeling of Dispersion from Theory to Practice

4. Verbal constructions, that is titles containing a non-finite form of a verb as a principal element.

Solving Short Wave Problems Using Special Finite Elements

Analyzing and Teaching Research Genres

5. Titles in the form of complete sentences.

Language is not a Physical Object

Learner Autonomy is more than a Cultural Construct

There are also some other types of titles, which are, however, less widespread in English academic discourse.

1. Titles beginning with the prepositions *on, to, toward(s)*.

Toward a Sociocultural Theory of Teacher Learning about Student Diversity

On the Reproductive Behavior of the Seal in Atlantic Canada

2. Nominative titles with the conjunction *as*.

Writing as Language

Autoantibodies against the High-Affinity IgE Receptor as a Cause of Histamine Release in Chronic Urticaria

The types and length of titles vary across fields. Hard and natural sciences usually use long, detailed nominative titles.

The Numerical Solution of Certain Integral Equations with Non-integrable Kernels Arising in the Theory of Crack Propagation and Elastic Wave Diffraction

Postoperative Chemotherapy and Delayed Radiation in Children Less than Three Years of Age with Malignant Brain Tumours

Social sciences and humanities tend to use shorter but more diverse types of titles, often with the preference for "colon"-titles. Such titles separate ideas in the relation of "general-specific" with the first part indicating a research area and the second one naming an object/aspect of the investigation. "Colon"-titles may consist of the parts with quite different syntactic structures. For example, in the title "The Stress Axis at Work: How the Body Copes with life's Challenges" the first part is a nominative construction, while the second one is a clause.

Task 35 *Analyze the parts of the "colon"-titles from the viewpoint of their syntactic structures.*

1. "My paper clearly demonstrates ...": A Cross-Disciplinary Comparison of Boosting in Research Articles

2. Clocks, Chaos, and Communication: Models and Experiments on Laser Systems

3. Academic Writing for Graduate Students of Science: What Do They Really Need?

4. Motivating Creativity in Organizations: On Doing What you Love and Loving What You Do

5. Gossip and the Insecure Workplace: Look before you Speak

Task 36 *Below are the first parts of the "colon"-titles to the text in Task 32. Expand them by adding the second part.*

1. What People Eat:

2. From Land and Sea:

3. The Role of Physical Environment, Culture, and Customs in Food Traditions:

4. Food as a Reflection of National History:

In English research writing, there is a tendency now to compose eye-catching titles with vivid outward features of "interestingness," which aim at gaining readers' attention (usually such titles appear before conference abstracts and journal papers in certain fields). Writing such titles requires, however, some experience and is not generally advised for beginning writers.

Task 37 *What features of "interestingness" do you see in the following titles? How are these features created rhetorically and linguistically?*

1. A New Metaphor for Metaphor: Evidence for a Single Dynamic Metaphorical Category

2. "Shop! Shears! Geese! Cabbage!" Tailor's Terms as Cultural Script

3. Another Ceiling? Can Males Compete for Traditionally Female Jobs?

4. Philistines, Barbarians, Aliens, et alii: Cognitive Semantics in Political "Otherness"

5. Why Bubbles Rise Anomalously in Water with Air Present

Task 38 *Read the text and its possible titles (given after the text). Discuss the features and potential effects of these variations; then try to compose a title of your own. The questions below provide some guidelines for discussion.*

Proxemics is the study of one's perception and use of space. People handle space differently—the way they do is largely determined by the culture in which they are immersed. Therefore, one's use of space conveys meaning. North Americans and Latin Americans, for example, have fundamentally different proxemic systems. While North Americans usually remain at a distance from one another, Latin Americans stay very close to each other. This simple fact can tell much about these people's different concepts of privacy. While most North Americans value privacy, Latin Americans seldom consider it an important aspect of life.

The relevance of proxemics in foreign language teaching is enormous. Mastering the verbal system of a foreign language does not guarantee effective communication because mastering the non-verbal systems of that foreign language is also essential. These verbal and nonverbal systems are connected, and the use of one without the other might cause a disequilibrium.

Proxemics is one of the most important aspects of non-verbal communication. For those students whose own culture's proxemic patterns are very different from the target culture's, it is essential to know these differences. For instance, an Arab ESL (English as a Second Language) student in the United States who ignores the difference between the United States' and his own country's

proxemic behaviors might have serious problems: she/he could be rejected, considered homosexual, promiscuous, physically abused, ai d so on.

Teachers can help students avoid such misunderstandings by teaching the different aspects of proxemics. Knowing and using these cues, students can increase their comprehension and expression, hold their listener's attention, and be more successful in the communication process.

1. Proxemics in the ESL Classroom

2. Proxemics in the ESL Classroom: Potential Effects, Problems, and Solutions

3. On Some Important Aspects of Non-Verbal Communication and their Relevance in Second Language Teaching

4. Non-verbal Communication and Language Teaching (Toward the Importance of Proxemics in the ESL Classroom)

5. Is Proxemics Relevant in Language Teaching?

6. Proxemics, Culture, and the ESL Classroom

7. Verbal and Non-Verbal Communication: Are They Related?

8. Proxemics is Relevant in Foreign Language Teaching

1. *Which title(s) best indicates the topic of the text?*

2. *Which title(s) provides the most balanced coverage of the topic and scope of the text?*

3. *Which title(s) presents the topic as having a novel character?*

4. *Which title(s) presents the topic as a part of a broader theme/study?*

5. *Which title (s) has the features of interestingness?*

6. *Which title(s) sounds rhetorically strong?*

7. *Which title(s) has a neutral tone?*

Sometimes, articles in the titles may be omitted, e.g. "Clinical Aspects of Modeling Cancer Growth." The system of capitalization in titles is explained in Unit 3 (p. 62).

Task 39 *Analyze the types of English titles characteristic of your research field using available literature*

Citations

Citations play an important role in academic texts. They are used to demonstrate the familiarity of the citing author with the field of investigation, to provide support for his/her research claims or criticism. Also, by describing what has already been done in the field, citations point the way to what has not been done and thus prepare a space for new research (Swales, 1990: 181).

Giving credit to cited sources is called **documentation.** There are two main methods of documenting. The first one, numeric, involves putting a number near the reference (usually in square brackets), e. g.:

> In [5] the authors give an interesting numerical account of the advantages and disadvantages of the BV-formulation for the image restoration problem.

The full reference is given then in the bibliography at the end of the text—in numerical sequence, or as a footnote at the bottom of the page.

The second procedure of documenting, which is probably more popular, consists in putting a short reference in the text itself. Normally, it includes the authors (authors') last name(s) and the year of publication and page numbers in parentheses (separated/not separated by a comma or a colon), e.g.: (Osofisan 1986, 786-7), or (Chan 1993: 31). If a reference is made to the whole work, the page numbers are usually not given: (Durning, 1990). If several authors are simultaneously cited, their names are separated in parentheses by a semicolon: (Edwards, 1992; Schuldiner, 1995). Sometimes, an ampersand (&) is used in place of *and* between the names of two authors, e.g.: (Sudhof & Jahn, 1991). If a reference is made to a paper written by more than two authors, it is possible to give the name of the first author followed by the Latin abbreviation *et* al.: (Liu et al., 1992; Krickson et al., 1992). As in the first case, the lull references arc given in the bibliography at

the end of the text. However, <u>referencing formats vary across disciplines, and it is advisable to check the journals in the areas of research interest,</u> which usually follow certain style sheets.

Failure to provide the appropriate documentation may lead to the accusation of **plagiarism.** Plagiarism is conscious copying from the work of others. In Anglo-American academic culture, plagiarism is treated as a serious offense. Sometimes, however, it is possible to borrow some information or phrases unintentionally, although this is not treated as a valid excuse. <u>Always provide references to the sources you use or mention in your research!</u>

The words or phrases of other authors used (quoted) in academic writing are called **quotations.** Quotations may be **direct** or **indirect.** There are two basic ways of using direct quotations.

1. The author's words in quotation marks (double in American usage and single as in British) are incorporated into the text and separated from the rest of the sentence by a comma (or, if necessary, by a question mark, or an exclamation point). This is typical for short quotations.

   > In the words of Robert Moore, 'If humankind was created, as Genesis states, in the image of God, then our exploitative, battering and polluting behaviour towards nature is a corruption of our own status' (1990:107).

2. In case of longer quotations, the quotation is indented and quotation marks are often omitted, e.g.:

   > Drawing on classical sources (Chiera 1938; Kramer 1956; Oppenheim 1964), Coulmas noted that:
   >
   > > **More than 75% of the ... cuneiform inscriptions excavated in Mesopotamia are administrative and economic documents including legal documents, deeds of sale and purchase, contracts concerning loans, adoption, marriage, wills, ledgers and memoranda of merchants, as well as census and tax returns.**
   >
   > (Coulmas 1989:73)

Quotations may be indirect, that is integrated into the text as **paraphrase** (meaning restatement of the meaning in other words). In indirect quotations, page or chapter numbers are often given, e.g.:

> In a more recent article, Pennington (1995:706) says that teacher change and development require an awareness of a need to change.

> The purpose of this work is to investigate and further develop the geometric and kinematic aspects and interpretation of dual stress-strain tensors ... from the point of view of... a "moving frame" (e.g., Spivak [5, Ch. 7-8]).

Citations may focus either on information provided by the cited author or on the author himself/herself. In citations that highlight the information **(information-prominent citations),** the author's name and the date of publication are given in parentheses or a numeric reference is provided:

> Although classical studies have suggested a single vesicular monoamine transporter in both the adrenal gland and the central nervous system (Henry and Scherman, 1989; Scherman, 1989), VMAT1 sequences do not appear in the brain.

> The present model has several advantages over our previous model [1], simple solution procedure and applicability to the case of anisotropic fibers and of high volume fraction of fibers.

In the citations with the emphasis on the cited author **(author-prominent citations),** the author's last name appears in the sentence followed by the publication date in parentheses.

> Searle (19c"9) points out that every speech act has a proposu'inal content, and that proposition consists of acts of reference and acts of predication.

> Hence, as suggested by Thibault (1989), heteroglossic tendencies do not exclude the creation and maintenance of monoglossic formations.

Author-prominent citations are frequently introduced with the verbs (called "reporting"), which may roughly be classified into the verbs referring primarily to the mental and physical processes that are

part of research work, and the verbs referring to the mental processes which are expressed in the text (Thompson and Yiyun, 1991). For example:

> Writing difficulties of overseas students were *explored* by Bloor and Bloor (1991).
>
> Samuel Hays (1987) *assumes* that conservation gave way to environment after the Second World War as aesthetic and amenity values increased in relation to those of materials or commodities.

Below are two appropriate lists of reporting verbs that you may find helpful.

Table 6. Major Reporting Verbs

Reporting verbs referring to the mental and physical processes that are part of research work	Reporting verbs referring to the mental processes which are expressed in the text
analyze	affirm
describe	allege
discover	argue
examine	assert
explain	assume
explore	believe
find out	claim
investigate	contend
revise	imply
study	presume

Note that some of the reporting verbs have an evaluative meaning.

Task 40* *Decide which reporting verbs in the sentences below have an evaluative meaning (some of them are not included into Table 6). Consult the dictionary if necessary.*

1. In her chapter "Tense and Aspect in Context" K. Bardovi-Harlig advocates using authentic texts to teach tense and aspect.

2. Aldo Leopold claims that no important change in ethics was ever accomplished without an internal change in our affections and convictions.

3. Aceves (1999) discusses the dynamics of pulses in optical fibers.

4. Following the French linguist Guillaume, they argue that deep unifying principles, or core values, govern surface realizations of grammatical markers.

5. The author shows how functional grammar approaches are useful not only in teaching grammar per se but in teaching other skills such as reading and writing.

6. Akil (1995) alleges that a closer analogy to the brain function is a symphony.

7. Evans (2000) asserts that the child appears to develop both naturalistic and intentional beliefs about the origins of life.

8. Seasholtz (1995) presumes that experiments are needed to determine when and where the binding protein is expressed and what regulates binding protein levels.

9. Christie (1996) analyzes pedagogic discourse and its significance for a culture.

10. Hatta & Taya (1987) contend that critical parameters influencing the thermal stress field are the thermal expansion coefficients of the fiber and coating.

11. In this brochure, A.V. Petrov describes brightly fluorescent minerals and their major features.

The ways of citing are quite diverse. However, several distinct patterns of using citations have already been identified. Thus, according to Swales and Feak (1994: 182-183), at least two-thirds of all citations fall into one of these three major patterns.

1. Citations with a cited author as an agent (a person who acts) of research activity. Reporting verbs in such citations are often in the past tense, e.g.:

   Kotre (1995) *studied* the psychological research on autobiographical memory and then *re-examined* the life stories he had recorded over the years.

   The distribution of the seal in the Arctic Ocean *was described* by Wesley (1989).

However, if a cited source is important, the so-called "citational present" may be used:

   In "White Gloves: How We Create Ourselves Through Memory" (1995), Kotre *explores* the power of autobiographical memory.

Overall, tense options in this pattern depend on how close cited research is to a citing author's own investigation, opinion, or current state of knowledge. Compare:

   T. Dickinson (1993) *discussed* a study of managers in large companies who claimed in interviews that they had equal chances for employment.

   T. Dickinson (1993) *has discussed* a study of managers in large companies who claimed in interviews that they had equal chances for employment.

   T. Dickinson (1993) *discusses* a study of managers in large companies who claimed in interviews that they had equal chances for employment.

2. Citations with reference to the activity of a researcher/researchers. In this pattern, the present perfect tense is usually used:

   Possibly, most of these division-specific proteins *have* now *been identified* [51, 52].

   The view that writing is typically a socially situated act *has been reinforced* by the aims and experiences of the recent Writing across the Curriculum Movement (Young and Fulwiler, 1986).

3. Citations with no reference to the activity of a researcher/researchers. Here, the present tense is used:

Rapid-reading instruction *has* certain effects for second language learners (Anderson, 1983; Mahon, 1986).

Since all human variation in both health and disease *is* to some extent genetic, all diseases *are* therefore genetic (Edwards 1988).

These three patterns do not embrace all possible ways of citing. Below are some additional examples of various author-prominent citing strategies, which you may find useful for your writing.

According to Young (1996), depression can be thought of as a "natural" response to stress.

Depression can be thought of, *as Young (1996) suggests,* as a "natural" response to stress.

In employing in this context the term "depression," *we refer especially to Young (1996) who treats* depression as a "natural" response to stress.

Following Young (1996), we consider depression as a "natural" response to stress.

In this sense, *we recall Young's approach* to depression as a "natural" response to stress *(Young, 1996).*

In terms of Young (1996), depression is a "natural" response to stress.

In Youngs words, depression is a "natural" response to stress *(Young, 1996).*

Drawing on a study of Young (1996), we raise the question of whether susceptibility to depression is tied to a "gene" that expresses itself as hormonal abnormalities seen in depressed people.

Young's research shows that depression is a "natural" response to stress *(Young, 1996).*

This research is based *on Young's vision* of depression as a "natural" response to stress *(Young, 1996).*

Depression as a "natural response" to stress *is discussed in Young (1996).*

Task 41* *Analyze the use of citations in the text by answering the following questions.*

1. *Which sentences contain direct quotations?*

2. *Which sentences contain indirect quotations?*

3. *Which type of quotation marks (British or American) are used in direct quotations?*

4. *Which sentences contain author-prominent citations?*

5. *Which sentences contain information-prominent citations?*

6. *Which sentences contain reporting verbs? Identify them in the sentences.*

7. *Which sentences follow the citing patterns suggested by Swales and Feak? What tenses (and why) are used in these sentences?*

8. *Which sentence follows a different citing pattern?*

'Different groups and societies at different times take up different positions and attitudes to nature and its various parts (Thomas, 1983). ²Roderick Nash (1989) in *The Rights of Nature* refers to the recent emergence of the idea that the human-nature relationship should be treated as a moral issue, and regards it as one of the major developments in recent intellectual history. ³Certainly, the role of morals, ethics and philosophy has become much more prominent in recent decades, especially since the plea by Aldo Leopold (1949) for a new 'land ethic' and the growth of the 'deep ecology' movement associated particularly with Ame Naess (e.g.,Naess, 1990; Devall, 1980). ⁴Indeed, Lester Milbrath (1985: 162) has claimed that 'Americans are undergoing a profound transformation of their basic beliefs about the proper relationship between humans and their environment.'

Task 42 *Below is another review of literature in the field of ecology. It uses only citing pattern I and, therefore, lacks variety. Rewrite the passage using other citation patterns where possible. If necessary, add logical connectors to improve the flow.*

Both Christian and non-Christian writers have referred to the relationship that frequently exists between environmental and social problems. Merchant observes that 'the domination of nature entails the domination of human beings

along lines of race, class and gender' (1992: 1). Engel (1988: 35) refers to similar analyses, which claim, for example, that the 'subjugation of women and the rape of nature are causally, as well as metaphorically, related,' and that the root source is identified 'as human aggression, pride, ignorance, greed, free market capitalism, totalitarianism ....' Moncrief (1970) highlights the moral disparity that exists when an executive can suffer a prison sentence for using in a wrong way company funds, but be applauded for increasing company profits by ignoring pollution standards—even though the cost to society at large may be far greater from the latter than from the former. Johnston (1989) blames the degradation of the environment on capitalism.

Footnotes and Notes

Footnotes are put at the bottom of the page in a book or a journal. They are used to explain a word or other item, or to add some special information or a reference. End **notes** (or simply notes) appear at the end of the paper. They tend to be longer and more detailed than footnotes. Currently, most journals recommend to avoid footnotes and to use notes only.

A footnote or note is usually marked by a small number written above the word or item in the text. The explanation of the item has the same number. The explanations are numbered in numerical sequence. In footnotes, the first line of each entry is indented. For example:

The origins of theological tradition at the Kievan Academy date to the

early years of the Bohojavlenske Brotherhood School founded in 1615[1].

[1] For details and bibliography see Alexander Sydorenko, *The Kievan Academy in the Seventeenth Century*, Ottawa: University of Ottawa Press, 1977, XVI +194.

Footnotes and notes may also be marked by an asterisk if there are few of them (see Unit 3, p. 64). Often, Latin abbreviations arc used in footnotes and end notes.

Task 43* *Read through the footnotes and then answer the following questions.*

[1]Chatman, S. Stylistics: Quantitative and Qualitative. In: *Style,* 1967, vol.1, p. 30.

[2]Ibid., p. 28.

[3]In *PMLA,* v. LXX, No. 5, p. 976.

[4]See *Style in Language,* ed. by Sebeok. New York, 1960, p. 427.

[5]In linguistics there are two terms now generally recognized and widely used—plane of expression and plane of content. These are synonymous to the concepts of form and content.

[6]Aristotle. *Poetics.* (Cit. from *Princeton Encyclopedia of Poetry and Poetics.* Princeton, 1969, p. 628).

[7]Ibid.

[8]Paltridge, E. *Slang Today and Yesterday.* London, 1935, p. 36.

[9]Cf. J. A. Richard's statement that "The ear ... grows tired of strict regularity, but delights in recognizing behind the variations the standard that still governs them" *[Practical Criticism.* London, 1948, p. 227].

[10]Paltridge, E. Op. cit., p. 5.

1. *What is the title of the work referred to in footnote 7?*

2. *What is the title of the work referred to in footnote 2? Why is a page number added here?*

3. *What is the title of the work referred to in footnote 10?*

4. *What is the difference between the references in footnotes 2 and 7, on the one hand, and footnote 10 on the other?*

5. *Which footnote adds some special information to the item explained in the body of the text?*

6. *Which footnote recommends additional literature on the item discussed in the main body of the text?*

7. *Which footnote provides comparison with the item discussed in the main body of the text?*

8. *Which footnote shows that a quotation is borrowed from another work?*

Lists of References (Bibliographies)

The list of references at the end of a paper or a book (usually entitled "references" or "works cited") is in most cases arranged in alphabetical order. It should be clear and consistent. Normally, a list of references includes the following information:

a) author's last name and initials;

b) title of work (book of paper in a journal or collection; the distinction between these two kinds of titles must be shown);

c) publication date;

d) volume number (for journals);

e) issue number (for journals);

f) editor's last name and initials (for collections only);

g) place of publishing (for books and collections);

h) publisher's name (for books and collections).

Below are some sample sequences of presenting information in references and a description of the other important bibliographic features. However, it is always necessary to check the referencing formats required by a journal or a publishing house where you plan to submit your work.

1. Books.

Author's last name, initials) publication date (in parentheses or not, after the author's name or at the end of a reference), title (underlined or in italics, often capitalized), place of publication, publisher, e.g.:

Fairclough, N. (1989). Language and Power. London: Longman.
Rawls, J. A Theory of justice. Cambridge: Harvard University Press, 1971.

2. Papers in volumes (book chapters).

   Author's last name, initials, publication date (in parentheses or not, after the author's name or at the end of a reference), title (sometimes in quotation marks), editor's last name and initials, title of the volume (underlined or in italics, often capitalized), place of publication, publisher, page numbers, e.g.:

   Reid, W. V. (1992). "How many species will there be?" In Whitmore, T. C. and J. A. Sayer, (eds.), *Tropical Deforestation and Species Extinction.* London: Chapman & Hall.

   Woods, S. 1996. Coor's ten ways to prevent pollution by design. In: J. Fiksel (ed.), *Design for Environment.* McGraw-Hill, New York.

3. Papers (articles) in journals.

   Author's last name, initials, publication date (in parentheses or not, after the author's name or at the end of a reference), title (not capitalized, sometimes in quotation marks), name of the journal (sometimes underlined or in italics, capitalized), volume number, issue number, page numbers, e.g.:

   Dienes, J. K.: On the analysis of rotation and stress rate in deforming bodies. Acta Mech. 33, 217-232 (1979).

   Galtung, J. (1971). "A structural theory of imperialism." *Journal of Peace Research*, 8 (2), 81-117.

4. Other (basic examples).

a) unpublished work (conference presentations, dissertations, work in press):

   Ainsworth, M. (1999). A posteriori error estimation for singularly perturbed problems. Paper presented at the Fourth International Congress on Industrial and Applied Mathematics. Edinburgh, 5-9 July 1999.

   Hopkins, A. (1985). An investigation into the organizing and organizational features of published confercnce papers. Unpublished M.A. dissertation. University of Birmingham, UK.

   Long, M. H. (in press), *Task based Language Teaching.* Oxford: Blackwell.

b) World Wide Web publications (the date you accessed the source is often included) and works on CD-ROM:

Lawrence, S., and C. L. Giles. (1999). "Accessibility of information on the Web." *Nature,* 400 (8), 8 July 1999, http://www.nature.com.

Caron, Bernard, ed. *Proceedings of the XVIth International Congress of Linguists.* Paris, 20-25 July 1997. CD-ROM. Oxford: Pergamon, 1998.

If more than one reference to the works of the same author is given, then the earlier dated reference will appear first. If two or more references by the same author appear in the same year, they are labeled in sequence with letters in alphabetical order *(a, b, c,* etc.) after the year. References to one author are listed before those of joint authorship of the same author. For example:

Johns, A. (1979). Improving basic skills of business writing students by focusing elements in business discourse. *American Business Communication* (Selected Papers), 12-25.

Johns, A. (1981a). Necessary English: An academic survey. *TESOL Quarterly,* 14, 51-57.

Johns, A. (1981b). The ESL students in the business communications class. J*ournal of Business Communications,* 18, 25-36.

Johns, A., Carmichael, P., & Judy, C. (1978). Preparing English for business and economics curricular materials. In L. Trimble, M. T. Trimble & K. Drobnic (eds.), *English for Specific Purposes* (pp. 337-358). Oregon State University: English Language Institute.

The titles of works in the languages using the Cyrillic alphabet are transliterated and followed by the English translation, usually in square brackets, e.g.:

Vassileva, I. (1992). *Sajuzni Dumi i Izrazi (Konektori) v Angliiski i Balgarski Naucen Tekst* [Conjunctions in English and Bulgarian Scientific Texts], Unpublished doctoral dissertation. University of Sofia.

Slepovitch, V. (2002). *Biznes-kommunikatsiya: Kak nayti rabotu s angliyskim yazykom* [Business Communication: Job Hunting in English]. Minsk: TetraSystems.

Task 44* *Here is a list of references in the field of applied linguistics. Arrange the references in alphabetical order and then answer the questions that follow.*

Posteguillo, S. 1997. Writing titles for computer science research articles in English. Paper given at the 11th LSP Symposium, Copenhagen, 18-22 August 1997.

Berkenkotter, C., & T. Huckin. 1995. *Genre Knowledge in Disciplinary Communication: Cognition/Culture/Power.* Hillsdale, N.J.: Lawrence Erlbaum.

Vassileva, I. 1997a. Hedging in English and Bulgarian academic writing. In *Culture and Styles of Academic Discourse. Trends in linguistics, studies and monographs 104,* A. Duszak (Ed.), 203-223. Berlin: Mouton de Gruyter.

Kassevitch, V. B. 1998. Culture-dependent differences in language and discourse structures. In *Proceedings of the XVI^{nth} International Congress of Linguists,* Paris, 20-25 July 1997, B. Caron (Ed.), paper No. 0003. CD-ROM. Oxford: Pergamon.

Millrood, R. 1999. How native English speakers can be better teachers in Russia. *The Internet TESL Journal* 5(1), December 18, 2002. http://iteslj.org/Articles/Millrood-TeachersInRussia.html.

Vassileva, I. 1995. Some aspects of the rhetorical structure of specialized written discourse in English, Bulgarian and Russian. *International Journal of Applied Linguistics* 5 (2): 173-190.

Swales, J. M., & C. B. Feak. 1994. *Academic Writing for Graduate Students: A Course for Nonnative Speakers of English.* Ann Arbor: University of Michigan Press.

Pennycook, A. 1997. Vulgar pragmatism, critical pragmatism, and EAP. *English for Specific Purposes* 16 (4): 253-269.

Swales, J. M. 1998. *Other Floors, Other Voices: A Textography of a Small University Building.* Mahwah, N.J.: Lawrence Erlbaum.

Kharchenko, N. P. 1968. *Zaglaviya, yikh funktsiyi i struktura* [Titles, their functions and structurel. Unpublished Ph.D. Dissertation. Leningrad University.

Modiano, M. 2000. Euro-English: Educational standards in a cross-cultural context. *The European English Messenger* X/l: 33-37.

Kus'ko, K. (Ed.). 1996. *Linhvodydaktychna Orhanizatsiya Navchal'noho Protsesu z Inozemnykh Mov* [Linguistic and Didactic Organization of the Process of Teaching of Foreign Languages], L'viv: Svit.

Vassileva, I. 1997b. Who am I/Who are We in Academic Writing? Paper given at the XVIth International Congress of Linguists, Paris, 20-25 July 1997.

1. *How many references to books (monographs) are there on the list?*

2. *How many references to book chapters does the list include?*

3. *How many journal articles are there?*

4. *How many volumes of conference proceedings are referred to?*

5. *How many pieces of unpublished work are there among the entries?*

6. *How many textbooks are included?*

7. *How many publications in a language using a non-Roman alphabet are referred to?*

8. *How many references to joint authorship are made?*

9. *How many authors are referred to more than once?*

10. *The works of which author appeared in one year?*

11. *How many references to electronic sources does the list contain?*

Task 45 *Take three leading international journals in your field and analyze their referencing formats.*

Special advice: always provide references to all sources that you use in your research; check for citation practices and referencing formats of the journals and publishing houses of interest; ensure that your list of references is clear and consistent!

Acknowledgments

Acknowledgments, that is the expressions of gratitude to colleagues, sponsors, supervisors, etc., have become a standard part of English academic papers and research publications. They are usually placed at the end of the paper, or, in case of books, at the beginning before the main text. Acknowledgments also allow the author to demonstrate that he/she is a member of a certain academic community. They are usually written in the first person—I for a single author and *we* for co-authors.

Below are several patterns of the most widespread elements of acknowledgments. You can make use of them in your own English writing.

1. Financial support.

   This research was supported by a grant from … (e.g., the International Research and Exchanges Board).

   The work of … was supported in part by … (e.g., the National Science Foundation), and in part by … (e.g., the Division of Applied Sciences, Harvard University).

2. Thanks to colleagues.

   I would like to thank Prof. X for his invaluable commentary and guidance.

   I am indebted to Dr. XX for … (e.g., "the use of this source").

   I owe a debt of gratitude to Prof. X who introduced me to the theory of…

3. Thanks to editors and reviewers.

   I wish to thank the anonymous reviewers for their helpful suggestions.

   We are grateful to the … publishers for the permission to use copyright material.

4. Sources.

   This article is based on … (dissertation, conference presentation, etc.).

   An earlier version of this paper was presented at … (congress, conference).

5. Disclaimers.

   The responsibility for any shortcomings rests with me alone.

   None of the sponsoring organizations is responsible for the views expressed.

Appendices

Appendices *(appendix* in the singular) are compilations added to the report, paper, or book. They usually include important data, explanatory and illustrative materials. Appendices are placed outside the main body of the text after the acknowledgments and lists of references. If there are several appendices, they are appropriately enumerated (e.g., Appendix 1, Appendix 2, etc.), or labeled with letters (e.g., Appendix A, Appendix B, etc.).

PART   II

MAJOR ENGLISH
ACADEMIC GENRES

Unit 5

Summaries

A summary (Ukr. *розширена анотація,* sometimes *реферат)* is a shortened version of a text aimed at giving the most important information or ideas of the text. Summarizing is an important part of writing academic papers, which usually include extensive references to the work of others. At Ukrainian universities, writing summaries of professional and scientific texts in English is often an examination assignment. The development of summarizing skills is therefore important for those who wish to master English academic writing. We will consider here the rules for writing summaries of texts, which, however, may be extended to book summaries.

Requirements for Summaries

A good summary satisfies the following requirements:

1. It condenses the source text and offers a balanced coverage of the original. Avoid concentrating upon information from the first paragraph of the original text or exclusively focusing on interesting details.

2. It is written in the summary writers own words.

3. It does not evaluate the source text and is written in a generally neutral manner.

4. The first sentence of the summary contains the name of the author of a summarized text, its title, and the main idea.

5. The summary uses enough supporting detail and transition device that show the logical relationship of the ideas.

6. It satisfies the requirements set to its length (which may be quite different; however, for a rather short text, the summary is usually between one-third and one-fourth of its length).

Steps in Summarizing

1. Skim the original text and think about the author's purpose and main idea of the text.

2. Try to divide the text into sections, or, if it has subheadings, think about the idea and important information that each section contains.

3. Now read the text again highlighting with a marker important information in each section or taking notes. You may also write an outline of the text.

4. Try to write a one-sentence summary of each section/part of the outline in your own words; avoid any evaluation or comments. Use the words and expressions synonymous to those used by the author of a summarized text.

5. Decide what key details may be added to support the main point of the text and write them down.

6. Write the first sentence of the summary with the name of the author of a summarized text, its title, and the main idea.

7. Add appropriate transition devices (logical connectors) to show the logical relationship of the ideas and to improve the flow of the summary.

8. Go through the process again making appropriate changes if necessary.

Task 46* *Compare the summary with the original text. Underline the parts of the text that appear in the summary (the first part is underlined as an example for you). Discuss with your partner what is included into the summary and what is left out. Write out the synonyms and synonymous expressions that are used in the summary instead of the following: "to excel, " "researchers," "economic factors," "a higher need," "seek approval by conforming."*

Are Firstborns Better?

Freud, Kant, Beethoven, Dante, Einstein and Julius Caesar—what do they have in common? All of these eminent men were firstborn children. <u>Although many later-born children also become famous, certain studies hint that a firstborn child is more likely to excel</u>. For example, more firstborns become National Merit Scholars, earn doctor's degrees and rate mention in *Who's Who.*

Researchers suggest several explanations for the higher achievement of firstborns. Some believe that the reason is simply that firstborns are more likely than other children to attend college. They argue that economic factors alone could account for this difference, although firstborns typically get high grades *before* college as well.

Others suggest that firstborn children have a higher need to achieve (Rosen, 1964). This need to achieve may be an outcome of the special relationship between firstborn children and their parents. Firstborns have their parents' exclusive attention and seem to interact more with parents than other children (Gewirtz & Gewirtz, 1965). Parents of firstborns also seem to expect more of them (Hilton, 1967). As a result, firstborns may seek approval by conforming to adult standards, including standards of achievement.

Whatever the reasons, firstborn children do tend to be more conforming, shyer, more anxious than their siblings,—and more likely to outdo them.

(Charles G. Morris, *Psychology)*

Summary

According to Charles G. Morris in his discussion of firstborns in *Psychology,* the first child in a family is more likely to have achieved excellence than are those children born later. Scientists explain this in a number of ways. The firstborn has a greater chance to receive higher education, if only financial elements are considered. Another suggestion is that these children have a deeper motivation for achievement possibly resulting from the fact that they relate to adults, particularly their parents, who have very high expectations of them. Thus, firstborn children might gain acceptance through conformity and meeting standards set for them.

Useful Phrases: Beginning a Summary

The purpose of the first sentence in a summary is to acquaint the reader with the summarized text. The first sentence, therefore, includes the name of the author of a summarized text, its title, and the main idea. It uses the present tense. Below are some possible patterns that you may use in your summaries.

According to Charles G. Morris in his book *Psychology, …* (main idea)

Charles G. Morris in *Psychology* discusses … (main topic)

Charles G. Morris in his book *Psychology* states/describes/explains/claims/argues that … (main idea)

In Charles G. Morris' discussion of firstborns in *Psychology, …* (main idea)

In his book *Psychology,* author Charles G. Morris states/describes/explains/claims/argues that … (main idea)

Useful Phrases for Longer Summaries

In longer summaries, it is advisable to remind a reader that you are summarizing. For this purpose, you may use the following patterns also adding some logical connectors (such as *further, also, in addition, furthermore, moreover,* etc.) and using, if necessary, other reporting verbs (see Unit 4, p. 81).

In the third chapter of the book, the author *(or his name)* presents ...

The author *(or his name)* (also) argues/believes/claims/describes/explains/states that...

The author continues/goes on to say ...

The author (further) states that ...

The author *(or his name)* concludes that...

In longer summaries, the author's name is usually mentioned at least three times—at the beginning, the middle, and the end. Although some reporting verbs have an evaluative meaning, they are used in summaries.

Task 47 *Read a passage from the article "Teaching vocabulary in colour" by Anna Gnoinska and its summary. Evaluate the summary according to the described above requirements and try to improve it. Add appropriate first and concluding sentences and insert one reminder phrase into the middle of the revised summary.*

Teaching Vocabulary in Colour

Colours have a tremendous influence on human health and the psyche. A lack or overabundance of certain colours can cause physical or emotional disorders. Exposure to colour vibrations is used in the treatment of a number of diseases and mental problems. The colour of the classroom walls, curtains, or even the teacher's clothes can either soothe or irritate students.

Colour is also an important tool in visual thinking. It separates ideas so they can be seen more clearly; it stimulates creativity and aids the memory. Colour captures and directs attention. Even conventionally outlined notes can benefit from colour coding; maps ... and most expressive drawings are considerably more effective in colour (Williams 1983:107).

It is not unimportant, however, which colours we use to stimulate students. To benefit from using them, we should know what possible power they have over our students. Then we will not expose learners to calming vibrations if we expect them to be active, or to intellectual vibrations if we expect them to use their imagination. According to Muths (1994) and Mertz (1995), the most commonly used colours have the following properties.

Green symbolizes balance and agreement with nature and other people. It soothes the nervous system. It gives hope and peace of mind. It is said to be favoured by quiet, patient, open-minded traditionalists. Too much green, however, evokes sadness and hidden fears.

Blue is a calming and cooling colour. It is relaxing for the eyes and cheering for the mind. It promotes intellectual processes; that is why people who favour it are clever and industrious but not always creative. They are exceptionally just, dutiful, and loyal.

Yellow, when bright and sunny, reinforces the nervous system and helps in analytical studies. It symbolizes wisdom, shrewdness, ambition, and intellectualism of the left brain. People who like yellow are happy optimists, but also critical thinkers who will eagerly defend their views. They often lack creativity and imagination. Pale shades of yellow, on the other hand, mean unfavourable emotions like envy or a tendency toward plotting and intrigue.

Black represents mystery and the unknown. It protects people's individualism and makes them seem more unusual and interesting. People who like black are profound explorers and original thinkers. ...

Red is the most exhilarating colour and stimulates vivid emotions of the right brain. It promotes health, energy, and interest. In some people, however, it may evoke aggression.

White stands for youth, cleanliness, and naivete. People who like white strive for perfection. They are submissive idealists whose dreams are difficult to fulfill. ...

It is a well known fact that students recall words better when they read the definitions and draw their own pictures to represent them than when they read and write the words and the definitions. ... Using colour in a number of ways produces similar results: students concentrate better, spend more time processing a word, and find learning more interesting and pleasant. Colour is useful in learning and revising, as well as making students and teachers aware of the way they approach certain tasks.

Summary

Colours are considered to have a great impact on humans, both positive and negative. Colours may stimulate creativity and cause irritation. Colour coding facilitates perception. The teachers should know the possible influence colours have over students. Otherwise, learners may be exposed to calming colours at the time they need to be active, or to the colours promoting thinking when they are expected to use their imagination. The best known colours have the following properties. *Green* is a symbol of consensus with nature and other humans preferred by quiet, sincere people of traditional views. *Blue* is a cold, refreshing colour. It facilitates cognitive processes. The people who like this colour are hard working but do not have enough imagination. They are exceptionally just, dutiful, and faithful. *Black,* which is usually associated with the mysterious and unknown, is favoured by people with original thinking. While *red* symbolizes health, energy, and sometimes aggression, *white* stands for youth, cleanliness, and idealism. Colour is useful in the learning process, because it helps to better memorize new words.

Task 48 *Below is an excerpt from the article "The keys to a civil society—diversity, tolerance, respect, consensus " by Damon Anderson. While reading, check your knowledge of the underlined words and expressions consulting a dictionary if necessary. Write a summary of the text following all steps in the summarizing process. Then compare your summary with the text of your classroom partner and ask him/her to evaluate it according to the requirements for summaries listed above.*

The Keys to a Civil Society—Diversity, Tolerance, Respect, Consensus

As we have read about or experienced in our own lives, the advances in technology and transportation are creating a more mobile and global community. The global economy is building a new network of relationships between people and countries. People from all walks of life and all cultures are connecting with each other on a daily basis. For example, 148 million people worldwide are communicating across borders via the Internet. With the changes in populations due to the effects of climate, disease, and violent conflicts, as well as the changes in life expectancy, traditional institutions and the world's labor force are evolving. Such barriers as those between the young and the old, male and female, and prejudices against individual groups such as the physically impaired are-increasingly being challenged.

Because of these changes and the growing globalization, diversity is an issue that pervades every society. It is something that has impact on every person and so it is an issue that needs to be addressed. The most common subjects related to diversity center around race, color, gender, religion, and economic status. Many other related subjects are also often considered such as education, language, physical abilities, age, and culture. Diversity even relates to more specific subjects such as personal preferences. ...

Throughout history, peoples and societies generally tended toward a more homogeneous approach in their development and were often afraid of or prejudiced against differences. Standards and norms were established according to the beliefs of the dominant group(s) or culture(s). National identities used to be developed on the principle of sameness—sameness of ethnic origin, sameness of language, sameness of religion, and so on. Laws were created to exclude or even punish certain differences. Groups and societies saw anyone

(or group) that was different as being automatically <u>suspect</u> and often <u>inferior.</u> Civil wars and world wars have been fought over issues relating to diversity.

With the quickly expanding concept and realization of more interrelated communities, nations and societies have begun to focus more on the variety that diversity brings. It is becoming more evident that differences can add value and quality. For example, Western medicine is beginning to accept such Eastern alternatives as acupuncture. ... And breaking the age discrimination barrier, U.S. astronaut and Senator John Glenn made his second voyage into space at the age of 77 in order to conduct various experiments related to age. Today's generations are beginning to look for or build <u>common threads</u> around which differences can exist in harmony and the values in the differences can be shared. The concept of sameness is being replaced with unity. ...

This change in view, however, is not coming easily to the world. Many long-standing prejudices and practices counter to diversity still exist in all societies. Education is one of the keys to diminishing the prejudices against diversity. Awareness is the first step in the process. Helping students to become aware of the diversity around them and to recognize the value in that diversity is key to building a strong civil society.

Unit 6

Research Papers

A research paper (article) (Ukr. *наукова стаття)* may be defined as a relatively short piece of research usually published in a journal or a volume. The features of research papers considerably vary across disciplines: for example, an essay in literary criticism would essentially differ from a paper, say, in mathematics. Also, theoretically oriented articles are different from those reporting the results and findings of a concrete investigation. In this Unit, we will consider the organizational pattern of a paper of the latter type. Such popular kinds of papers usually have the so-called IMRD format (Introduction, Methods, Results, and Discussion) or some variant of it. Typically, the structure of such a paper would be as follows.

1. Author's name
2. Title
3. Abstract
4. Key words
5. Introduction
6. Methods
7. Results
8. Discussion
9. Conclusions
10. Acknowledgments
11. References
12. Appendix/ices

We have already discussed academic names, titles, lists of references, acknowledgments, and appendices in the previous units. The abstract, which is usually treated as an independent genre, will be considered in the next chapter. This Unit deals with parts 4—9 of the research paper.

Key Words

Key words are significant words (or word-combinations consisting of more than one word) from a paper or document used as an index to the contents. When listed in databases, they help to provide efficient indexing, search and retrieval mechanisms thus enabling the reader to quickly find texts on the topic of interest. Keywords are usually placed after the abstract before the main body of a text. The number of key words to be provided is in most cases determined by particular editorial requirements.

Introduction Sections

The purpose of the Introduction is to acquaint the reader with the topic of the paper and to attract interest in it. The Introduction is an important section of the paper insofar as it is responsible for the first impression the paper produces. According to Swales (1990), Introductions in English papers tend to follow a certain pattern of organization of their content. The elements of this pattern (or model) are called moves. Each move can be realized via a number of rhetorical strategies, or steps (obligatory or optional). A model (or the Introduction sections of research papers generally looks as follows.

Table 7. A Model for Research Paper Introductions (Swales, 1990; Swales & Feak, 1994)

Move 1	Establishing a research territory
Step la	by showing that the general research area is important, central, interesting, problematic, or relevant in some way (*optional*)
	and/or
Step lb	by reviewing previous research in the area (*obligatory*)
Move 2	Establishing a niche
Step 2a	by indicating a gap in the previous research
	or
Step 2b	by counter-claiming
	or
Step 2c	by raising a question
	or
Step 2d	by continuing a tradition
Move 3	Occupying the niche
Step 3 a	by outlining purposes or nature of the present research (*obligatory*)
Step 3 b	by announcing principal findings (*optional*)
	and/or
Step 3c	by outlining the structure of the research paper (*optional*)

This model allows academic writers to create research niches for themselves. Below is a sample Move-Step analysis of a research paper in the field of mechanical engineering according to the above model.

Box 2.   Sample Move-Step Analysis of a Research Paper Introduction

MOVE 1	The concept of coated fiber composites is relatively new and has been applied to some new types of composites, such as electric composites and metal matrix composites. The purpose of coating on fiber is to enhance the electrical conductivity of the composite for the former composite and to serve as a chemical reaction barrier for the latter composite. Whatever the purpose of coating may be, the coating layer in a coated fiber in the composite must retain a certain level of the strength. When a coated fiber composite undergoes a thermal excursion during the fabrication process or thermal cycling, the high magnitude of thermal residual stress is often induced in and around coated fibers, leading to the reduction in the strength of the composite. Thus, the prediction of the thermal residual stress in a coated fiber composite becomes important.	**Step la**
	We have recently solved the problem of thermal stress field induced in a coated fiber composite subjected to uniform temperature change where coated fibers are of short [1] and continuous fiber type [2]. ... Walpole [3] proposed a simple method to calculate the stress field within a thin coating if the solutions to the stress field are known for a single monocoated fiber embedded in an infinite matrix. /	**Step lb**
MOVE 2	However, the Walpole method cannot account for a two-way interaction between three-phases, matrix, fiber and coating, and it cannot be applied to the case of acutal coated fiber composites where the interaction between coated fibers becomes important as the volume fraction of fiber increases.	**Step 2a**
	In this paper an attempt is made to formulate the above by modifying the Walpole model so as to consider the two-way interaction and the interaction between coated fibers.	**Step 3a**
MOVE 3	First we will review the jump condition across interface in Section 2, then the formulation for the thermal stress field will be given in Section 3. As a demonstration, the numerical results of the stress field in and around a coated short fiber in a composite are given for the case of small volume fraction of fiber in Section 4. Finally, the conclusion is stated in Section 5.	**Step 3c**

Task 49* *Consider the following questions.*

1. *Which words/expressions in Step la of the above text present the theme of the paper as a novel or significant one?*

2. *What types of citation patterns (author- or information-prominent) are used in Step lb, and why?*

3. *Which word signals the beginning of Move 2? Which words/expressions point to the limitations/weaknesses of the method described in the previous move?*

4. *Which phrases in Move 3 are used to provide reference to the paper itself and its organization?*

5. *Which optional step in Move 3 is missing?*

The text on page 107 is a rather typical example of the research paper Introduction, which follows the Move-Step model. Nevertheless, there can be much variation in introducing research, and it is not always easy to draw distinct boundaries between the moves. The structure and features of Introductions (as well as of the other parts of research papers) may be influenced by the following factors: the disciplinary area itself; the nature of the research described in a paper; the type and editorial requirements of a particular journal; the individual rhetorical and stylistic preferences of a writer. Also, the length of the moves/steps may be quite different, ranging from one sentence to several paragraphs (e.g., Step lb—Reviewing previous research in the area—can be rather lengthy).

The model, therefore, reflects only the <u>dominant tendencies</u> in the organization of Introductions. However, the knowledge of this organizational pattern essentially helps to master the fundamental skills of constructing research papers in English.

Task 50* *Read the article Introductions and analyze them according to the Move-Step model.*

A)

[1]Every practising foreign/second language (L2) teacher will have experienced occasions when something "goes wrong" with the class—e.g., conflicts or rebellious attitudes emerge, or there is sudden lethargy or complete unwillingness for cooperation on the students' part—and the L2 course becomes a nightmare where teaching is hard if not impossible. [2]At other times, the L2 classroom can turn out to be such a pleasant and inspiring environment that the time spent there is a constant source of success and satisfaction for teachers and learners alike. [3]What causes these differences? [4]Why do some classes feel "good" and "bad"? [5]Why do groups behave as they do? [6]Can we influence group events? [7]How important is it for foreign language teachers anyway?

[8]This paper addresses these questions from the perspective of group dynamics, which, as we will argue, is potentially very fruitful for the language teaching profession. ... [9]We would suggest that an awareness of classroom dynamics may help teachers establish firm footing, that is, create learning environments where language learning is a rewarding and therefore efficient experience. ...

[10] In the following, first we provide an overview of the aspects of group dynamics that we consider most relevant to L2 teaching. "Then, based on the theoretical insights and our own teaching experience, we make practical suggestions for teachers on how to explain the principles of group dynamics in their classroom.

B)

[1]Volunteer mentoring programs have been advocated increasingly as a means of promoting the academic achievement of adolescents who may be at risk for school failure (Campbell-Whatley, Algazzine & Obiakor, 1997; Dondero, 1997; Levine & Nidiffer, 1996; Reglin, 1998; Rogers & Taylor, 1997). [2]Indeed, approximately 5 million youth are involved in school- and community-based volunteer mentoring programs nationwide (McLearn, Colasanto, Schoen & Shapiro, 1999), including more than 100,000 participants in Big Brothers— Big Sisters of America Programs (McKenna, 1998). [3]Despite the growing popularity of this approach, very little is known about the underlying processes by which mentor relationships affect academic outcomes. [4]In this study, a conceptual model of mentoring was proposed and tested.

Useful Phrases: Establishing a Research Territory

Step la of Move 1 tends to begin with some standard phrases which you may learn and use in your writing. Note that they use evaluative language that emphasizes the interesting, important, or novel character of the research area. Below is a list of the most widespread phrases.

A central issue in … is …

It is now generally accepted/recognized that …

In recent years, researchers have become increasingly interested in …

Recently, there has been an increase of interest in …

Many recent studies have focused on …

Recently, a great deal of emphasis has been placed on …

One of the most important/promising aspects/tasks of … is …

One of the characteristic/important features of… is …

Over the last decade, research on … has increasingly demonstrated that …

The development of… has led to …

The relationship between … has been investigated/explored by many researchers.

The close relationship between … has become well established, supported, in particular, by …

The … has been extensively studied in recent years.

Step lb of Move 1 reviews previous research in the field. It makes intensive use of different citation patterns, which have already been discussed in this book. Refer to Unit 4 (pp. 83-84) for the information on the use of citations.

Task 51 *Try to explain why some of the phrases given above use (a) language of positive evaluation and (b) the present or present perfect tense.*

Useful Phrases: Establishing a Niche

Move 2 justifies the research by pointing at the gaps/weaknesses/ unsolved issues of the previous research (Step 2a and Step 2b) and thus preparing a space for a new investigation. Quite often, Move 2 begins with the word "however" and contains some critique. The following standard phrases may be recommended here.

Although considerable amount of research has been devoted to … , few attempts have been made to investigate …

Despite the importance/significance of…, little attention has been paid to …

However, few investigations have focused on …

However, little research has been undertaken to study the problem of…

However, little is known about the …

None of these data/results/findings provide the evidence for …

No data/studies support the …

Step 2c provides motivation for the research by raising a question, a problem, or a need. In addition to posing direct questions, as in Text (A) of Task 50, the following phrases may be used.

Further investigations are needed to …

It remains unclear whether …

It would be thus of interest to study/learn/investigate …

Step 2d justifies the research by continuing an established tradition or following up one's own research. In most cases, it shows how a certain current research or its results may be extended in some way, e.g.:

This method proved to be efficient for solving a number of various problems. In this paper, we demonstrate its application to …

Task 52 *What words of negative evaluation can you find in the phrases given above? Why are they used in Move 2?*

Useful Phrases: Occupying the Niche

In Move 3, an offer is made to fill the gap specified in the previous move. In the majority of cases, this is done by outlining the purpose or nature of the present research. The typical phrases of the move beginning include **meta-text,** or reference to the paper itself (in other words, text about one's own text) and, quite often, personal pronouns *(I, we).* Another typical linguistic feature of Move 3 is the use of the present tense, which helps to emphasize a novel character of the research.

Below are some standard phrases, which you may find useful for your writing.

In this paper, I discuss …

In this study, we present the preliminary results of…

In this paper, we report on …

The major task of this study is to provide …

The paper examines …

The present study analyzes …

The purpose of this paper is to give …

This paper focuses on …

This paper addresses the above questions from the perspective of …

This study expands the model of… to …

This study seeks to understand …

This study set out to identify …

Using the described approach, this study explores …

Step 3b—announcing principal findings—is optional and tends to occur only in certain disciplines. The same refers to Step 3c—outlining the structure of the research article, although it is less rare. It is recommended therefore to follow the usual practice in your research area.

Task 53* *Below is Step 3c of a slightly shortened chapter Introduction in the field of developmental psychology. What phrases are used here to introduce the structure of the book chapter? Can you notice any signs of positive self-evaluation of the research described in the chapter?*

[1]This chapter offers a broad look at the nature and genesis of beliefs about the origins of species. [2]Recent evidence on the development of children's thinking on this subject is presented in the larger context of an examination of the nature and distribution of creationist and evolutionary beliefs in contemporary society. [3]The chapter begins with a look at the current ideological debate between proponents of evolution versus creation "science." ... [4]The next section reviews what is known about the distribution of beliefs about origins among ordinary adults in the population at large. [5]The final section reports on a series of empirical studies examining the development of such folk beliefs in children growing up in families from fundamentalist and nonfundamentalist communities in the United States.

Task 54 *Take five English articles in your field of study and analyze the structure of their Introductions. Then, look for the patterns of introducing moves-steps which differ from the above patterns and write them out. Bring you findings to the class and be ready to compare and discuss them.*

Task 55* *Read the research paper Introduction written by a Ukrainian researcher in history and do the following.*

1. Divide the text into parts according to the Move-Step model by highlighting with a marker the phrases the author uses to introduce moves and steps.

2. Think of how the text could possibly be changed/improved and discuss this with your classroom partner.

3. Try to rewrite the parts of the text, which, in your opinion, require changes.

Ethnic and Social Changes in the City of L'viv in the 1940s-1990s:
The Paradoxes of Historical Development

Historical urban studies is one of the most important research areas in contemporary historical research. Cities have played an extremely important role in the social, political, and economic environment of every nation. Many investigators have recently turned to the cultural aspects of city life. Of particular interest and complexity are ethnic and religious problems, which have been extensively studied in recent years. However, little attention has been paid to the question of impact of interaction of different factors with the processes of city dynamics, for example, to the extent to which the connection between ethnic and economic issues might be developed in a historical perspective. One issue in this research is the investigation of interaction between ethnic, social, political, and economic aspects in the history of the city of L'viv in the period of the 1940s-1990s.

Before 1939, L'viv was a typical European city, one of the most important centers of Polish culture with a multicultural population. During the Second World War and the first decade after it, the Polish and Jewish populations were dramatically reduced. The demographic gap was filled mostly by Ukrainians and Russians. Instead of private business, the hyperdeveloped Soviet state industry was established, which was operated and carefully controlled by the communist regime of the USSR. On the other hand, especially during the Soviet times, L'viv became the most important center of Ukrainian cultural and underground political life. As a result of these changes, L'viv received the name of the Ukrainian "Piedmont" during the period of great sociopolitical transformations, which resulted in the proclamation of Ukrainian independence in 1991. However, after the independence had been achieved, the role of L'viv in the political and economic life of Ukraine rapidly declined. Current L'viv authorities have to struggle against a number of social problems, for instance, unemployment of workers of former Soviet plants, social and medical insecurity of pensioners, etc. There are also huge urban problems as well as the difficult question of the preservation of unique L'viv architectural complexes. But what can be observed very clearly is that L'viv is on the way to reestablishing its most important pre-war realities. For instance, there still exist factories, which accord well with the L'viv economic system of the 1940s.

The paper consists of the following parts.

Introduction.

Part 1. Historiography of the question of ethnic and social changes in the city of L'viv in the 1940s-1990s.

Part 2. Political end economic changes.

Part 3. Socio-demographic changes.

Part 4. Interaction between political, socio-demographic, and economic issues.

Conclusions.

Appendices. *(minor editing)*

Task 56 *Write on introduction to your own research.*

Methods

The Methods section provides description of methods, procedures, materials, and subjects (if applicable) used in a study. The characteristics of this part of a research paper vary across fields. As Swales and Feak (1994: 165), for example, point out, the Methods sections in social sciences are rather detailed and contain justifications and explanations, because methodology in these disciplines is often an important and debated issue. However, in hard sciences, biological and medical research, standard methods and practices are much more widely available.

Task 57* *Below are two Methods sections of the papers in the fields of applied linguistics and applied mechanics. The goal of the first paper is to assess the effect of content-based English instruction, that is the instruction that uses materials from mainstream academic disciplines (e.g., psychology or biology) as the medium of English language teaching. The second paper aims at improving possible prediction of creep rates in certain kinds of materials. Read through the texts and answer the questions that follow.*

A)

Subjects

The subjects in this study were ESL students at Kingsborough Community College (KCC) .... These students came from a wide variety of ethnic, cultural and linguistic backgrounds and were representative of the general ESL population at KCC. Most of the ESL students in this study were Russian, some were Haitian and Hispanic, and the remainder were Asian. ...

There was a total of 184 students in the original subject sample. These students were randomly selected from ESL 09 courses designated as content-based or as non-content-based. This designation was determined by the type of textual material used in instruction. Ninety-one students were assigned to the experimental, or content-based, group and   to the control, or non-content-based, group

Readings and Activities

The major difference between students in the two groups was in the nature of the textual material used in instruction. All other instructional procedures were essentially equivalent.

Students in the content-based ESL 09 classes, designated as the experimental group, used the text *Reading for a Reason* (Dobbs 1989). The course was designed as a multiple-content course (Kasper 1995c), in which all students read selections from five academic disciplines: language acquisition, computer science, anthropology, biology and psychology. ... The five disciplines studied represented both students' interests and subjects which they were most likely to study in college. ... Students in the non-content-based ESL 09 classes, designated as the control group, used the text, *Developing Reading Skills: Intermediate* (Markstein & Hirasawa 1981). The selections read in these classes were not grounded in any specific academic disciplines, but rather covered a wide range of topics. ...

B)

[1]The macroscopic behavior of a power-law material was modeled by the response of a sphere of the material containing a concentric spherical void. [2]This approach has been taken by Gurson (1977) for rate-independent elastic-plastic materials and by Duva (1986) and Cocks (1989) for power-law materials. [3]It is also the method used to develop the law for pure hydrostatic macroscopic stress developed by Wilkinson and Ashby (1975) and used by Helle etal. (1985). [4]The surface of the spherical void was traction-free. [5]The solutions to the cell model problems were found by the finite element method. [6]A standard velocity based on the finite element method was used and, for $n > 1$, Newton iteration was utilized, iteration was performed until a strict convergence criterion was met. [8]For a given stress exponent *n,* the process was initiated by using the solution at $n-1$. [9]The linear case with $n = 1$ was solved directly.

1. *What tense is used in Text (A)?*

2. *What tenses are used in Text (B)?*

3. *What differences and similarities in the use of verb tenses in the texts can you notice?*

4. *Which text contains more citations? Why? Are there any differences in citing?*

5. *Which text seems to have a slower flow? Why?*

Task 58* *Now read the shortened Methods section of a research paper in the field of mineralogy and put the verbs in parentheses into appropriate tense and voice forms.*

Materials and Methods Employed

The present study *(to base)* on a number of observations of the texture … of seven rock specimens. The specimens ... *(to collect)* from a metamorphic terrain of upper amphibolite facies, previously described by the writer.

Textures *(to examine)* in thin-sections and *(to record)* by projecting enlarged images on to paper by use of a Pullin Micro-projector, and tracing the images in pencil. Grain boundary angles *(to measure)* by use of a universal stage. The stage *(to adjust)* until the three interfaces at three-grain junctions *(to be)* vertical, thus making sure that true interplanar angles *(to measure)*. The universal stage *(to use)* also in the measurement of other angles, such as those between the plane of section and the interface between two grains.

Task 59 *Find three English research papers from your field of interest, read attentively their Methods sections, and compare them with the texts given in Task 57. Use the analysis chart given below (the texts in Task 57 have been compared as an example for you). Be ready to discuss any possible differences or common features.*

Table 8. Analysis Chart

	(A)	(B)	(C)	(D)	(E)
Tenses:					
present		+			
past	+	+			
present perfect		+			
Citations:					
by name or by number	by name	by name			
if by name, the names occur:					
as subject					
as agent		+			
in parentheses	+				
How:					
slow or fast	slow	fast			

Task 60 *Produce a Methods section from your own research*

Results

The Results section reports data or information obtained in the course of a study. In this part of the research paper, writers put forward their new knowledge claims through the demonstration, explanation, and interpretation of the findings.

The presentation of results is typically followed by the Discussion section, although the division between these two sections is not rigid, and they may appear together as one structural part of a research paper. Even if the Results section is formally separated from the Discussion, it often contains some comments on the data. The purpose of such comments is to provide a timely response to the critical remarks or questions about results or methods that the author of a paper is likely to anticipate.

The authors of a textbook on writing research reports, Robert Weissberg and Suzanne Buker, suggest a possible model for the Results section, which consists of three moves, or, as the authors call them, "three basic elements of information" (1990: 138):

- Element 1 indicates the location of the data to be discussed (e.g., "The major results are given in Table 1.");
- Element 2 states the most important findings (e.g., "According to the results of the survey, 70 per cent of students experienced serious problems with listening comprehension in English.");
- Element 3 comments on the results (e.g., "These results are consistent with the findings of available studies.").

This is, however, an ideal model, which is not very frequently found in its pure form. In fact, Element 2 (the Statement of Result) is the only obligatory move in the Results section.

Task 61* *Below is the Results section of a paper in the field of language learning. It reports the findings of the study, in which the authors investigated whether failures in learning English could improve with extensive reading. Identify the three moves in the text (as suggested by Weissberg and Buker).*

[1]Table 1 presents means for the pre- and post-tests and gain scores. [2]As expected, the comparison group outperformed the experimental group on the pre-test, but inspection of post-test scores shows that the experimental group nearly made up the gap between two groups.

[3]The gains made by the experimental group were significantly greater than the gains made by the comparison group ($t = 2.269$, $df = 38$, $p < 0.025$).

[4]Perhaps, the most important and impressive finding of the study is the clear improvement in attitude shown by the experimental students. [5]Many of once reluctant students of EFL became eager readers. [6]Several wrote in their diaries that they were amazed at their improvement. [7]Their diaries also indicated that they understood the stories. [8]Also of interest is our observation that students did not progress linearly from easy to harder books. [9]Some students read easier books after reading some more difficult texts, and then returned later to harder books.

[10]The clear gains made by the experimental group are quite consistent with previous reports of the positive effect of extensive reading on second language acquirers. [11]Taken in isolation, however, these results of this study are, at best, suggestive. [12]It is a study of only two classrooms, only one measure was used, and one of the experimenters taught both sections.

According to Weissberg and Buker (1990: 138), the Results sections have certain linguistic characteristics:

- the present tense in the Locating the data move (Element 1);
- the past tense in the Statement of results (Element 2);
- instances of a cautious style of writing (see Unit 3, p. 28) in the Commenting on the results move (Element 3).

You may find these features in the above text (Task 61).

Commenting on Data

As seen from the above, comments on data are an important part of the Results section. Frequently, the data are presented in the visual form as tables, figures, graphs, or charts (diagrams). Data commentary may have various purposes (usually several). Most common of them, as Swales and Feak (1994: 78) state, are as follows:

• to highlight the data;

• to compare them with other data or results;

• to assess the data;

• to generalize from the data;

• to discuss their possible implications.

According to the above authors (Swales and Feak, 1994: 80), data commentaries have the following elements:

• location elements and/or summary statements;

• highlighting statements;

• discussions of implications, problems, exceptions, etc.

As you may notice, this organization is analogous to the general structure of the Results section. A rather typical structure of data commentary may be illustrated by the following excerpt from a paper dealing with the accessibility of information on the World Wide Web.

Box 3. Structure of Data Commentary

summary statement + location We manually classified the first 2,500 randomly found web servers into the classes shown in Fig. 1. Highlighting statements About 6% of web servers have scientific/educational content (defined here as university, college and research lab servers). The web contains a diverse range of scientific material, including scientist, university and project home pages, preprints. technical reports, conference and journal papers, teaching resources, and databases (for example, gene sequences, molecular structures, and image libraries). Discussion The high value of the scientific information on the web. and the relatively small percentage of servers that contain the bulk of that information, suggest that an index of all scientific information on the web would be feasible and very valuable.

Useful Phrases: Locating the Data

Below are the most typical phrases that realize the first element of data commentaries. Please pay special attention to the use of prepositions and relative pronouns.

As can be seen from the data, …

As can be seen in/from Table 1, …

As demonstrated by the graph, …

As (it) has been proved in Chapter 1, …

As shown by the data, …

As stated on the previous page, …

… are shown/given/provided/summarized/ demonstrated in Table 1.

For more explanations, see Chapter 1 …

Table (figure, graph) 1 demonstrates/indicates/shows/suggests (that) …

Table (figure, graph) 1 gives/illustrates /presents/reveals/summarizes …

Task 62* *Fill in the blanks with missing words.*

1. _____ shown in Figure 1, about 83% of Web servers contain commercial content.

2. These facts have already been mentioned_____page 10.

3. The various genetic mechanisms that can result in cancer are discussed_____Chapter 10.

4. Figure 1 shows_____traditional and innovative teachers of English prefer different teaching techniques.

5. Prominent examples of the exploration of these concepts include the study of polymorphism (_____Chapter 9).

6. As demonstrated_____the diagram, overall life expectancy in Ukraine fell by 2 more years in 1995 and was 67 years, which is 5.3 years below the average in Europe.

7. As seen_____the data in Table 3, the number of international tourists in Tanzania has significantly increased.

8. The activity of Chornobyl' rehabilitation centers is illustrated_____ the pie chart_____page 62.

9. As can be seen_____figure 1, this DNA is biologically active in a strain.

Useful Phrases: Highlighting the Data

Highlighting statements generalize the data. When highlighting the data, it is important to reveal and show the most important details and regularities; it is not necessary to cover all the information.

Highlighting statements often include comparison and contrast. Some widespread patterns with added qualifying words are below.

X is completely/entirely/quite different from Y.

X is considerably/somewhat/slightly larger/smaller than Y.

X is exactly/approximately/almost the same as Y.

X is not exactly/entirely/quite the same as Y.

Both X and Y are/have ...

X and Y are similar in that they both have/are ...

X is similar to Y in its ...

X and Y are dissimilar in that X has a much greater/smaller ... than Y.

The main difference/one of the differences between X and Y is that X is ..., whereas (while) Y is ...

X is twice/three times as large/small as Y.

Task 63 *Look at the pie chart, which illustrates a typical composition of the residential waste stream, and then write generalized comments that highlight and compare the data. Begin your commentary with: "As can be seen from the chart,   ..."*

Figure 1. Typical composition of the residential waste stream
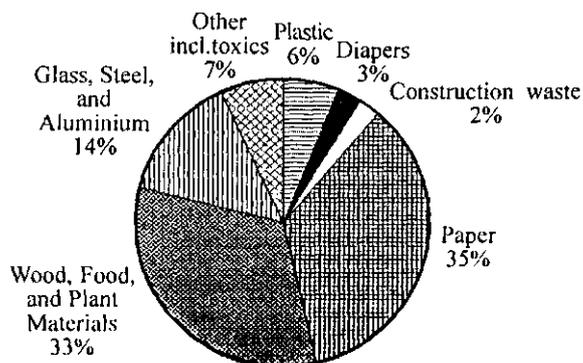
Useful Phrases: Discussing the Data

Data commentaries usually conclude with

- explanations (and/or),
- discussions of unexpected results or unsatisfactory data (if this is necessary),
- possible further research or possible future predictions (Swales and Feak, 1994: 80).

The final parts of data commentaries may also include the discussion of limitations of data collection and/or analysis, as in Task 61 (sentences 11-12).

Concluding statements judge the data and, therefore, are often written rather cautiously. Below are some typical phrases, which you may find useful for your writing.

The data clarify the relationship between ...

The data indicate/suggest that there is a connection between ...

There is some evidence in the data to support our hypothesis, which proposed that ...

The errors may be due to ...

The inconsistency of data is probably a consequence of...

This particular result may be attributed to the influence of...

The quantitative data support the initial hypothesis.

The results have failed to explain ...

The results of the experiment question/undermine the previous research.

Although the data shows support for ... , mention should be made of some of the limitations of this study.

The findings of the study need to be treated with certain caution, since ...

Notwithstanding their applicability, these findings will still be limited to simply providing advice and guidance.

Task 64　*Below is the data commentary from the paper "Teaching vocabulary in colour" (the introductory part of the paper is given in Task 47, p. 100). Read the commentary and identify its three basic parts. Then, expand the commentary by adding several more highlighting statements and by indicating the limitations of the study.*

[1]Experimenting with ways to make my classes more interesting and lively, I tried using coloured paper for handouts. [2]For the whole year students received handouts in six different colours and could choose the colour they preferred. ... [3]When asked about their favourite colours for handouts, they gave the answers shown in Figure 2.

Students' Favourite Colours:
Handouts and Notebooks

	Lively Students 45 (64%)	Quiet Students 25 (36%)	Total 70 (100%)
Yellow	14 (31.1%)	6 (24%)	20 (28.5%)
Green	10 (22.2%)	5 (20%)	15 (21.5%)
Blue	6 (13.3%)	6 (24%)	12 (17.0%)
Pink	7 (15.6%)	4 (16%)	11 (16.0%)
White	5 (11.1%)	3 (12%)	8 (11.0%)
Orange	3 (6.7%)	1 (4%)	4 (6.0%)

Figure 2.

[4]The results show that students preferred the colours which had a positive influence on their psyche and were pleasant for the eyes. [5]The colours may also have improved their intellectual abilities, although not so much their imagination and creativity. This again illustrates that learning vocabulary is perceived as a task requiring concentration and good memory more than fantasy.

Task 65　*Write a commentary to your own research data or any available data in your field of study.*

Discussion Sections

The Discussion section interprets the results and their relationship to the research problem and hypotheses (Jordan, 1996: 85). As mentioned above, division between the Discussion and the Results sections is not rigid; furthermore, it is not always easy to distinguish between the Discussion and the Conclusions sections.

Applied linguists Andy Hopkins and Tony Dudley-Evans (1988) have shown that the Discussion sections of research articles are organized as certain logical sequences of rhetorical moves. These moves are as follows:

1. Background information.
2. Statement of results.
3. (Un)expected result(s).
4. Reference to previous research (comparison).
5. Explanation of unsatisfactory result(s).
6. Exemplification.
7. Deduction and hypothesis (or Claim).
8. Reference to previous research (in support of a claim).
9. Recommendation.
10. Justification.

As Dudley-Evans (1997) explains, moves may occur in sequences in which once a certain move is chosen the writer is obliged to continue with other specified moves. Thus, Move 7 (Claim) would normally have to be followed by Move 8 supporting the Claim. Usually, Discussion sections contain some of the above moves (not necessarily all). The number and place of moves in a sequence depends on how neatly the discussed results fit those expected.

Task 66* *Consider the shortened Discussion section of a research paper in psychology, which describes the effect of special interrogation techniques (labeled as CI and SSI) on the memory of crime witnesses. Analyze the move structure of the text according to the model suggested by Hopkins and Dudley-Evans. Then answer the questions that follow.*

[1]Our results showed that eyewitnesses gave richer and more detailed statements about the crime when they had prior knowledge of the crime context. [2]But it only occurred in those subjects who were interviewed by means of the CI. [3]The subjects who were interviewed by means of the SSI were unable to benefit from their prior knowledge of the parking area of the University of La Laguna. ...

[4]Nevertheless, more errors were found in relation to the description of persons when the CI was used. [5]This result is consistent with results obtained in previous studies (see Milne & Bull, 1995; Milne, Kohnken, & Memon, 1995). [6]The appearance of errors in our study could be explained by taking into consideration the level of complexity of the video sequence used in our experiment .... [7]Due to the greater complexity of our material, our subjects may have found the sequence more difficult to remember and, therefore, committed more errors in their accounts. ...

[8]In real life, frames play an important role when encoding and recalling the information related to the witnessed event. [9]The influence of the prior knowledge of the crime context on witnesses' memory when they are interviewed by means of the CI is obviously something to take into account in both application and theory.

1. Which of the moves suggested by Hopkins and Dudley-Evans are missing ?

2. Is the sequence of moves in the text the same as in the model?

3. Which sentences include instances of cautious language? Why is such language used there?

Task 67 *Take five English articles in your field of study and analyze their Discussion sections. Compare their move structure with that of the text given in Task 66 and indicate both similarities and differences. Bring your findings to the class and be ready to discuss them.*

Conclusions

As Swales and Feak (1994: 195) indicate, the difference between the Discussion and Conclusions sections is largely conventional depending on traditions in particular fields and journals. Quite often, Discussions and Conclusions appear as one (and the final) part of a research paper.

If the Conclusions section appears as a separate part, it usually consists of the following moves:

1. Summary of the results.
2. Implications (theoretical and/or practical).
3. Plans for future research or possible further research in the area.

The moves labeled here as 1 and 2 frequently appear in the Discussion section (when it is a final part of a paper). However, Move 3, as Carol Berkenkotter and Thomas Huckin (1995: 41) claim, is not very common nowadays because scientists compete for obtaining funding for their research and prefer not to share their ideas or disclose future plans.

Task 68* *Read the short final section of a research paper in the field of psychology and mark up its moves by drawing a box around each move.*

An existential-phenomenological exploration of emotional abuse, in which six women participated, demonstrated 37 themes and identified three phases of an abusive relationship. While further research is needed with a variety of groups of women, this study does suggest some general guidelines for identification and management.

Useful Phrases: Discussions and Conclusions

Below are some typical phrases which you may use when writing the Discussion and Conclusions sections of your papers.

In general, this analysis/research/investigation/description shows …

This paper focussed on/investigated/explored/showed …

These results are consistent with …

With one exception, the experimental data confirm …

However, the results/findings described are fairly general …

However, the results of this survey should be treated with certain caution, since …

The appearance of errors in our study could be explained by …

The question remains as to …

We are not yet in a position to offer explanations for …

This research provides implications for …

Further research is needed to verify …

Further research is suggested to determine …

We advocate further research on …

Task 69   *Now take again five English articles in your field of study/ research and consider the structure of their final parts. Look for the phrases which might be useful for your English writing, write them out, and add to the list above.*

Special advice: while writing a research paper in English, keep at hand the lists of useful phrases, which textualize various rhetorical moves: you will find this <u>extremely</u> helpful! Remember, however, that although the moves reflect certain prominent rhetorical <u>tendencies</u> characteristic of English academic writing, you are not obliged to strictly follow them in all cases.

Unit 7

Research Paper Abstracts

A research paper (or journal) abstract (Ukr. *анотація)* is a short account of a research paper placed before it. In contrast to the abstracts, which appear in abstracting journals, the research article abstract is written by the author of a paper. The "relatives" of the journal abstract are: the **summary** (discussed in Unit 5), the **conference abstract** (to be discussed in the next unit), and the **synopsis**—a shorter version of a document that usually mirrors the organization of the full text.

The journal abstract performs a number of important functions. It:

- serves as a short version of the paper, which provides the most important information;
- helps, therefore, the potential audience to decide whether to read the whole article or not;
- prepares the reader for reading a full text by giving an idea of what to expect;
- serves as a reference after the paper has been read.

Nowadays, abstracts are widely used in electronic storage and retrieval systems and by on-line information services. Their role in dissemination and circulation of written research products is further increasing in the information age.

The journal abstract has certain textual and linguistic characteristics. It:

- consists of a single paragraph;
- contains 4-10 full sentences;
- tends to avoid the first person and to use impersonal active constructions (e.g., " This research shows …") or passive voice (e.g., " The data were analyzed …");

- rarely uses negative sentences;
- uses meta-text (e.g., "This paper investigates ...");
- avoids using acronyms, abbreviations, and symbols (unless they are defined in the abstract itself);
- does not cite by number or refer by number to anything from the text of the paper.

The most frequent tense used in abstracts is the present tense. It is used to state facts, describe methods, make comparisons, and give results. The past tense is preferred when reference is made to the author's own experiments, calculations, observations, etc.

Journal abstracts are often divided into **informative** and **indicative** abstracts. The informative abstract includes main findings and various specifics such as measurements or quantities. This type of abstract often accompanies research reports and looks itself like a report in miniature.

Indicative abstracts indicate the subject of a paper. They provide a brief description without going into a detailed account. The abstracts of this type often accompany lengthy texts or theoretical papers. The combination of both types of journal abstracts, however, also exists.

The structure for the English journal abstract, as suggested by Mauro B. dos Santos (1996), includes the following moves:

1. Situating the research (e.g., by stating current knowledge in the field or a research problem).
2. Presenting the research (e.g., by indicating its main purpose or main features).
3. Describing its methodology.
4. Summarizing the results.
5. Discussing the research (by drawing conclusions and/or giving recommendations).

However, the rhetorical structure of journal abstracts may vary depending upon a research subject, field of investigation, and type of a paper.

Task 70 *Read the three abstracts with identified moves and answer the questions that follow.*

A)

^{Presenting the research} Treating a printed circuit board (PCB) as a thin flexible rectangular plate, we evaluate its dynamic response to periodic shock loads applied to the support contour. The effect of the load periodicity on the amplitudes, accelerations, and stresses is analyzed for transient and steady-state damped linear vibrations, as well as for steady-state undamped nonlinear vibrations. ^{Summarizing the results} it is shown that the transient nonresonant linear response can exceed the steady-state response by up to two times, and that the linear approach can be misleading in the case of a nondeformable support contour and intense loading. ^{Discussing the research} The obtained results can be of help when evaluating the accelerations, experienced by surface mounted electronic components and devices, and the dynamic stresses in a PCB of the given type, dimensions, and support conditions.

B)

^{Situating the research} A crucial event in the historical evolution of scientific English was the birth of the scientific journal. This event and its early rhetorical consequences have been well described in recent research. In contrast, few details are known concerning subsequent developments in scientific writing from the eighteenth century onward. ^{Presenting the research} In this paper, the changing language and rhetoric of medical research reporting over the last 250 years are characterized and the underlying causes of these changes investigated. ^{Describing its methodology} Research articles from the *Edinburgh Medical Journal,* the oldest continuing medical journal in English, constitute the corpus in this study. Sampling took place at seven intervals between 1735 and 1985, with two types of data analysis being performed—rhetorical text analysis focusing on the broad genre characteristics of articles; and linguistic analysis of these articles registrar features using Biber's system of text analysis.

^{Summarizing the results} Results indicate that the linguistic rhetorical evolution of medical research writing can be accounted for on the basis of the changing epistemological norms of medical knowledge, the growth of a professional medical community, and the periodic redefinition of medicine vis-a-vis the non-medical sciences.

C)

^{Situating the research} Modern democracy requires delegation. One problem with delegation is that principals and agents often have conflicting interests. A second problem is that principals lack information about their agents. Many scholars conclude that these problems cause delegation to become abdication. ^{Presenting the research} We reject this conclusion and introduce a theory of delegation that supports a different conclusion. The theory clarifies when interest conflicts and information problems do (and do not) turn delegation into abdication, ^{Summarizing the results} We conclude by arguing that remedies for common delegation problems can be embedded in the design of electoral, legislative, and bureaucratic institutions. The culmination of our efforts is a simple, but general, statement about when citizens and legislators can (and cannot) control their agents.

1. *How can you characterize the above abstracts in terms of being informative/indicative ?*

2. *What moves do all the three abstracts share?*

3. *What instances of meta-text (reference to the text/research itself) can you find in the texts?*

4. *What tense is most frequently used in the abstracts? What other tenses are used (and why)?*

5. *Which of the abstracts seems to advertise the research? What are the linguistic signs of self-promotion in this abstract?*

Task 71* *Below is the shortened abstract of a research paper in the field of legal studies. Put the verbs in parentheses into appropriate tense forms.*

This paper *(to provide)* a study of the use of law to invoke and protect the interests of poorest consumers of the privatized water industry. It *(to focus)* upon the introduction of pre-payment devices and the legal action to prevent their use. The context of the study (to *lie)* in the privatization of water industry in 1989 .... The claims which *(to surround)* the application of the policy *(to be)* familiar: private ownership produced efficiency, effective management, and attentiveness to customers' needs.... This article (to *find)* the claim to be false. It *(to consider)* the social engineering role of law in attempting to protect the interests of poorest consumers ... . It (to *conclude)* by suggesting that not only is access to the law differentiated by power and resources, but that compliance with it is also mediated by the same inequality.

Task 72* *Sequence the jumbled parts of this abstract from the field of anthropology.*

A)

This paper argues that this assumption obscures the multiple dimensions along which core/periphery distinctions can be measured and ignores the possibility of mutual influence and interdependence among interacting societies at all size and complexity levels. This confusion is particularly evident in the study of Southeastern Mesoamerica (adjoining portions of Guatemala, Honduras, and EI Salvador), usually viewed as peripheral to lowland Maya core states during the late Classic period (A.D. 600-950).

B)

The essay concludes with an overview of late Classic lowland Maya/non-Maya interactions in the Southeast and some general suggestions for future research.

C)

Archeological investigations on the margins of "high civilization" have traditionally been guided by the assumption that polities in such zones were peripheral to core states.

D)

In an attempt to advance the study of polities bordering complex and extensive sociopolitical systems, a general model is outlined which sets out to identify the different dimensions of peripherality and specify the conditions under which various sorts of core/ periphery relations are likely to develop. Late Classic political, economic, demographic, and cultural patterns from the Naco Valley, northwestern Honduras, are then examined to determine how this area was linked to lowland Maya core states (represented here by Copan and Quirigua) and what effects the societies had on indigenous developments.

133

Task 73* *Read the short research report in the field of applied linguistics and two versions of its abstracts. Discuss in a group the strengths and weaknesses of each version. Then write your own abstract of the report.*

The Attitudes of Ukrainian Students
Toward Academic Writing and the Ways of its Mastering

In recent years, there has been growing interest in learning and teaching English academic writing, which is now studied not only in Anglophone countries but also in the countries where English is used as a medium of university instruction. In Ukraine, however, academic writing either in foreign or native languages has never been taught. Although motivation of Ukrainian students to master academic writing seems nowadays to increase, it is still unclear what their real needs are. ft is therefore important to analyze what these learners know and think about academic writing in both English and native languages.

This paper reports the results of a brief anonymous survey conducted in a group of students (12 persons) of the Master's Program in humanities of the Ivan Franko National University of L'viv. The survey was based on the questionnaire, which focused on the students' personal attitudes toward academic writing and the ways of its mastering.

Thus, all students believe there is a need in regular university courses both of English and Ukrainian academic writing. Eight students think that Ukrainian scholars need to write in Ukrainian, English, and the Slavic languages influential in Ukraine (e.g., Russian, Polish); four persons have chosen Ukrainian and English. When writing in English, a Ukrainian scholar should, according to the opinion of eight students, entirely conform to all standards of English academic writing. However, two students thought that while a Ukrainian should observe English grammar and spelling rules, he/she could preserve some rhetorical features of Ukrainian academic writing, while another two believed that all Ukrainian features could be retained. Finally, ten students considered successful writing to be a gift polished by appropriate training, only two maintaining that it was a skill.

Eight of the 12 students thought that the best way of mastering English academic writing was to use an appropriate textbook plus to read literature in their research field; three more students added to this choice the advice of knowledgeable supervisors; and only one student thought that it would be enough to read the scientific literature. Six thought the best way to master academic writing in Ukrainian would be to use an appropriate textbook plus to read literature plus to follow the advice of supervisors; four others offered variations on this theme; and only two thought it would be enough to read the literature only.

The results of this short survey unambiguously demonstrate support for the concept of the explicit learning of academic writing in English as well as in the native language. They also show that Ukrainian students are well aware of the current role of English in research. Moreover, they tend to handle the controversial issue of whether to preserve their culture-specific rhetoric when writing in English in favor of full compliance with the rhetorical norms of the target language. At the same time, however, they seem to recognize the importance of both English and native languages for their particular contexts. They also tend to reconcile opposing attitudes to academic writing by viewing it as "a gift," but one enhanced by appropriate training. However, the results of this survey should be treated with certain caution, since only a limited number of students participated in the survey.

A)

This paper reports the results of a brief anonymous survey conducted in a group of 12 students of the Master's Program in humanities of the Ivan Franko National University of L'viv. The survey was based on the questionnaire, which focused on the students' personal attitudes toward academic writing and the ways of its mastering. All students believe there is a need in regular university courses both of English and Ukrainian academic writing. Ten students consider successful writing to be a gift polished by appropriate training. The majority of the students think that the best way of mastering both English and Ukrainian academic writing is to use an appropriate textbook plus to read literature in their research field and to follow the advice of supervisors.

B)

In recent years, there has been growing interest in learning and teaching English academic writing. In Ukraine, however, academic writing either in foreign or native languages has never been taught. Although motivation of Ukrainian students to master academic writing seems nowadays to increase, it is still unclear what their real needs are. It is therefore important to analyze what these learners know and think about academic writing in both English and native languages. This paper reports and discusses the results of the survey, which focuses on the students' personal attitudes toward academic writing and the ways of its mastering.

Task 74 *Take five English journal abstracts in your field of study and compare their rhetorical structure with that described in this Unit. Make a list of similarities and differences in the form of a table. Write out the instances of meta-text and compile your own list of useful phrases for writing journal abstracts.*

Task 75 *Write an abstract of your research paper.*

Unit 8

Conference Abstracts

A conference abstract (Ukr. *тези доповіді)* is a short account of an oral presentation proposed to the organizers of a conference. It is a widespread and important genre that plays a significant role in promoting new knowledge within scientific communities, both national and international.

Nowadays, Ukrainian scholars often try to submit abstracts to international conferences. For many of our academics, the conference abstract is a kind of a "pass" to the world research communities that provides, if accepted, various opportunities for professional contacts and communication.

The abstracts submitted for international and major national conferences are usually reviewed (sometimes blind-reviewed, i.e. considered without seeing the names of the authors) by conference committees. A certain number of abstracts are, as a rule, rejected. Conference abstracts, therefore, participate in the competition for acceptance and need to impress reviewing committees; that is why they may be written in a somewhat promotional, self-advertising manner. As Berkenkotter and Huckin (1995) indicate, a dominant rhetorical feature of conference abstracts is "interestingness" created by the novelty of a topic and its presentation in an interesting for the potential audience way.

As conferences in Western countries are usually planned considerably in advance (abstract deadlines may sometimes be one year before the actual conference), abstracts may propose uncompleted research, which is planned to be finalized before the beginning of the conference. Due

to such circumstances, English conference abstracts may provide only some outlines of the investigation rather than fully report it.

Conference abstracts have certain textual characteristics. They are usually of one-page length (200-300 words) and consist of three paragraphs on average. Some conferences require in addition a shorter version of an abstract for inclusion in the conference program. Such versions do not normally exceed 50 words.

As one study of conference abstracts has shown (Yakhontova, 2002a), the conference abstract tends to have five basic rhetorical moves (although certain deviations from this structure are quite possible). These moves, which may be realized by certain rhetorical strategies (given below in parentheses), are as follows:

1. Outlining the research field (by reference to established knowledge/ importance claim/previous research).
2. Justifying a particular research/study (by indicating a gap in the previous research/by counter-claiming/by question-posing/by continuing a tradition).
3. Introducing the paper to be presented at the conference.
4. Summarizing the paper (by giving its brief overview).
5. Highlighting its outcome/results (by indicating the most important results or their possible applications and/or implications).

The first, the second, and the third moves of the conference abstract are, in fact, identical to the three initial moves of the research paper Introduction, (see Unit 6, pp. 105-114). The fourth move is a brief overview of the conference paper structured with the help of meta-textual phrases. The final move—Highlighting the outcome—often only indicates the most important results and their possible applications and implications. Most typically, the first and the second moves are realized in the initial paragraph of a text, while the following paragraph introduces and summarizes the paper, and the concluding one highlights the outcome.

Task 76* *Below is the conference abstract in the field of applied linguistics with the identified moves. Read the abstract and answer the questions that follow.*

_{Outlining the research field} The conference abstract is a common and important genre that plays a significant role in disseminating new knowledge within scientific communities, both national and international. As a genre with the specific features of "interestingness" created to attract the attention of reviewing committees, the conference abstract has been investigated by Berkenkotter & Huckin (1995) and Swales (1996). _{Justifying a particular research/study} However the issue of cultural variation in this genre has not yet become a subject of research, although the conference abstract, like other genres of academic discourse, can be presumed to reflect the national proclivities in writing. _{Introducing the paper} This paper attempts to describe the culture-specific differences of English versus Ukrainian conference abstracts on the level of their cognitive structure and language and to provide some tentative explanations of cultural backgrounds underlying these rhetorical and linguistic preferences. _{Summarizing the paper} It is also shown how the inherited cognitive patterns of Ukrainian writers interplay with the acquired stereotypes of English scientific discourse in the abstracts they construct in English. _{Highlighting the outcome} As a result this study raises a broader question: to what extent is it necessary to adopt the English conventions of this genre in order to be accepted and recognized by international fora? This issue will be discussed in connection with the pedagogical implications arising from the findings and observations of the study.

1. What rhetorical strategy is used in the first move of the abstract?

2. Why does this move contain two references? What does the author of the abstract want to show by including them into the text?

3. What strategy is used to present the study described in the abstract as a novel one (in the Justifying a particular research/study move)?

4. What instances of meta-text (phrases about the text/research itself can you find in the abstract? What is, in your opinion, their role? How would the removal of these phrases influence the text? (You may try to do this as an experiment).

5. How does the final move present the outcome of the study?

6. What promotional strategies/features can you identify in the abstract?

Conference abstracts from various research areas may be somewhat different due to the influence of disciplinary factors. For example, abstracts in hard sciences tend to be more specific about their findings. They may also provide a brief description of the research framework (with the explanation of appropriate methods) in the Summarizing the paper move. Furthermore, the abstracts in these fields generally favor the use of the personal pronoun *we* for representing a single author, in contrast to their counterparts in humanities. Notwithstanding these possible discrepancies, conference abstracts in many fields seem to have more similarities than differences insofar as they share generally the same rhetorical organization and textual format.

Task 77* *Read carefully the abstract in the field of applied mathematics and mark up its moves.*

The Rotor-Tip Vortex: Structure and Interactions

[1]The helicopter rotor wake is among the most complex structures in aerodynamics. [2]A large amount of computational and experimental work on the rotor wake has been published and much of a qualitative nature is known about the origin of the two main components of the rotor wake: the tip-vortex and the inboard sheet. [3]However, little of a quantitative nature is known concerning the dependence of the very near wake structure (i.e. the circulation, tip-vortex core radius, and initial tip-vortex orientation) on the independent parameters of the flow such as local flow speed, rotor blade geometry and angle of attack.

[4]Here we discuss the main features of the origin of the tip-vortex and interactions, which can occur with the surrounding solid surfaces such as the rotor blades and the helicopter airframe. [5]The problem is approached from both an experimental and computational perspective. [6]Of particular interest is the case where the vortex directly impacts a rotor blade or fuselage, in which a portion of the vortex core can be destroyed locally. [7]We call this a vortex-surface collision, and the behavior of the pressure and swirl velocity within the vortex are described in several examples.

Task 78 *Consider the conference abstract written by a Ukrainian student majoring in genetics. Out of eight possible changes suggested below, choose the three ones which, in your opinion, can best improve the abstract. Discuss your choices with a partner or in a small group.*

Investigation of Mutants
Streptomyces Globisporus and *Streptomyces Coelicolor*
Acquired by Exposition of Ethidium Bromide and Acriflavine

Streptomyces Globisporus is a producent of the antibiotic named Landomycine E, which belongs to the group of antitumor agents and is used in therapy. The actynomycete culture *S. globisporus,* therefore, requires a thorough investigation. *S.coelicolor* is a model object.

Ethidium bromide and acriflavine are intercalatory agents. These compounds stimulate the manifestations of genetic instability resulting in the changes in producing antibiotics and in resistance. The exposition of *S. globisporus* and *S. coelicolor* with this intercalatory substance was conducted. Among the mutants, which were received after the treatment, there is a large quantity of mutants with a block in the biosynthesis of antibiotics, superproducers, and the mutants with the abnormal system of transport. It was discovered that actynomycete cultures differ in the level of resistance to mutagenes. *S. coelicolor* is more sensitive to the effect of these agents.

(minor editing)

1. *Add meta-textual phrases (e.g., "This paper reports ... ").*

2. *Insert several references into the first sentence.*

3. *Include a sentence indicating the gaps or weaknesses of the previous research in this area.*

4. *Add more logical connectors.*

5. *Provide more background information situating the study and include it into the first paragraph.*

6. *Change a textual format of the abstract by singling out the third paragraph.*

7. *Switch to a personal style of presentation by using the first person singular pronoun (e.g., "In this paper, I report ... ").*

8. *Add a sentence slating potential implications of the study.*

Useful Phrases: Highlighting the Outcome

As the first three parts of the conference abstract are similar to the first three moves of the research paper Introductions, you may use the appropriate useful phrases given in Unit 6 (pp. 110-112) for writing your conference abstracts. Also, meta-textual patterns, which realize Move 3 of the research paper Introduction, can be used in the Summarizing the paper part of the conference abstract. Below are useful phrases, which realize Move 5 of the conference abstract.

Finally, ... implications will be drawn from the results obtained.

Tentative explanations for ... are offered.

The paper closes with several suggestions on ...

The paper implies a number of practical recommendations to ...

The paper will conclude by ...

As a final point, a conclusion involving ... will be offered.

Task 79* Here *is the conference abstract in the field of literary criticism written by a Ukrainian scholar. Try to rewrite it in a more "English" manner using meta-text where necessary and following a three-paragraph format. You may also try to slightly change its style and flow. Then compare your text with a possible version given in the Answers section.*

The Author's Style and Stylistic Devices

Oscar Wilde's style is very remarkable, so it has always attracted the attention **of** linguists. One of its peculiarities is a love of the paradox—a statement which **is** contrary to generally accepted opinions (or a statement which at first sight seems absurd, but which contains an important truth). It is often through the paradox that the writer expresses his way of thinking.

Another specific feature of Oscar Wilde's manner of writing is a formal non-participation of the narrator in the evaluation of the characters and their actions.

141

In the novel "The Picture of Dorian Gray," the main role is played by Lord Henry, a person having an analytical mind and the gift of eloquence. From his monologues the reader learns that his favourite mode of reasoning is through the paradox.

The principal stylistic devices that help to form paradoxical content are the ones, which are based on the contrast of meaning: antithesis, antonomasia, irony, and oxymoron. The last one is the most numerous device. We have found such oxymorons as "brainless, beautiful creature," "great romantic tragedies," "her finest tragedy," "horrible sympathy, terrible pleasure," and many others. The above insufficiently characterizes the style of the famous writer. It requires further investigation.

(minor editing)

Task 80 *If you have any English conference abstracts in your field of study/research, compare their move structure with that described in this Unit. Make a list of similarities and differences. Then compare several English abstracts in your field with the Ukrainian ones and try to identify the differences in the rhetorical and textual organization of the texts.*

Task 81 *Now write your own conference abstract of 200-300 words based on your research.*

142

Unit 9

Reviews

A review (Ukr. *рецензія)* is an article that critically examines a new book or any other piece of writing. The author of the review is usually called a reviewer.

The review has two connected purposes:

1) to let the readers know about the content of the book, volume, or paper under review;
2) to present the reviewer's subjective opinion of the reviewed work.

Reviews are published in the special sections of scholarly journals. The size of reviews depends upon the requirements of a particular journal. Normally, their overall format includes the following sections:

1. Introduction
2. Summary
3. Critique
4. Conclusion

Introductions

The Introductions of reviews tend to include the following moves:

1. Establishing the context.
2. Providing an overview of the book/volume/paper under review.
3. Providing the reviewer's overall impression of the reviewed work.

The first move may sometimes be missing, while the second and the third ones may be combined as one move.

The first move—Establishing the context—may be realized by the following strategies:

- by reference to shared knowledge;
- by importance claim;
- by raising a question;
- by indicating a gap in the previous research;
- by reference to the previous or existing knowledge/research in the field;
- by using a relevant quotation.

The last strategy is a rather elegant context-establishing technique popular in reviews.

Another possible option for the Establishing the context move, somewhat similar to quotation *use, is* an allusion, that is a reference to a fact that the writer thinks the reader already knows. Allusions are often made to matters of general knowledge, to characters and incidents connected with well-known works of literature, to historical events and characters, or to any fact the reader can reasonably be expected to know (Maclin, 1996: 43). Here is an example of such an allusive review beginning:

> At the time of writing, the most expensive movie ever made is taking box offices by storm—*Titanic*. An epic story of capitalist greed and technological hubris seems set to be the first billion dollar film. Though I doubt this book will make as much money, it does have trans-Atlantic ambitions and a price tag that would deter most casual investors.

The review Introductions often mention the name of the author whose work is reviewed. The author is referred to only once (for the first time) by his/her full name or last name with initials; thereafter, the last name only is used. If the volume (collection of papers) is reviewed, then each author is referred to by the full name or last name with initials at the beginning of the review section which focuses on his/her

contribution to the volume; then, only the author's last name is mentioned, e.g.:

> *V.K. Bbatia's* (Hong Kong) paper, "Genre conflicts in academic discourse," calls for a more discourse- and genre-based cross-disciplinary approach to ESP ... .
>
> *Bhatia's* paper sets the right kind of context for the other papers in this first section.

Review Introductions as well as other sections of reviews may quote the author of a reviewed work. Since it is obvious for readers of a review that the reviewer is quoting directly from the book/volume/paper under discussion, it is not necessary to follow the conventions for quoting. Usually, only a page number is provided, e.g.:

> This decree, whatever we may think of it, is cited by Deborah Cameron (p. 61) as an example of "verbal hygiene ... ."

The most commonly used tense in the review is the present tense (although present perfect may also be acceptable). The tense should be chosen at the very beginning of a review (in the Introduction section) and then consistently used throughout a review text.

The review Introductions often provide an overview of the subject and/or of the content, aims, and structure of the book or volume under review. The purpose of this rhetorical strategy is to help the readers to get a general idea of the reviewed work.

Also, the Introductions of reviews always include the overall impression of the reviewer, which establishes the general tone of a review; the rest of it will clarify in further detail the comment made at the beginning. The review, by its nature, is <u>subjective</u>, as it provides the personal opinion of a reviewer. The review Introduction may suggest a positive, a negative, or a mixed opinion, which will further be developed in the following parts of the review.

Task 82   *Survey the five review Introductions (some of them are slightly shortened) and identify the moves in each text according to the suggested above structure; if the Establishing the context move is present, identify also the strategies of its realization. Then answer the following questions:*

1. Which reviews, do you think, will be primarily positive, which—primarily negative, and which will express a mixed opinion?

2. What linguistic means are used to shape the reviewer's opinion in each text?

A)

[1]The second largest volcanic eruption in the world this century deserves close scientific scrutiny. [2]This volume describes the findings of an incredible achievement—the monitoring and successful hazard management of one of the most violent natural events witnessed by a man. [3]That there was not, at Pinatubo, a catastrophe of biblical proportions is cause enough for great praise to be heaped upon all those who took part in the operations of the Pinatubo Volcano Observatory. [4]The fact that the lessons learnt there are now so extensively documented within this volume and so widely available through the dedicated efforts of the editors and publishers is remarkable. [5]Volcanologists, seismologists, hydrologists and hazard managers around this world should not miss the opportunity to savour the science and share their awe of the Pinatubo experience.

B)

[1]Contrary to metaphor, metonymy has not yet become a major topic of research in (cognitive) linguistics. [2]This volume breaks the mould, however. [3]It contains seventeen papers—plus an introduction—that were presented at the Workshop on Metonymy (Hamburg, June 3-24, 1998). [4]The papers are grouped into four Parts, entitled "Theoretical aspects of metonymy," "Historical aspects of metonymy," "Case studies of metonymy," and "Applications of metonymy." [5]The introductory chapter by the editors briefly states the contents of each contribution and mints out some items of interest that would warrant further research in the future.

C)

[1]"I shall try to write about English culture as if it were foreign to me" (4)— [2]This statement could serve as a motto for Antony Easthope's life-long endeavour to uncover and expose the blindness and dark sides, the injustices and limitations of his own country's intellectual traditions. [3].. . *Englishness*

and National Culture dispels the image of the critical fifth column man .... [4]Its philosophical depth and theoretical ambitions carry him beyond mere polemics into the very heart of the debates about Englishness and national identity.

[5]The central thesis and starting point of this book is that cultures are defined by the discursive formations which shape them. [6]Easthope claims that the discursive formation which characterises Englishness is its empiricism. ... [7]The book is divided into three parts. [8]Part I sets the scene by discussing the concepts of nation and identity ....

D)

[1]Yalton's latest book is perhaps not quite what it might seem from the title, or, at any rate, the subtitle. [2]He published in 1984 what was really a history of the philosophy of perception over this period, ... and in the present book he acknowledges that he is building on the previous work, even suggesting that the reader might read that first. [3]This one seems to derive from a series of articles previously published in a variety of places .... [4]Moreover, ch. 3, which originally appeared *in Reading Rorty,* is somewhat limited in its approach by that fact. [5]The origins of the book also lead to a considerable repetitiousness; the same points keep recurring in different contexts, and it is not always easy to judge how consistent it all is.

E)

[1]This book is both highly fascinating and highly frustrating: fascinating to dip into and frustrating to read through from beginning to end. [2]There are no less than twenty-seven chapters exploring the encounter between English literature and 'other' languages, whether non-standard modes or languages other than English. ... [3]The book even includes its own review in the form of an *Afterword* by Norman Blake, so that the poor reviewer is left wondering what there is still to be done. [4]Moreover, it contains an extensive bibliography and, usefully, the names of literary writers as well as the titles of their works listed in the bibliography are also included in the index.

[5]There are three major problems with the volume. [6]The first is that ... a large number of contributors here still discuss a single work or a range of works by a particular author. [7]Secondly, as Blake points out in the *Afterword,* many of these studies tend to be 'more descriptive than analytical' (325). [8]Finally, some of them are only tenuously linked to the overarching theme of the volume. ...

[9]In what follows, I should like to discuss the more substantial contributions in a more constructive spirit to show what wealth of information can be found in this heterogeneous volume in spite of its limitations.

Useful Phrases: Providing an Overview and Overall Impression of the Book/Volume/Paper under Review

As mentioned above, the second and the third moves of review Introductions are often combined as one move. Below are several useful phrases, which realize the moves either separately or as a whole.

Consisting of X essays, this book raises, and for the most part lucidly addresses, practical and theoretical questions of...

In this book, the editors have collected a number of essays related to ...

The book is a welcome contribution to the existing literature on ... as well as a window on the latest developments in the field.

The present paper breaks new ground in the discussion of... by presenting analysis of...

This book, as the title suggests, is concerned with the theory of... and its application to ...

This book is a detailed examination of...

This collection makes a significant contribution to our understanding of...

This short and most useful volume consists of essays on ...

This volume contains papers that were presented at the International Conference on ...

Summary Sections

This part summarizes the main content of the book/volume/paper under review.

It includes a detailed description of the organization of a reviewed book or paper, that is of its chapters, sections, etc., and of the main themes and content of each structural part. Quite often, the Summary section highlights additional material (such as pictures or appendices), which is provided in the book or volume. In contrast to the type of

a summary discussed in Unit 5, this part of the review incorporates evaluation, which will further be elaborated in the Critique section.

The noticeable linguistic features of the Summary sections are:

- the use of meta-textual phrases (e.g., "The first chapter, written by X, deals with ...");
- evaluative words and expressions.

Task 83* *Read the Summary section of the review introduction, which analyzes a collection of ten papers on teaching the English language and literature, and do the following:*

1) underline the major instances of meta-text in the summary;

2) consider the mini-summaries of each chapter, in particular, their evaluation by the reviewer; then mark each mini-summary either as

> *+ (positive) or*
> *± (expressing mixed opinion) or*
> *0 (neutral).*

The first two chapters, by Carter and by McRae respectively, are excellent summaries of recent developments and trends. Carter's is more general, and discusses language-based approaches, stylistics in a foreign language context, ... and language awareness. McRae discusses the differences between referential and representational uses of language and the way this appears in materials.

Chapter 3, Short's 'Stylistics "upside down"'... is an excellent short introduction to stylistic analysis. Short's argument is that it is possible to introduce stylistics to a range of students.

Durant's contribution in Chapter 4, an analysis of a groupwork activity, is superb. ... His main points concern the type of task that should be designed, and the type of learning that goes on ... . The activity is exemplary in its intricate interweaving with the text it accompanies.

In Chapter 5 McCarthy discusses drama as spoken text, and then turns to techniques for sensitizing students to the text and helping them to respond. He examines excerpts from Alan Ayckburn's play Woman in Mind and shows activities which 'mirror and highlight the key linguistic mechanisms of the drama text' (p.92)

In Chapter 6 Maley examines the nature of poetry and presents a number of generic activities for using it. Three groups of activities are provided: Responding, Analysing/Using Critical Judgement, and Writing. In spite of Maley's claim that these are a modification of the activities in *Short and Sweet,* 1 felt that the re-grouping and re-naming slightly shifted the focus, and in fact made the activities more interesting.

In Chapter 7 Weston provides a spirited and learned defence of the use of cloze techniques in teaching literature. This is an important methodological issue, but her argument is almost totally obscured by the convoluted, 'clever-clever' style and pretentious lexis: 'analeptic and proleptic zapping' (p. 134) is but one example of this. Weston claims that her students enjoy exercises such as whole-sentence cloze, and indeed, in some cases I could see how exercises might be changed slightly and work; but on the whole it is a pity that an article that addresses such crucial methodological issues presents such difficult activities, and is so difficult to read. The argument will be wasted on most readers; it was wasted, I am afraid, on me.

Task 84 *Insert the omitted verbs (that are above the text) into the meta-textual phrases of the review summary. In some sentences, variations are possible.*

divided	ends	provides	includes	starts
showing	discusses	explores	looks	presents

[1]The book is____into five units, each of which examines one aspect of language and how it works in texts. [2]Unit 1, 'Signs and sounds,'____a large range of signs and symbols and their relations with their meaning. [3]Unit 2, 'Words and things',____at vocabulary and the way it is used. [4]It____some basic metalanguage for dealing with this area (e.g. morpheme, polysemy, homophones). [5]Unit 3 looks at sentences and structures,____how grammatical patterns contribute to the meaning of works such as Edwin Morgan's *Off Course,* and the beginning of *Bleak House.* [6]It also____such areas as the variations in prevalent grammatical patterns between different newspapers. [7]Unit 4, 'Written discourse',____with exercises designed to show students how much they already know about discoursal features of texts. [8]The unit____with a section on information structure and the way grammatical features enhance that structure. [9]Unit 5, 'Spoken discourse',____the basic concepts of speech acts, storytelling, speeches, and various aspects of conversations. [10]The book also   a glossary, providing short definitions of terms used.

Critique

This section provides critical judgments and comments about the book/ volume/paper which is reviewed. The evaluation of a reviewer is usually supported by appropriate examples and data from the reviewed work.

This part of the review has the following characteristic linguistic features:

- evaluative language;
- phrases or groups of phrases expressing concessive contrast;
- unreal conditional sentences and/or subjunctive forms.

Concession admits (concedes) that although something is correct or true, another part of the problem or another viewpoint exists (Maclin, 1996: 95). Concessive contrast, therefore, expresses a kind of mixed opinion indicating both positive and negative points. It shows two or more differences about the same subject. The linguistic signals of this type of contrast are such words as *although, however, still, yet, nevertheless, despite,* and some other logical connectors (see Unit 3, p. 38):

> *Despite* some limitations, the book is an interesting contribution to the field.
>
> The volume seems to provide an excessive amount of illustrations; *however,* this might be of interest for certain groups of readers.

If the first clause of a concessive contrast construction expresses some reservation about the reviewed work, then the second (main) clause partially dismisses this reservation and lays emphasis on the positive impression. If the reviewer's opinion is just the opposite, the first clause expresses some approval, while the main one emphasizes his/her negative attitude. Compare the following sentences:

> Although some of the author's ideas seem to be insufficiently elaborated, I find the article quite thought-provoking.
>
> Although some of the author's ideas seem to be thought-provoking, I find the article insufficiently elaborated.

Task 85* *Match the clauses of the sentences expressing concessive contrast (mixed reactions). After doing this, indicate whether the main reaction expressed is positive (+) or negative (-).*

1. In this article, Robertson does not consider all possible consequences of global warming;

2. Robertson's claims, though rather interesting,

3. I find Robertson's *Global Warming and the Future of the Earth* a controversial

4. Despite the use of numerous tables and figures,

5. Although I find Robertson's conclusions too straightforward,

6. While Robertson's book seems to be convincing at first glance,

1. they provide a strong impression.

2. Robertson's book does not seem to be well organized.

3. nevertheless, his book may be considered an interesting contribution to the fields of meteorology and ecology.

4. it contains essential flaws.

5. seem not to be valid.

6. but impressive and thought-provoking book.

The Critique sections of reviews make use of unreal conditional sentences and subjunctive forms that indicate what the author should have done but did not do. The grammatical structure of past unreal conditional statements looks as follows:

would/should/could/might + perfect infinitive (in the main clause),
past perfect (in the *if clause,* in case it is present in the sentence).

In the main clause, the reviewer makes a suggestion for improvement, while in the if- clause he/she explains what was not done by the author (and will not be done, since the reviewed piece of writing has already been published), if - clauses may sometimes be only implied. Here are

two examples of unreal conditional statements with and without the
if - clause:

> This book *might have been improved* if it *had included* photocopiable pages,
> which *would have made* it into a real sourcebook for teachers.

> I wonder whether it *would not have been better* to devote a general
> introductory chapter to the central issue instead of different chapters
> repeating the same points.

Should have implies strong criticism, while *could have* is usually perceived
as a suggestion, and *might have* as a weak suggestion.
Compare:

> The readings chosen *should have covered a.* wider range of texts.

> The readings chosen are quite appropriate to this pedagogical purpose but
> *could have covered* a wider range of texts.

> The readings chosen are quite appropriate to this pedagogic purpose,
> although they *might have covered* a wider range of texts.

Hypothetical conditional sentences (present unreal conditionals) may
sometimes be used to denote that some possibility for revision still
exists. They have the following structure:

> *would/should/could/'might* + infinitive (in the main clause),

> past tense (in the if - clause, in case it is present in the sentence).

For example:

> Each part of this serious and balanced study *could become* a separate book if
> more additional information *were included.*

> The *BBI's* Introduction mentions an accompanying workbook with exercises
> which is not included in the same volume. This additional material *would*
> undoubtedly *guide* students towards the dictionary's effective use.

In critique, if - clauses usually occur second. Another possible construction
is the subjunctive *wish* + past tense or *wish* + past perfect, e.g.:

> *I wish* this slim hook *had A* different size and format.

> *I wish* this paper *had included* more illustrative examples.

Task 86* *Complete the following sentence: "The book would have produced a stronger impression ... " by making if - clauses of the phrases given below and adding them to the sentence.*

MODEL: The book would have produced a stronger impression if the author had included more statistical data.

1. The author did not cite the latest publications in the field.
2. The author used little visual material.
3. The book has many typos.
4. The author provided few examples.

Task 87* *Read through an excerpt from the Critique section of the review which considers three dictionaries, and:*

1) underline the instances of evaluative language in it;

2) find a sentence with unreal conditionals;

3) indicate, which consecutive sentences show concessive contrast.

[1]The quantity of analytical material in the *BBI* volume is rather overwhelming, and the lack of context and example is not always helpful to language learners. [2]Linguists intent on analysing a variety of word combination types, however, may find it useful and informative.

[3]*DoSC* has taken some initial steps in presenting the complexities of collocation in English, and for the most part, it has achieved what it set out to do. [4]However, additional information in the areas of the frequency and strength of various collocations would be beneficial, and exemplification would also lend insight and understanding to this area of language. [5]The separate supplementary leaflets, which demonstrate how to use the *Dictionary of Selected Collocations,* will be of considerable use to teachers and learners.

Conclusion Sections

Some reviews end up with the Critique part, while others may provide an overall conclusion. The Conclusion section of reviews may:

- summarize once again the reviewer's overall impression of the book/ volume/paper;
- outline its various implications/contributions;
- indicate its potential readers.

Not all reviews, however, use all of these three strategies in their Conclusion sections; some may follow only one or two of them. Some reviews may also combine these strategies in several concluding sentences.

Task 88* *Read the review conclusion and answer the questions that follow.*

[1]In sum, the book succeeds in documenting the risk factors, assessment strategies, treatment of approaches, issues, and research directions for neglected populations.[2]The gaps in the mental health service delivery system for neglected populations are underscored. [3]Moreover, the authors reiterate the need for a broader scope on mental health intervention. [4]The book sets in motion to rethink our approaches to assessment and intervention with neglected populations by creating a bridge between traditional therapeutic roles and advocacy. [5]Anyone concerned with depression will find this book an excellent contribution to the prevention and treatment of depression in community settings.

1. *Which sentence describes the potential readers of the reviewed book?*

2. *Which sentences indicate the contribution of the book to the research field?*

3. *Which sentence summarizes the reviewer's overall impression of the book?*

4. *What evaluative expressions summarize the reviewer 'opinion of the book?*

Useful Phrases: Concluding a Review

Below are several standard phrases taken from the Conclusion sections of reviews. You may use them for writing your own review Conclusion.

It is certainly a volume worth recommending for ...

In sum, this book offers an overview of...

The book contributes greatly to our understanding of...

The book deserves the widest possible readership and application because ...

A minor reservation about ... does not diminish the value of this volume for ...

Despite these limitations, however, the volume will be of interest for ...

These reservations notwithstanding, I highly recommend this book to every specialist   the field of...

The paper does not seek to advance ...

The book has little to offer readers who are interested in ...

Task 89   *Using the format for the review and useful phrases suggested above, write a review of the paper given in Task 73 (p. 134).*

PART III

SUBSIDIARY ENGLISH ACADEMIC GENRES

Unit 10

Research Projects

A research project, or grant proposal (Ukr. *науково-дослідницький проект)* is a project which proposes to conduct a certain research and requests funds for it. Such projects usually participate in a competition (sometimes very severe) for getting funding. The primary purpose of grant proposals is to persuade proposal reviewers and grant agency officials to fund the research proposed. Grant proposals, therefore, represent persuasive writing.

Research projects are a significant part of professional writing of many scholars and researchers in the world. Ukrainian academics are now also participating in various competitions for obtaining grants and fellowships, and, thus, need to develop the skills of successful grant writing.

Overall Structure

According to Swales (1990: 186-187), the typical structure of a research proposal is as follows:

1. *Front Matter*

   a) Title or cover page
   b) Abstract
   c) Table of contents (for longer proposals)

2. *Introduction*

3. *Background* (typically a literature survey)

4. *Description of proposed research* (including methods, approaches, and evaluation instruments)

5. *Back matter*

   a) Description of relevant institutional resources
   b) References
   c) Personnel
   d) Budget

The requirements to grant proposals or their parts (for example, to budgets) may considerably vary depending on the rules of a particular granting source. In some cases, grant givers even provide strict guidelines as to the structure and content of research projects they accept for consideration. It is, therefore, not easy to provide exhaustive enough recommendations. We will consider here only the functional organization of a main body of the grant proposal (items 2-4 of the structure suggested by Swales).

Linguists Ulla Connor and Anna Mauranen studied research proposals submitted for European Union research funds and came to a conclusion that they include a number of consecutive rhetorical moves (Connor and Mauranen, 1999; Connor, 2000). These moves, which seem to be rather typical for the genre, are as follows.

1. Territory. Establishes the context in which the research places itself. This move is similar to the initial move of other research genres (see Units 6-9). For example:

   Professional communication via electronic mailing lists is considered to be a firmly established practice in many organizations throughout the world. Such a form of professional interaction has become increasingly important within academic institutions, many of which have developed their own electronic mail systems both for national and international communications.

2. Gap. Indicates that there is a gap in knowledge or a problem within the territory, whether in the "real world" (for example environmental, commercial, financial) or in the research field (for example, pointing out that something is not known or certain). This move serves to explain the motivation of the study. E.g.:

> However, little is known about possible sociocultural and psychological impacts of this medium of communication upon novice users.

3. Goal is the statement of aim, or general objective of the study. It explains at a general level what the project intends to do. It is typically linked to the Gap move in a kind of "slot-and-filler" relationship. E.g,

> The goal of this project is to explore these multiple influences upon the members of a small academic community that has recently been involved into a regular electronic communication with their international colleagues.

4. Means. Specifies how the goal will be achieved. Thus, it describes the methods, procedures, plans of action, and tasks that are to lead to the goal. E.g.:

> My research methodology will coordinate techniques from textual analysis and ethnography to provide for the efficient collection and processing of data. In addition to the analysis of the messages, data accumulation will occur in two basic situations: semi-structured interviews and collecting answers to questionnaires.

5. Reporting previous research. Consists of reporting or referring to earlier research in the field, performed either by the proposers themselves or by others. E.g.:

> Computer-mediated communication has already attracted attention of representatives of various disciplines including social scientists, psychologists, and discourse analysts. While researchers with the interests in social sciences (e.g., Kiesler, Siegel, & McGuire, 1984; McGrew, 1997; Bimber, 1998) are concerned with global consequences of electronic communication, linguists are mostly interested in a stylistic protocol of writing e-mail messages (e. g., Mabrito, 1991; Wilkins, 1991; Gains, 1999; fan, 2000; Yongyan, 2000).

6. **Achievements.** This move presents the anticipated results, findings or outcomes of the proposed study, e.g.:

> My plan is to publish a paper describing in detail this case study and its broader implications.

7. **Importance.** Presents the outcomes of the project in terms of their usefulness and value to people in general or the domain of research in itself, e.g.:

> The research will lead to a better understanding of how new communication and information technologies impact their users in various ways.

In addition to these basic moves, research projects often include the **Competence claim** move, or statement of accomplishments that introduces the researcher or the research group and makes a statement to the effect that he/she/they is/are well qualified, experienced, and capable of carrying out the tasks of the project, **e.** g.:

> I have a considerable experience of preparing and conducting case studies of this type.

The author of the project may also provide arguments in favor of feasibility of the project, e.g.:

> Based on my previous research experience, I do not foresee any major difficulties that might obstruct my investigation. The subjects are cooperative and interested in my research. This project is feasible, since I have already thoroughly elaborated and tested its methodology.

The text of the research project is usually formally structured, that is consists of several parts with appropriate subheadings. The Territory, Gap, and Goal moves are often labeled as "Statement of Purpose"; the Reporting previous research move may sometimes be presented as "Theoretical Overview"; arguments in support of project feasibility may be provided under the title "Other Considerations" at the end of the project (before the References section). The research project also includes a list of sources cited in the main body of a project.

The basic structure and subheadings of the project would thus look as follows:

1. Statement of Purpose
2. Research Methodology
3. Achievements (Expected Outcome)
4. Importance (Significance) of Results
5. References

The Reporting previous research move may be incorporated in some proposals into the Statement of Purpose section, or, if presented as a separate part with an appropriate subheading, may either precede or follow "Research Methodology." For example, the following layouts are possible:

A)

1. Statement of Purpose
2. Theoretical Overview
3. Research Methodology
4. Expected Outcome
5. Significance of Results
6. References

B)

1. Statement of Purpose
2. Research Methodology
3. Previous Research in the Field
4. Expected Outcome
5. Importance of Results
6. References

Task 90* *Below are groups of sentences from different structural parts of research proposals. Try to determine from which of the sections (listed above) they come.*

1. This study should also contribute to comparative and historical studies of education by offering insights into common problems of educational development. Also, this exploration of how universities were developing under the totalitarian regime could be of interest to anyone concerned about the relationship between politics and education.

2. In several studies concerning the emergence of creationist and evolutionary beliefs in the American Midwest, children in the middle elementary school years (8-10 years of age) were found to be almost uniformly creationist, regardless of parental or community beliefs (Evans, 2000a, -b, -c). Only in the ten- to twelve-year-old age group did child beliefs resemble those of their parents or communities, evolutionist or creationist.

3. Textual analysis will be integrated with the analysis of semi-structured interviews I plan to conduct with Ukrainian scholars. I will interrogate ten researchers writing in Ukrainian and another ten writing in English (or both in English and native language). The questions will concern the writing practices of the scholars, the self-image they create in their texts (as they see it), the ethical values, beliefs, and attitudes that, in their opinion, affect self-portraying, and the rhetorical strategies they consciously choose for representation of themselves.

4. I expect to find that school students of this age group will increase their levels of mathematical knowledge and skills, but that they will achieve this by means that differ from those of traditional teaching and learning.

5. Today, numerical methods are of extreme importance for progress in many areas of engineering science. There are a variety of solution procedures available in structural mechanics, among them numerical methods, such as finite elements, finite differences, and boundary elements. With the advent of powerful small computers, considerable efforts have been devoted to seeking alternative procedures, which are less expensive.

6. This study examines how language processes and sociocultural practices constructed in educational settings shape differential opportunities fur the students of elementary school, high school, and university to learn concepts and methods characteristic of scientific disciplines.

Helpful Advice

Below are several widespread and popular pieces of advice on the art of writing research projects, which frequently occur in grant writing manuals.

1. Study the goals of the funding source and double-check whether the ideas in your proposal fit the objectives of this particular granting program.

2. Start writing the first draft at least three months in advance; be ready to rewrite the project or its parts.

3. Strictly follow the guidelines of grant givers; never exceed the suggested word or page limit (otherwise your proposal will not be reviewed!). Your proposal should include all requested enclosures and appendices.

4. Use a fresh approach and try to win the reviewer's attention; pay special attention to the opening paragraph of your proposal, as it is your chance to impress a reviewer.

5. State clearly the goals of your proposal; avoid too broad formulations in favor of realistic and specific objectives.

6. Describe in detail your research methodology; be as specific as possible about the activities you plan to undertake and show explicitly what you will actually do. Your methodology is a strong argument in favor of your proposal and the validity of your prospective findings.

7. Emphasize the current importance of your proposal and also try to convince the reader that, apart from current urgency, your research topic provides a window into some wider problem.

8. Describe in detail the final product of your project: an article, book, course design, web site, etc.

9. Avoid using too much terminology and technical jargon; remember, most proposals are reviewed by multidisciplinary committees who may not know your field well!

10. Carefully select references to show the reviewers that you are familiar and keep pace with the developments in your field.

11. Proofread the final version for careless mistakes and misprints.

12. If possible, ask someone else to read the proposal and discuss it with you; this may help you to anticipate the reviewer's reactions.

13. Send the project with all supporting documents well in advance in order not to miss the deadline.

Task 91   *Read the different versions of an opening paragraph of the project, which suggests elaborating the methods of teaching English academic writing to Ukrainian students and researchers. Discuss the versions with your classroom partner. If you were a project reviewer, which version(s) would you find the most appealing, and why?*

1. Although research writing plays a crucial role in the dissemination of scientific knowledge, there are countries where it has never been explicitly taught—such as Ukraine, Belarus, Russia, and other East European states. In the past and present, therefore, Ukrainian graduate students and beginning scholars have had to master the skills of written academic communication usually following some intuitive prompts of their own or the advice of more experienced colleagues or supervisors. However, such approaches seem not to be efficient enough for the purposes of learning research writing in the English language—this lingua franca of world science and knowledge.

2. How can Ukrainian students and scholars learn to write in English? What teaching and learning methods are most appropriate for this purpose? This project is designed to address these questions by suggesting a pedagogical model suitable for application in the Ukrainian university classroom.

3. It is widely recognized that English has become a lingua franca of world science and research. Many scholars from non-Anglophone countries are trying now to present research findings in English to ensure their wide dissemination. Ukrainian scholars are also interested in participating in international scientific communication. However, learning how to write in English is usually connected for them with a number of linguistic and cultural problems. This situation is also complicated by the absence of any methods and teaching materials designed for such an audience.

4. This proposal suggests elaborating the methodology and appropriate teaching materials for Ukrainian graduate students who wish to master research writing in English—this lingua franca of world science and knowledge. It takes into account such an important factor as the absence of traditions of the explicit teaching of writing in Ukraine.

5. As a teacher of the course of English for university graduate students, I often encourage the learners to write about their research in English. Discussing with them their English writing, I have noticed that even the students with a high level of general English competence experience certain difficulties. Mostly, these problems are connected with their insufficient knowledge of the norms and conventions of English academic discourse. This observation has led me to the idea of the research project, which will aim at helping Ukrainian students to master academic writing in English—this lingua franca of world science and knowledge.

6. "Writing is easy; all you do is sit staring at a blank sheet of paper until the drops of blood form on your forehead"—I often quote these famous words of Gene Fowler, a U.S. journalist and biographer, when talking with my graduate students about their English writing. Generally agreeing that writing requires constant training and a considerable amount of work, my students, however, often complain that, despite their efforts, it is still difficult for them to produce academic texts in English. Having realized the seriousness of this problem, I decided to undertake the research project, which will aim at helping Ukrainian learners to master the conventions of academic writing in English—this lingua franca of world science and knowledge.

Task 92* *Here are the three versions of the Outcome section of a research fellowship project on environmental problems. Which version do you find the most convincing, and why ?*

1. The results of the project will be widely disseminated among Ukrainian scholars, professionals, and students. I will organize workshops, seminars, and deliver public lectures. I will give appropriate papers at Ukrainian conferences and submit a number of papers for publication.

2. The results of the project will be reported in the paper provisionally entitled "Administrative challenges in the globalizing world in regard to environmental and economic issues." The paper will be submitted to the journal published by my home university three months after the completion of the fellowship.

   Immediately upon returning, I will conduct three workshops on public involvement into solving environmental problems. The workshops will be targeted at members of non-governmental ecological organizations in my region. A detailed description of the workshops will be submitted as an appendix to the final fellowship report.

3. The results of the project will be disseminated among Ukrainian scholars, professionals, and students. I will deliver a lecture on environmental protection in the countries of the European Union and organize three workshops on solving ecological problems for my colleagues. I will also give appropriate papers at Ukrainian conferences and submit a number of articles for publication.

Task 93 *Write a draft of your own research project that you might be submitting for funding at some time in the future and discuss it with your classroom partner or a colleague.*

Unit 11

CVs and Bio-data

In Anglo-American academic culture, biographical information is traditionally presented as a curriculum vitae (CV) or a brief bio-data statement.

The Curriculum Vitae (CV)

A curriculum vitae (CV) (Ukr. *життєпис, автобіографія, резюме)* is an account of one's education and career. CVs are usually submitted when applying for an academic position or fellowship. A CV may be rather detailed and long, but, in contrast to a narrative autobiography, it usually follows a certain format and should be typewritten. CVs are frequently updated to show advances in academic career and growing experiences of their owners.

A typical academic CV includes the following information (presented under appropriate subheadings):

- first and last names;
- work and home addresses;
- education (only higher education with appropriate degrees obtained);
- work experience;
- awards/scholarships/grants;
- publications (provided with full bibliographic information);
- conference presentations/abstracts (with presentation titles and dates of conferences);
- memberships of professional societies;
- knowledge of languages.

A CV may also include a brief description of some professional skills. Information in CVs is usually presented in <u>reverse</u> chronological order, that is beginning with the latest dates. CVs often use reduced phrases (instead of full sentences) with omitted linguistic elements, such as first person pronouns, auxiliary verbs, and certain prepositional phrases. For example:

I conducted laboratory experiments. ➡ Conducted laboratory experiments.

Or:

I am fluent in German. ➡ Fluent in German.

The most important CV writing errors that should be avoided are as follows:

1. Poorly organized—hard to understand or requires too much interpretation.
2. Poorly designed format and an unattractive appearance (poorly typed, printed on poor quality paper, includes handwritten corrections, coffee or tea stains, etc.).
3. Misspellings, bad grammar, poor punctuation.
4. Includes personal information, such as marital status or health condition.
5- Lacks sufficient contact information (e.g., a telephone or fax number).
6. Includes "red flag" (a warning signal, something attracting irritated attention) information such as being fired.
7. Dishonest.

When writing CVs as the parts of applications for international academic programs, Ukrainian students and scholars may also face some specific problems. Since the system of education and degrees in Ukraine significantly differs from that of the English-speaking countries, it is not easy, for example, to present in a CV the Ukrainian diploma of higher education or the scholarly *Kandydat Nauk* or *Doktor Nauk* degrees. In some cases (when applying for studies/fellowship at a foreign

university), it is important to provide clarifications: to explain, for instance, that the diploma of higher education is higher than the Bachelor s degree, the *Kandydat Nauk* is roughly equivalent to the Ph.D. ("Doctor of Philosophy") degree, and the *Doktor Nauk* is the highest Ukrainian postdoctoral degree. However, when applying via special academic exchange programs targeted at Ukrainian students and scholars (like the W. Fulbright Program, for example), it is sufficient (and sometimes even necessary) to provide the Ukrainian names of diplomas, degrees, or programs/courses in English transliteration. In any case, however, it is not possible to give a definite and exhaustive advice.

Below is a sample CV of a graduate student (Ukr. *аспірант).*

Box 4. Sample CV

CURRICULUM VITAE

IVAN MARK1V

Department of Applied Mathematics and Computer Science	5 Matematychna, apt. 6
Ivan Franko National University of L'viv	L'viv, 790XX
1 Universitets'ka	Ukraine
L'viv, 79000	(+380-322) 64-XX-XX
Ukraine	E-mail: ivan markiv@yahoo.com
(+380-322) 96-4X-XX	
E-mail: ivan_markiv@franko.lviv.ua	

Education

November 2001-present	Graduate student (doctoral program in Applied Mathematics), Ivan Franko "National University of L'viv.
1996-2001	Diploma of Specialist with Highest Honors in Applied Mathematics and Computer Science, Ivan Franko National University of L'viv.

Work Experience

2000-present   Engineer, "UNT Co., Ltd," L'viv.
Responsible for creating a local business
information network.
Translate and interpret from English into
Ukrainian.

Research Interests

Numerical methods.

Awards/Scholarships

2001   Grant from the Central European University
for participation in the Budapest Summer
School of Econometrics.

1998   First award in the Annual Student Contest
for the Best Knowledge of English,
Ivan Franko National University of L'viv.

Publications

"Numerical investigation of some contact problems for elastic-visco-plastic materials." *Prykladna Mekhanika* (accepted for publication).

Conference Presentations

"Variational analysis of some quasistatic problems for elastic-visco-plastic materials." Annual Scientific Conference of the Ivan Franko National University of L'viv, February 2002.

Professional Skills

Familiar with computer applications C++, Visual Basic, Delphi, FoxPro.

Languages

Ukrainian (native speaker),
Russian (fluent),
English (good),
German (fair).

Task 94 *Here is the English version of a sample autobiography of a Ukrainian scholar (the names of Ukrainian places and universities are invented in this text). Rewrite the autobiography in the form of a CV adding necessary details.*

I, Kovalenko, Olena Petrivna, was born on May 16, 1969 in the village of Danyliv, Zakhidne region. My father, Klymyuk, Petro Ivanovych. and mother, Klymyuk, Mariya Mykhailivna, are school teachers.

In 1976 I entered secondary school № 1 in Danyliv. I graduated from the school with the Gold Medal in 1986 and entered the Department of History of the Ukrainian Humanitarian University in the city of Zakhidne. In 1991 I graduated from the University with the Diploma of Higher Education with Highest Honors. My diploma paper, "History of Ukrainian-Polish relations," received the award of the Ministry of Education of Ukraine.

From September 1991 until June 2001 I worked as a junior researcher at the Ukrainian Institute of Historical Research in Zakhidne. 1 also worked part-time as a teacher of history at Zakhidne secondary school № 15 from September 1991 until June 1994. In 1997 I participated in the U.S.-Ukrainian academic exchange program and spent three months at the University of North Carolina at Chapel Hill. In September 2000 I defended the dissertation entitled "Current ethnopolitical situation in Ukraine" and received a *Kandydat Nauk* degree.

Since September 2001 I have been working as a lecturer of the Department of History, Ukrainian Humanitarian University (Zakhidne). I am currently teaching such courses as "Medieval history," "Ethnographic methods in historical research," and "Methodology of teaching history." My current research interests focus on ethnic conflicts and oral history. I am the author of six papers published in leading Ukrainian journals, and I participated in three national and two international conferences (see the enclosed list of publications). I am a member of the Society of Ukrainian historians.

In 1994 1 got married. My husband, Kovalenko, Pavlo Ivanovych, works at the Zakhidne State Archive. My son, Kovalenko, Nazar, was born in 1995.

Task 95 *Write your own CV that you might be submitting together with some fellowship or grant application and discuss it with your classroom partner. Then, prepare a revised version of the CV with the incorporation of your classmate's advice and remarks.*

Bio-data

Bio-data statements usually accompany published work and grant applications. As a rule, they are fairly short (of approximately 50 words) and normally include the following information:

- education;
- work experience;
- relevant qualifications and achievements.

Here is a bio-data statement of the student whose CV is given above.

Box 5. A Sample Bio-data Statement

Ivan Markiv received his Diploma of Specialist with Highest Honors in Applied Mathematics and Computer Science from the Ivan Franko National University of L'viv in 2001. He is a graduate student of the doctoral program in Applied Mathematics at this University. His research interests focus on numerical methods, in particular, on application of numerical methods to contact problems of mechanics.

The organization of bio-data statements and the types of information they include, may, however, vary in different situations and fields.

Task 96   *Read and compare the bio-data statements of three international scholars. What information does each of them include? How do they differ from each other?*

A)

Martin Stolz is a Professor of Linguistics at the University of Freiburg, where he teaches courses on stylistics, discourse analysis, and language education. Prof. Stolz. conducts research on literary language and the use of literature in teaching foreign languages. His recent publications on these and other topics appeared in the Zeischrift fiir Anglistik und Amerikanistik, Journal of Literarv Semantics, Linguistics and Education, and various edited books.

B)

Yuriy Vvedenskiy, mathematician and educator, is the founder and Director of the Center for the Use of Computers in Education of the Saratov State University (Russia). Dr. Vvedenskiy received his *Kandidat Nauk* and *Doktor Nauk* degrees from the Moscow State University. The focus of his research has been on the application of computer-based technologies to teaching mathematics and physics. Prof. Vvedenskiy has directed several science education projects under the auspices of the International Renaissance Foundation. In 1997, he received the Soros Award. Prof. Vvedenskiy has, most recently, been developing the software that will enable learners to better understand the nature of physical processes. He is also the founder and executive editor of the *Obrazovatel'nyje Tekhnologii* journal.

C)

Maria Santos received her M.A. in linguistic anthropology from the University of Florida (1993), where she was a participant in the Indigenous Language Materials Project. She completed her Ph.D. in 1997. Since then, she has worked as a professor and researcher in the Language and Pedagogy departments at the University of Cochabamba, Bolivia, where she has continued developing her research interests in bilingualism, indigenous identity, and other related issues. Since 2000, she has been a leader of an international program at this University focusing on bilingual-intercultural education. Her most recent publication is *Schools and Education in Bolivia* (2000).

Task 97   *Write your own bio-data statement.*

Unit 12

Letters

Letters play an important role in academic communication. Many of them are sent nowadays via e-mail, although traditional "paper" letters continue to function. A block letter format looks as follows (you do not indent anywhere in the letter).

 Box 6. Full Block Letter Format

(Put return address here
if you are not using
letterhead stationery)

Date

Name of Contact
Organization
Street Address
City, State, Zip Code
Country

Dear Mr./Ms./Dr./Prof. + Last Name *(if you have a contact name):*
To Whom It May Concern *(if there is no contact name):*

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXX.

Sincerely/Sincerely yours,

(Your   signature)

Your Name

Enc.   *(number/brief   description of documents enclosed)*
Cc: *(name's)*

Enc. (enclosures) means that something besides the letter is included and is in the same envelope. **C** or **Cc** means that a copy or copies of this letter are being sent to another person or persons who are named. Types of letters, which are used in academic communication, are rather numerous. We will consider here only those of them, which seem to be most important for Ukrainian graduate students and scholars: certain types of requests, submission letters, e-mail messages, and letters of reference.

Requests

Ukrainian academics are often interested in obtaining information on graduate study/grants/fellowships opportunities abroad. Below are two sample requests of this type (with some invented details).

Box 7. Sample Letter for Prospective Graduate Students

5 Matematychna, apt. 6
L'viv, 790XX
Ukraine

October 15,2001

Dr. John Smith
Department of Mathematics and Computer Science
School of Arts and Sciences
Northwestern Technological University
420 Campus Drive
Fairtown, Ml 4XXXX
USA

Dear Dr. Smith.
or
To Whom It May Concern *(if there is no contact name):*

I am writing to request information on graduate programs in applied mathematics at your Department. I graduated from the Department of Applied Mathematics and Computer Science, Ivan Franko National University of L'viv (Ukraine), in June 2001. I completed all the required courses with the highest grades. I will take the TOEFL in January 2002. I plan to start graduate school in September 2002.

Please, include information about the possibilities of financial aid at your Department. I will be applying for an application fee waiver and full financial support from the University to cover tuition and living expenses.

I would greatly appreciate your sending me the application materials and any special information for international students.

Sincerely yours,

(Signature)

Ivan Markiv

Box 8. Sample Letter for Prospective Visiting Scholars

Department of Biology
South Ukrainian National University
4 Mors'ka
Tavriys'k, XX000
Ukraine

September 5, 2001

Prof. William Miller
Department of Marine Science
College of Arts and Sciences
Southwestern State University
402 University Rd.
Oceanville, FL 3XXXX
USA

Dear Prof. Miller:

I am writing to request information on fellowships and grant opportunities offered by your University. I work at the South Ukrainian National University (Tavriys'k, Ukraine) in the field of ichthyology and marine zoological geography. My current research focuses on fishes and their life cycles. I am also concerned with the general distribution patterns of marine life throughout the world. I would like to apply for a fellowship at your University, as I am strongly interested in the research conducted at the Department of Marine Science.

If my research interests make me eligible for the competition, I would greatly appreciate your sending me current application materials.

I am looking forward to hearing from you.

Sincerely yours,

(Signature)

Mykola Petrenko

Another common type of the academic request, which might be of interest for Ukrainian students and scholars, is the request for a copy of a research paper (a reprint). Here is a typical, post-card type example of the main body of such a letter.

Box 9. Sample Reprint Request (Swales and Feak, 2000)

Dear Colleague:

I would greatly appreciate a copy of your article/paper entitled:
from/at

if available. Thank you for your courtesy.

(Signature)

Submission Letters

Submission letters accompany papers submitted for consideration to an editor of a research journal. As one research (Swales, 1996) has shown, they are written in various ways. Here is the most professionally looking variant of the main body of this type of a letter provided by Swales and Feak (2000).

Box 10. Sample Submission Letter (Swales and Feak, 2000)

Dear ...

I would like to submit to your journal for possible publication the enclosed paper entitled_____. The specific subject of this paper has not been submitted for publication elsewhere; it is based upon research ... *(e.g., "performed for the completion of my Ph.D. dissertation ").*

As per your journal's instructions, I am enclosing three copies of my paper and also include a 50-word biographical statement.

I would be pleased to give you any further information that you might request.

Sincerely yours,

Electronic Mail

Electronic mail (e-mail) has become an extremely popular medium of communication in academic spheres. E-mail English is considered to be a hybrid of writing and speech, or of a phone call and a letter. Academic e-mail messages have thus been found to be relatively informal and to have certain conversational features (Gains, 1999). Some important well-known characteristics of e-mail English messages are as follows:

- frequent decapitalization (e.g., "let us meet on tuesday");
- use of abbreviations (e.g., BTW—by the way);
- use of capitals for emphasis (e.g., "the exam is TOMORROW!");
- carefree punctuation (e.g., the vanishing hyphens in *e-mail I email);*
- frequent omission of salutations and closings.

The most important rules of e-mail etiquette include:

1) prompt response to a received message (at least acknowledgment of receipt) and
2) filling in the subject line that economizes the time and mental efforts of receivers and makes messages more concise.

Most common abbreviations, or rather acronyms (i.e., words formed from the initial letters of a name), which occur in e-mails (including academic), are as follows:

AISI—as I see it;

ASAP—as soon as possible;

BOT—back on topic;

BTW—by the way;

FYI—for your information;

IAC— in any case

IMHO—in my humble opinion;

IOW—in other words;

TTYL—talk to you later.

In communication with friends, the symbols called "emoticons," which represent facial expressions and add vitality to messages, are used, e.g.:

:-) or ☺ — a happy, joking, or sarcastic face;

;-)—a happy, winking face;

:-(or © —a frown, sad, or angry face;

:-}—a fiendish grin.

These symbols are not appropriate in formal academic e-mails. The degree of relative formality/informality of academic e-mail messages may, certainly, vary in accordance with different purposes and situations.

Task 98* *Below is the electronic message written by a Ukrainian student to his teacher. What would you change/improve in this message?*

From: Andriy Zakharko <azakh@hotmail.com >

Date: October 27, 200X 11:54 PM

To: Mariya Dmytrenko <dmytrenko@univ.lviv.ua >

Subject:

Hi, Mariya Petrivna! How are you doing?

I am almost ready with my course paper, but I need your advice. Can I come to your Department on Tuesday at 3.15 p.m. to ask some questions?

FYI, the Dean's office has just announced that our exam will take place NEXT FRIDAY! I'm afraid I won't be ready ©!

Hope to see you soon. Bye-bye.

Andriy Zakharko,

PMP-41.

Letters of Recommendation

Letters of recommendation (of reference) play an important role in academic communication. They usually accompany various kinds of applications (e.g., job, fellowship, or grant applications) and are written by the teachers or colleagues of an applicant.

One of the primary purposes of the recommendation letter is to share one's evaluation of the professional abilities and personal qualities of the applicant. The evaluation is usually based on the interpretation of accomplishments of a recommended person.

The letter of recommendation has a format of a letter with the introduction, body, and conclusion (Precht, 1998):

- the introduction states the purpose of writing and serves as a frame for the letter;
- the body contains the main evaluation of the applicant;
- the conclusion contains predictions of the applicant s success.

The letter of recommendation should also include name, position, and address of a referee (a person who provides a letter of reference). It is also recommended to describe the context in which the writer has known the applicant. Often, the applicants personal qualities (such as intelligence or industriousness) are described at the end of the body of the letter.

Letters of recommendation must avoid generalizations and unjustified statements; they should include, therefore, a sufficient amount of supporting evidence and details. Letters of recommendation are rarely negative.

A sample letter of recommendation is given on the next page (sentence numbers are added in it for ease of reference in the task that follows).

Box 11. Sample Letter of Recommendation

October 12, 2001

Graduate Program in Environmental Policy
International Student Exchange Board

To Whom It May Concern:

[1]I am writing to recommend Oksana Malyk for the graduate program in Environmental Policy at a U.S. university. [2]Oksana was a student in my Environmental Economics class in 2000, which had about 30 students. [3]I also supervised her research work in the second semester of 2000-2001 academic year. [4]I had a chance to observe Oksana in different settings, and also to talk to her many times.

[5]Oksana was one of the three top students I have had in ten years of teaching, possibly the best. [6]In my class, she received only the highest grades. [7] She was very strong in intellect and very hardworking. [8]Oksana was always actively engaged with all of the issues we discussed. [9]Her undergraduate background in biology allowed her to contribute to the discussion and to successfully complement her research on environmental issues. [10]I was greatly impressed by her study of the impact of ecological factors on economic life of the Southern district of our city, which she did under my supervision. [11]Oksana managed to collect a significant amount of data and to interpret them quite professionally. [12]The Department of Environmental Economics decided to send Oksana's report on this study, as one of the best and practically important, to the city ecological administration. [13]Also, Oksana has an excellent command of English, which, for example, she demonstrated interpreting a guest lecturer from the U.K. who visited my class in April 2001. [14]Both in formal and in informal situations, Oksana showed herself to be an intelligent, interested, and responsible person.

[15]I have no doubt that Oksana will do well in graduate study at a U.S. university. [16]Given her performance in my class and research potential she has demonstrated, I am quite sure she will succeed as she pursues a graduate degree in Environmental Policy.

Sincerely yours,

Task 99* *Answer the following questions.*

1. *Which sentences comment on Oksana's personal qualities?*

2. *Which sentences provide evidence in support of the referee's evaluation ?*

3. *Which sentences describe the context in which the author of the letter knew Oksana?*

4. *Which sentence states the purpose of the letter?*

5. *Which sentences contain the prediction of Oksana's success?*

6. *What evaluative expressions can you find in the letter?*

Useful Phrases:
Writing Recommendation Letters

You may use these phrases (in addition to those in the sample letter and in the recommendation given in the following task) when writing letters of reference.

I am writing to recommend X for …

I am writing to give X the highest possible recommendation for …

I have been asked to write in support of the application of X for …

I am delighted to write in support of X's application for …

I have known X since …

I have known X for a long time, first as a student … , in more recent times as a collaborator.

I know X well after working with him/her for more than … years.

X has excellent knowledge of … and is especially interested in …

X is clearly knowledgeable about the subject of …

X has shown great aptitude and enthusiasm for …

X is enthusiastic and energetic in his/her approach to …

X is an exceedingly strong candidate for …

On a more personal level, I found X to be of the highest honesty and integrity.

As a colleague, X is friendly and cooperative.

I have no reservations in recommending X to you.

I have no hesitation in recommending X for …

I encourage you to admit X.

I would be happy to respond to any further inquiries you may have concerning X.

If I can provide further information, please do not hesitate to contact me.

Task 100* *Read this letter of recommendation written by a Ukrainian university lecturer for her colleague. How would you improve it? Discuss the letter and possible changes with your classroom partner.*

To Whom It May Concern:

I am giving this letter of reference to Mrs. Kateryna Yablons'ka with great pleasure.

Mrs. Yablons'ka is a highly motivated teacher and scholar very much concerned with the research and pedagogical aspects of Business English. She does a lot for promoting the teaching of this important aspect of English for Specific Purposes at our University. However, despite her pedagogical and research successes, she still needs certain training and scholarly support that, unfortunately, she cannot currently obtain in her home country. The participation in the International Scholar Exchange Program will certainly give her a unique chance of raising her professional standards, enriching her knowledge of Business English, and widening her erudition.

Mrs. Yablons'ka has such good personal qualities as persistence and curiosity that will undoubtedly help her to realize her goals and benefit from the prospective stay at one of the U.S. universities.

Knowing Mrs.Yablons'ka, I do not hesitate to strongly recommend her for participation in the Program.

Sincerely, …