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KAZAKH ABLAI KHAN UNIVERSITY OF INTERNATIONAL RELATIONS AND WORLD LANGUAGES

Zhumabekova G.B.,
Savankova M.V.,
Tatarchuk X.S. and others



SPECIAL-PROFESSIONAL ENGLISH LANGUAGE

for the students of teacher training faculty



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Абылай хан атындағы
Қазақ халықаралық
қатынастар және әлем
тілдері университетінің
КІТАПХАНАСЫ

Almaty, 2021

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Учебник **«Специально-профессиональный иностранный язык»** – направлено на совершенствование соответствующих международным стандартам профессионально ориентированных знаний, умений и исследовательских навыков, с студентов педагогических специальностей, сформированных в бакалавриате на 1-3 курсах. Более конкретная задача – формирование профессионально-коммуникативной компетенции, способствующей эффективной устной и письменной коммуникации на английском языке по педагогической специальности, т.е. развитие умений осуществлять поиск научной информации, читать, реферировать научный текст по лингвистическим, педагогическим и образовательным вопросам, давать научное объяснение на английском языке, писать аннотации, выступать на конференциях с докладами и сообщениями, и др. Пособие может быть использовано в качестве руководства для студентов педагогических факультетов, а также для учителей в современных казахстанских школах.

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CONTENTS

PREFACE 4-6

UNIT 1. ACADEMIC ETHICS OR CULTURE IN THE WORLD OF SCIENCE 7-31

UNIT 2. HOW TO CAPTIVATE AN AUDIENCE? 32-66

UNIT 3. IS MY SOURCE CREDIBLE: HOW TO EVALUATE RESOURCES? 67-81

UNIT 4. THE LANGUAGE STRUCTURE OF THE ENGLISH ACADEMIC PUBLICATIONS: HOW TO WRITE A FIRST-CLASS SCIENTIFIC PAPER? 82-108

UNIT 5. ACADEMIC WRITING: HOW TO CREATE SUCCESSFUL PIECES? 109-123

UNIT 6. INTERNATIONAL ACADEMIC CONFERENCES TO INTERNATIONAL EDUCATIONAL DIALOGUE 124-146

REFERENCES 147-148

APPENDIX A 149-150

APPENDIX B 150-152

APPENDIX C 152-154

APPENDIX D 154-155

APPENDIX E 155-157

APPENDIX F 158-159

APPENDIX G 160-162

PREFACE

In modern society, interest in the profession of a teacher of foreign languages is increasing. At the same time, in the light of the documents adopted by the state (Professional Standard of a Teacher, the Law on the Status of a Teacher), the requirements for the quality of training of future teachers of foreign languages are increasing. For a foreign language teacher to successfully implement his labor functions (namely, *teaching, methodological, educational, research and socio-communicative*), it is necessary to improve the quality of language training, purposefully forming intercultural and communicative competence not only in such spheres of communication as social, social-cultural, educational and professional, but also in the field of a ***special professional sphere***. This area should cover the "more advanced" knowledge of foreign languages, as well as its use in *situations of professional communication* not only with students, but also *with foreign colleagues on a whole range of professional issues and problems, including the exchange of pedagogical experience through scientific and methodological journals, forums, blogs, taking part in international conferences, competitions and much more*

The goal of the manual *on "Special-professional foreign language" is to improve the professionally oriented knowledge, skills and research skills that are formed in the undergraduate course in 1-3 years of studying at the university that correspond to international standards.* ***A more specific task*** *is the formation of professional and communicative competence that contributes to effective oral and written communication in English in the pedagogical specialty, i.e. development of skills to search for scientific information, read, abstract a scientific text on linguistic,* pedagogical and educational issues, give a scientific explanation in English, write annotations, speak at conferences with reports and messages, etc.

By the completion of the course successful students will be able to do the following:

1. Students will be enabled to understand the basic objective of the course by being acquainted with specific dimensions of communication skills i.e. Reading, Writing, Listening, and Speaking.

2. Students would be able to create a substantial base by the formation of strong professional vocabulary for its application at different platforms and through numerous modes as Comprehension, reading, writing and speaking etc.

3. Students will apply it at their workplace for writing purposes such as Presentation/official drafting/administrative communication and use it for document/project/report/research paper writing.

4. Students will be made to evaluate the correct & error-free writing by being well-versed in rules of English grammar & cultivate relevant technical style of communication & presentation at their work place & also for academic uses

5. Students will apply it for practical and oral presentation purposes by being honed up in presentation skills and voice-dynamics. They will apply techniques for developing interpersonal communication skills and positive attitude leading to their professional competence.

The manual "Specialized Professional Foreign Language" aims at developing following competences:

Intercultural communicative competence refers to an integrative theory-practice approach enabling us to mindfully apply the intercultural knowledge we have learned in a sensitive manner. Specifically, it refers to a transformation process connecting intercultural knowledge with competent practice. Therefore, it involves knowledge of cultural factors such as the rules of behavior that exist in the target language community as well as cross-cultural awareness, including differences and similarities in cross-cultural communication.

Discourse competence is defined as the selection and sequencing of utterances or sentences to achieve a cohesive and coherent spoken or written text given a particular purpose and situational context.

Communicative competence involves developing language proficiency through interactions embedded in meaningful contexts. This approach to teaching provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns in isolation. A central concept of the communicative

approach to language teaching is communicative competence: the learner's ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environments.

Professional competence is fulfilled through formation of significant skills developed in the course of practical lessons corresponding to the aims and objectives of the given course and communicative needs of a particular specialist. This competence is reflected as a professionally oriented skill complex in appropriate syllabus.

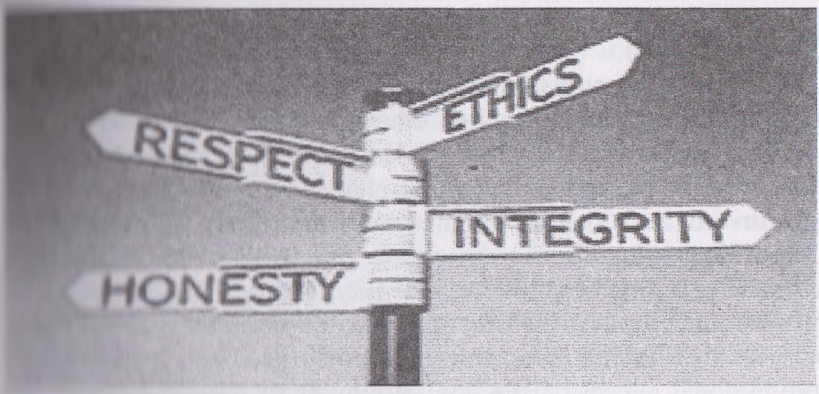
The manual may be used at practical lessons in the senior courses of institutes of foreign languages. The manual falls into 6 parts. Each unit includes a number of texts on problematic issues, tips for the students on how to do assignments for students to help them study and acquire the main knowledge and skills in the sphere of professional communication within the teaching profession.

The manual is compiled on the basis of Context-based approach which means that the main focus should be on the content of the Teaching profession. Teaching the English language is also important but the emphasis is paid to the formation of lexical habits (terminology), developing communicative skills (Reading, Speaking, Writing and Listening) and interpretation skills as well. The authors recommend to use at the lessons such methods and technologies as exercises to develop the metalanguage, problem analysis, causal analysis, various types of Reading, heuristic approach, debates, discussions, project work, multimedia- projects, video-technologies, compositions, essays, reports, annotated bibliography, problem (situation) analysis, discussions and others. However, the final choice of the method and technology depends on the teacher and the level of particular students.

UNIT 1.
ACADEMIC ETHICS OR CULTURE IN THE WORLD OF SCIENCE

In this unit you will:

- *learn the main rules of academic ethics*
- *understand the concept of "culture in the world of science"*
- *know the types of violations of academic rules*
- *be able to avoid plagiarism by correct paraphrasing, citation and summarizing*



LEAD-IN

Task 1. 1) Decide if you agree or disagree with the following statements.

2) Interview your partner, ask him/her why they think so.

Statement	You	Your partner
1. Copying in exams should be allowed		
2. Cheating devalues learning		
3. Cheating is not criminal as we learn something while doing it		
4. The more teachers prohibit cheating, the more students will cheat		
5. Teachers should teach how to avoid cheating		
6. Teachers should trust students		
7. Quality learning is never about cheating		

READING

PART 1.

Task 1. Read the following article. Find out:

1) **what is meant by the "widespread culture of cheating"?**
2) **the students' motivations for cheating**
3) **what is meant by "academic ethics"?**

Task 2. Read the text again and find out what these figures mean:

4,000 30 75 15,000 2004 36 50 67 80

THE IMPORTANCE OF AN ACADEMIC HONESTY CULTURE

The foundation to the academic honesty policy is the school's commitment to the values of ethics, integrity, and honesty, The H. Wayne Huizenga School of Business and Entrepreneurship's first precept in its Guiding Principles and Philosophy is that we are driven to "Conduct all our academic affairs with integrity." Accordingly, the school must clearly communicate the institution's expectations regarding ethics, integrity, and academic honesty, so the administrators must take academic misconduct very seriously. One goal is to link academic honesty to personal, business, and professional success. This goal is similar to the objective of the school's law and ethics courses; that is, to link legal and ethical behavior with personal and business success. It is imperative that a link be established between academic honesty and ethics and integrity and long-term personal, business, and career success. The intent of the academic honesty policy is not merely to be the "police" of academic violations, but rather to create a culture and climate at the school that emphasizes, and is more conducive to, academic honesty. Yet, when the faculty and administration are the "police," they must make sure that academic misconduct is proceeded against pursuant to the academic honesty code in a fair and consistent manner. As such, the faculty and administration must avoid any enforcements that appear arbitrary and capricious or inequitable and unjust. Another critical point to make is that when the faculty does uphold and enforce policy, the faculty must have the complete and total support of their faculty colleagues, the program offices, the administration, and particularly the deans of the school.

The authors of this essay do make an assumption; that is,

that most people, including the students, of course, are moral and ethical. Thus, they want to do the "right things" and make the "right" decisions. However, the authors are very well cognizant of the old "Cold War" saying: "Trust but verify."

THE WIDESPREAD CULTURE OF CHEATING

In today's school environment, there has been an influx of reports and news concerning student cheating and dishonesty. Having an environment where cheating is perceived as a necessity is not a good form of conditioning and preparing students for the "real world".

While cheating is not necessarily created at the college level, the cultures of institutions might further reinforce it. On April 29, 2004, ABC's (American Broadcasting Corporation) Prime Time had a segment on cheating of students in the education system. They tackled the issue of cheating in colleges and high schools. They found that 75% of students admitted to cheating on an exam or paper. This Prime Time segment titled "Caught Cheating in School" was a six-month study of college and high school students about cheating practices and the reasons why they cheat. The research, claiming that cheating is at an all-time high, was facilitated and narrated by Charlie Gibson. Of the 12,000 college students, 75% admitted that they have cheated on an exam or term project. These students said that they know cheating is wrong, but they do it in order to be better prepared for real life in the business world where cheating and manipulating the system to "get ahead" seems to be the norm. Students are using calculators, cell phones, computers, and other devices to store and/or download relevant information to complete the exam. Many schools have wireless access to the Internet and students are fully able to use this system to download the answers and cheat very easily. One student was timed by Charlie Gibson to see how long it took her to get the answer for one of the questions from another student using her cell phone's text messaging function. It took her less than 30 seconds, using one hand under table, to ask the question and receive the answer while the other hand seemed to be attempting to take the test. Furthermore, ABC's poll concluded that 36% of high school students admitted that they had cheated and 7 out of 10 students say that their friends have cheated. Researchers on the show stated that business administration students are the top

cheaters in self-reported surveys. They tend to rank first or second among the highest cheaters. Some students feel that they need to cheat since their counterparts are doing it. Others feel that they need to cheat as the school system is simply a "dress rehearsal" for the "cut throat" world of business. Many students feel that if senior business officers or religious leaders cheat and politicians, including governors and presidents, lie, then they, too, have the right to cheat and get ahead using tactics available to them. Some of the students tend to see the school system as their laboratory for experimentation and learning to manipulate employees, colleagues, and other stakeholders for their own personal gain.

Ethics consultant, Michael Josephson, stated that students feel as though it is "okay" to cheat since professors allow it. In a survey of 4,000 American and Canadian school educators, about 50% stated they have ignored obvious cases of cheating. As such, adults must be aware of cheating methods, stop cheating, teach students that cheating is wrong, and tell them that cheaters will be punished.

In one case, a college professor found that about a half dozen of his students had cheated from an online site where information was prepared and presented by fifth grade students. It is sad to see that college students do not have time to prepare their own material but rather are plagiarizing from fifth graders. They feel that they have to keep up their grade point average (GPA) since college recruiters tend to hire those with high GPAs. Some students feel they must cheat since there is too much work for them to complete in such a short period of time. However, others thought it is the fault of the teachers for not punishing those who cheat.

During one experiment, students were caught cheating by checking their papers in the "Turnitin.com" website to see how many of the submitted papers were plagiarized. "Turnitin.com" is one tool that many educators use to catch cheaters. It can scan about 15,000 papers submitted by educators every day. "Turnitin.Com" tells the faculty what is copied from other sources and what percentage of each paper is directly copied from these sources. The software marks all copied items in red and underlines them for the faculty. All this can be done in a matter of minutes based on the personal experiences of these authors and many colleagues that regularly use it. Some students cheat because they do not think that they have the time to do a quality job in order to get a good grade. One student said that the "general student body" feels that cheating is "okay" in some

cases, especially when one has several assignments that are due on the same day, which leaves little to no time to complete them all qualitatively. One of the teachers in the experiment asked her class, "How many of you would cheat if you knew that you would not get caught?" Practically all of the students raised their hands. These students were given an assignment after the discussion and about 67% (two thirds) of the class had copied much of the material from other sources as their own without proper citation and referencing. In some cases, students had only copied a few phrases as their own while others had copied as much as 80% of the material, despite the fact that these students had seen the Robinson's Honor Code posted everywhere in their school and had a discussion on cheating during that same week.

Subsequent discussions with these students showed that they felt cheating on academic assignments was a necessity for high performance and college entry. One high school student who had copied 80% of the material said he started the paper early in the evening, then ate dinner and finally helped his mother with the dishes before returning to complete the paper. At this time, it was 11:00 PM and he cheated because he did not want to stay up until 3:00 AM to complete the assignment. Another student who had also copied 80% of the assignment said he did it because he did not care much about this class and chose to spend most of his time studying for other more important subjects since he had several other exams and assignments due the same day. Such forms of cheating are not limited to high schools or two-year community colleges. Research shows that even top universities have had high rates of self-reported cheating. Michael Josephson said the higher the status of the school (such as Ivy League Schools), the more competitive the environment, the more pressure to earn higher grades, then the higher the rates of cheating will be in such environments. This is also true of the "real world" where the biggest bankers get caught cheating at the highest rates since the competition is very tough for them to do well, and that they are "bailed" out by the government (and taxpayers).

It appalls most educators, to say the least, to know that higher-level students would actually steal words from fifth-graders. That does not say too much for the educational system, does it? There is another site on the web (www.cheathouse) that houses term papers, essays, and book reports for high school and college students. There are several more sites that students seem to come across in assisting

them to prepare papers. These sites are such that one can easily buy an essay or report whenever needed. Furthermore, some sites even promise that they have not been plagiarized! It is just a sad state of the world when students place no faith in themselves to do their own research and write their own papers or they are just too lazy to do it. Perhaps, it just goes to show that many individuals with these upper-level careers do not even belong there if they got ahead using such tactics.

Most people tend to agree with the solution of the "zero tolerance" policy while modeling expected behaviors and believing that it can work. However, many also believe that it is unlikely to happen on the scale necessary to make a major impact on reducing the level of cheating in schools any time soon. The reasoning stems from witnessing an adult population in schools which has become complacent and as a result, lets students do almost anything but fight one another in their vicinity. It is as if the attitude is, "They are not trying to kill me or each other, so their behavior is ok, and besides I don't need any more hassles." The adults have let the atmosphere deteriorate into this state, so it is going to be very difficult to rely on them to revive the culture to a new and improved state. Many individuals know we do not have many choices but to rely on adults to lead and children to comply, which might be the best alternative to the current challenge. Administrators, faculty, and staff have the power to create and cultivate any atmosphere they "collectively" choose to implement. In some districts, leaders are looked upon with skepticism and distrust where people do not always trust one another wholeheartedly. There is the widespread "us vs. them" mentality reinforcing the dichotomy where people relieve themselves of the responsibility to fix the problem. There are still racial issues and concerns about unfair treatment of minorities and females that educators and employers must overcome as well. There is no "quick fix," no panaceas or easy answers for such complex challenges facing the community. However, most people agree and believe that the adults are just as responsible for the attitudes and behaviors as the students themselves. Once everyone recognizes this responsibility, then there may be hope for all educators, administrators, and students on internalizing a commitment for change.[1]

1 *Frank J. Cavico, Bahaudin G. Mujtaba Making the Case for The Creation of an Academic Honesty and Integrity Culture in Higher Education: Reflections and Suggestions for Reducing the Rise in Student Cheating Nova Southeastern University,*

PART 2.

Task 3. Read Part 2 of the text and find out 5 main reasons for students to cheat.

Task 4. Read the text again and find out the meaning of the highlighted words.

WHY DO STUDENTS CHEAT?

Is it that students are morally deficient? Do they have ethical and moral problems? Do they lack moral development? Do they lack an understanding of the ethics of cheating? Do they not understand that cheating is morally wrong? Perhaps it is a result of ethical relativism; that is, of differing moral standards based on culture. For example, there are differing societal and cultural conceptions as to ownership of intellectual property. Maybe the old saying "imitation is the sincerest form of flattery" is true. Of course, then one can argue, as the authors of this essay will, and forcefully so, that there are universal and absolute moral values which are true and valid for all people and all times. Those values mean that it is wrong to lie, cheat, and steal – period.

Granted, today there is a highly competitive and intense academic environment – from high school to college to graduate, law, and medical schools – as well as an intense pressure to excel from peers, parents, and employers. There is also a highly competitive business environment, exacerbated by today's deteriorating economy, shrinking job market, and concomitant very heavy pressures for higher sales, profits, and stock prices. One insidious factor leading to cheating is the perception that "everyone is doing it", not only in the academic environment, but also in the business and political realms; and this cynical feeling can be worsened considerably by the perception that a school is not serious about preventing and punishing academic misconduct.

Is "ignorance an excuse"? That is, is there a lack of the requisite knowledge and skills needed to make the "right" decision? Did the students not think the conduct was cheating? Did they not even stop to think about it at all? Perhaps they did not think that cheating was necessarily wrong. Maybe they are confused about what is meant by

cheating and plagiarism. For example, when is information taken off Internet research and when is it plagiarism? Where is the line between teamwork and collusion? The rules and standards of the school and/or the faculty members may not be clear, especially in a school, such as the authors', that emphasizes teamwork and collegiality. What if the school has graduate and undergraduate divisions? Should graduate students be held to a higher standard? Should graduate students have a better understanding of plagiarism and proper citation? One would think so, but the authors would counsel not to assume that any students know the proper methods of citation. Moreover, even if they are educated in this regard, there is the problem of sloppy scholarship; that is, "rushed" scholarship - especially from adult working students - resulting in perhaps inadvertent honest mistakes. To illustrate, the academic honesty policy at the authors' school makes a distinction between deliberate and accidental plagiarism, with the former, of course, resulting in more harsh sanctions. Thus, it is always best to declare, loudly and firmly, to the students, "when in doubt, provide a citation!"

Technology, as mentioned, certainly has made cheating more opportunistic for the students. Academic misconduct, cheating, and fraud never have been easier due to Internet and advanced technology (such as email, cell phones, pagers, "paper mills" and term paper websites with papers, exams, and essays for sale - and usually with a "for research purposes only" disclaimer, "thanks" to the lawyers - online courses with chat rooms). Therefore, technology provides many, and perhaps too tempting, opportunities to cheat. It is very easy to abuse technology in the classroom and otherwise.

Another factor that may lead to cheating is short-term, erroneous thinking on the part of the students. That is, the erroneous view that getting the diploma is more important than acquiring the knowledge. Consequently, the students may not realize that cheating devalues learning, and therefore the students are only cheating themselves. A serious problem that can lead to or exacerbate cheating is a "mixed message" syndrome emanating from schools and faculty members. Any confusion or lack of certitude as to what constitutes misconduct, cheating, plagiarism - whether it will be punished or whether it will be punished in an appropriate and consistent manner – is bound to cause problems. If the students feel that cheating will result in a mere slap on the wrist, or whether there will be any sanctions at all, such a message will indicate to the students that misconduct is

acceptable. Also, confusion can be caused by schools and faculty as to what constitutes appropriate collaboration and teamwork and improper collusion.

Another factor - and a sad one - that can engender cheating is low self-esteem on the part of some students. That is; there may be, in an unfortunate case, a lack of confidence by a student that he or she cannot adequately do work without cheating. Hopefully, a perceptive and concerned professor will be aware of such a student and will work with him or her to make sure that he or she has the necessary knowledge and skills to master the class materials. Also, the professor might consider allowing the students to work in teams or groups, since teamwork can be a good learning tool as well as a psychological re-enforcer. Teamwork also prepares students for the team-oriented workforce of today's business world. Yet, again, the authors of this essay would emphasize that the faculty be very clear as to the extent of permissible collaboration in the work of group or team work.

What is the extent of cheating? The scholarly research and literature, as well as the popular news, suggest that students do cheat, that cheating is on the rise, and that business students may cheat the most. The authors of this essay naturally hope that the readers encounter only isolated instances of cheating at their schools. There is, of course, a growing body of scholarly research on the subject, and the purpose of this essay is not to explicate this research. Yet, according to a 2008 study by Shelly McGill, published in the Journal of Legal Studies Education, cheating is rampant in academia and is most prevalent by business students. One point, which regrettably should be evident is that in today's environment – business and academic - it is not realistic to assume that students do not engage in academic misconduct.

There are, therefore, many questions, issues, and challenges presented by academic misconduct at a college or university; but some points are very clear to the authors of this essay. The most effective way to prevent cheating is to actively promote academic integrity and, at the same time, effectively confront students who do cheat. A school must create a culture or climate that promotes the values of ethics, integrity, and academic honesty, as well as one that discourages academic dishonesty and misconduct. The goal is to take a comprehensive approach to academic honesty; that is, to promulgate a policy and to publicize, inculcate, and implement

the policy. Accordingly, a school must establish a culture that discourages and deters academic misconduct. Cheating, the authors believe, should be less prolific if the culture of an institution clearly condemns such misbehavior. The faculty members of a school are the most critical element in securing success of any academic honesty program. The faculty must reflect, uphold, communicate, and enforce the school's values and commitment to ethics and integrity. In addition, it is absolutely imperative that the faculty members are told they have, and in fact do have, the total support of their colleagues, the administration, and the deans of the school in upholding the school's policy of academic honesty ethics, and integrity.[2]

Task 5. Answer the following questions.

1. What is cheating? Discuss specific examples of what is considered cheating.
2. Is cheating limited only to university students or does it begin with high school students and move on to business people? Discuss examples.
3. What are some common methods, techniques, and/or strategies that students use to cheat in the classroom?
4. What are some common methods, techniques, and/or strategies that business people use to cheat in the workplace?
5. What can students, faculty members, and administrators do to prevent cheating in the academic environment?

CONTENT PRACTICE

Task 1. Watch the following video (https://youtu.be/KKxufmpMj4o) **and fill in the gaps.**

1. Plagiarism is_____.
2. Types of plagiarism_____, _____, _____.
3. _____, _____, _____ can contribute plagiarism.

2 *Frank J. Cavico, Bahaudin G. Mujtaba Making the Case for The Creation of an Academic Honesty and Integrity Culture in Higher Education: Reflections and Suggestions for Reducing the Rise in Student Cheating Nova Southeastern University, USA - American Journal of Business Education, Volume 2, Number 5, August, 2009).*

Task 2. Watch the following videos and take notes.

1) Watch the following video *'Types of Plagiarism: Overt Plagiarism'* and take notes on what can be done to avoid overt plagiarism. (https://youtu.be/AAXodKEr8aI)

2) Watch the following video *'Types of Plagiarism: Passive Plagiarism'* and take notes on what can be done to avoid passive plagiarism (https://youtu.be/tJOUlJn0VEs)

3) Watch the following video *'Types of Plagiarism: Self-Plagiarism'* and take notes on what can be done to avoid self-plagiarism (https://youtu.be/Qc7ghAWTLws)

4) Watch the following video *'Plagiarism Examples: Insufficient Paraphrasing'* and find out what insufficient paraphrasing is and how to fix it (https://youtu.be/tSfQf1oHpxk)

5) Watch the following video *'Plagiarism Examples: Insufficient Citation Frequency'* and find out how to avoid insufficient citation. (https://youtu.be/4lZsH63Oz08)

Task 3. Read the following text. What can you say about KZ writing style?

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

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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 4. 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 5. Read the following and figure out if they have been written by the English or American professor or which by their KZ 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 Universities
6. To Teach or not to Teach? The Place and Role of the English Academic Writing Course in the Changing Language Curriculum of Universities

LANGUAGE PRACTICE

Task 1. Read the original text below. Highlight the words that you think are specialised words or words that should not be changed when paraphrasing. Underline the words which should be changed.

The United States, Germany, Japan and other industrial powers are being transformed from industrial economies to knowledge and information-based service economies, whilst manufacturing has been moving to low wage countries. In a knowledge and information-based economy, knowledge and information are the key ingredients in creating wealth. (Source: Laudon & Laudon 2002, Management information systems: managing the digital firm, Prentice Hall, New Jersey.)

Task 2. Read the two paraphrases of the original text below. Select the statement that describes the most appropriate paraphrase.

Paraphrase 1

The United States, Germany, Japan and other economies are being dramatically changed from industrial economies to knowledge and information based service economies as manufacturing shifts to countries where the wages are low cost. In a knowledge and information based economies, knowledge and information are the focus in economic growth (Laudon & Laudon 2002).

Paraphrase 2

There has been a dramatic change in economies such as the United States, Japan and Germany from industrial to service economies involved in knowledge and information. As manufacturing shifts to countries where wages are low, economic growth and information economies must focus on knowledge and information production (Laudon & Laudon 2002).

(a) Paraphrase 1 is acceptable because it closely follows the sentence structure of the original.

(b) Both paraphrases are acceptable because some of the keywords have been changed.

(c) Paraphrase 2 is not acceptable because the sentence structure has been changed.

(d) Paraphrase 2 is acceptable because both the sentence structure and the keywords have been changed.

(e) Paraphrase 2 is unacceptable because the subject of the first sentence is different from the original, i.e. 'dramatic change' rather than 'the United States, Germany and Japan'.

Task 3. Find the words in Paraphrase 2 that replace the key words in the original text highlighted in blue below.

Paraphrase 3

The United States, Germany, Japan and other industrial powers are being transformed from industrial economies to knowledge and information based service economies, whilst manufacturing has been moving to low wage countries. In a knowledge and information based economy, knowledge and information are the key ingredients in creating wealth.

other industrial powers = _____

transformed = _____

whilst = _____

has been moving = _____

low wage countries = _____

key ingredients = _____

Task 4. Read the original text below and build a paraphrase from the selection of phrases provided on the next page.

Information systems make it possible for business to adopt flatter, more decentralised structures and more flexible arrangements for employees and management. Organisations are trying to become more competitive and efficient by transforming themselves intro digital firms where nearly all core business process and relationships with customers, suppliers and employees are digitally managed (Laudon & Laudon 2002).

How would you begin your paraphrase?

Business can develop …

(a) more decentralized structures,

(b) flatter, less centralized structures

(c) centralized arrangements

Task 5. From the list below, choose one word which could be used in place of the language shown in bold without changing the meaning of the sentence. Remember that you may need to change the form or in some cases the grammatical class of the word.

affect (v) • capillary (n) • notion (n) • decade (n)
emphasise (v) • expose (v) • generate (v) • consequent (adj)
pertinent (adj) • predict (v) • select (v) • signify (v)
structure (n) • undergo (v)

1. Over the previous ten years, we have seen an enormous growth in the number of home personal computers.
2. Lecturers often speak more loudly and more slowly when they want to stress an important point.
3. One important function of newspapers is to uncover dishonest behaviour and wrong-doing by those in power.
4. The organisation of the company has changed completely, with far fewer senior managers.
5. The decision to give longer prison sentences indicated a hardening of the government's attitude towards drug offenders.

6. The new computer system created a lot of interest among potential customers.
7. When the government increased the tax on petrol, there was a resultant rise in transport costs.
8. In the first instance, the blood passes out of the heart, through the lungs and along the arteries before reaching the small blood vessels within the skin.
9. Until the sixteenth century, the idea that the Earth moves around the Sun was regarded as a ridiculous idea, whereas today we accept this concept as completely normal.
10. Pollution is a problem which has an effect on every country today.
11. Most economists forecast that China will become a leading world economy in the twenty-first century.
12. One difficult aspect of writing an essay is selecting material which is relevant to the topic and excluding irrelevant information.
13. The company has experienced a number of significant changes in the last few years.
14. The first thing to do is to choose the courses which you would like to study and then look at each university prospectus.

Task 6. On a separate piece of paper, write a paraphrase of each of the following passages. Try not to look back at the original passage.

1. "The Antarctic is the vast source of cold on our planet, just as the sun is the source of our heat, and it exerts tremendous control on our climate," [Jacques] Cousteau told the camera. "The cold ocean water around Antarctica flows north to mix with warmer water from the tropics, and its upwellings help to cool both the surface water and our atmosphere. Yet the fragility of this regulating system is now threatened by human activity." From "Captain Cousteau," Audubon (May 1990):17.

2. The twenties were the years when drinking was against the law, and the law was a bad joke because everyone knew of a local bar where liquor could be had. They were the years when

Organized crime ruled the cities, and the police seemed powerless to do anything against it. Classical music was forgotten while jazz spread throughout the land, and men like Bix Beiderbecke, Louis Armstrong, and Count Basie became the heroes of the young. The flapper was born in the twenties, and with her bobbed hair and short skirts, she symbolized, perhaps more than anyone or anything else, America's break with the past. From Kathleen Yancey, English 102 Supplemental Guide (1989): 25.

3. Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head. From "Bike Helmets: Unused Lifesavers," Consumer Reports (May 1990): 348.

4. Matisse is the best painter ever at putting the viewer at the scene. He's the most realistic of all modern artists, if you admit the feel of the breeze as necessary to a landscape and the smell of oranges as essential to a still life. "The Casbah Gate" depicts the well-known gateway Bab el Aassa, which pierces the southern wall of the city near the sultan's palace. With scrubby coats of ivory, aqua, blue, and rose delicately fenced by the liveliest gray outline in art history, Matisse gets the essence of a Tangier afternoon, including the subtle presence of the bowaab, the sentry who sits and surveys those who pass through the gate. From Peter Plagens, "Bright Lights." Newsweek (26 March 1990): 50.

5. While the Sears Tower is arguably the greatest achievement in skyscraper engineering so far, it's unlikely that architects and engineers have abandoned the quest for the world's tallest building. The question is: Just how high can a building go? Structural engineer William LeMessurier has designed a skyscraper nearly one-half mile high, twice as tall as the Sears Tower. And architect Robert Sobel claims that existing technology could produce a 500-story building. From Ron Bachman, "Reaching for the Sky." Dial (May 1990): 15.

Task 7.
READ this passage from your textbook.

"Writing instructors distinguish between process and product. The expectations [we've] described here all involve the 'product' you turn in on the due date. Although you should keep in mind what your product will look like, writing is more involved with how you get to that goal. 'Process' concerns how you work to actually write a paper. What do you actually do to get started? How do you organize your ideas? Why do you make changes along the way as you write? Thinking of writing as a process is important because writing is actually a complex activity. Even professional writers rarely sit down at a key board and write out an article beginning to end without stopping along the way to revise portions they have drafted, to move ideas around, or to revise their opening and thesis. Professionals and students alike often say they only realized what they wanted to say after they started to write. This is why many instructors see writing as a way to learn. Many writing instructors ask you to submit a draft for review before submitting a final paper. To roughly paraphrase a famous poem, you learn by doing what you have to do." (College Success 285)

WRITE: Why are the following five paraphrases considered good or bad by a college teacher? Write just a few words or a sentence about each paraphrase. These questions will help you identify and strengths and weaknesses of each paraphrase.

Is the paraphrase accurate?• Is it our original wording or is it using the authors' words from the passage above, from• Is the source given credit correctly, in the sentence or in parentheses?•

Examples of Good Paraphrases:

1. When writing, it is important to recognize that the product and process are two different things. One's "product" is the final piece of writing that they submit to their professor, while the "process" pertains to how a writer creates their work (College Success 285).

2. The authors of the textbook, College Success, list different

of things to consider when writing a paper. These include how you begin a paper, the organization of concepts and how you make changes in your writing. These ideas are all apart of one's writing "process." 5

3. For many, writing is not a simple process. Even people who write professionally typically do not complete a product in one sitting. They often edit and reorganize their work before they submit it (College Success 285).

4. A common problem amongst all different kinds of writers, is that they are unsure of what they want to convey in their paper at the start. Often times it isn't until they are in the midst of writing that they determine what it is they want to say (College Success 285).

5. The authors of College Success emphasize the idea that many professors will often times ask students to submit a draft of a paper before the final product. This is a chance for professors to teach, and for the writer to make changes to their work. Examples of Bad Paraphrases 6. Professional writers and college students both often say they only realized what they wanted to say after they started writing. 7. Thinking of writing as a process is important. That's because writing is actually a complex activity. Even professional writers rarely sit down at a key board and write out an article beginning to end. They stop along the way to revise portions they have drafted, to move ideas around, or to revise their opening and thesis (College Success 285).

Task 8. True or False? Please indicate whether each statement is true or false.

1. Plagiarism is using the ideas and words of someone else as my own work without citing the original work.

2. If I download something from the Internet and change a few words and phrases, I can use that information as my own for class assignments.

3. If I find a newspaper article on the Internet, I can use it in my work without reference because it is in an electronic form.

4. It is actually getting very easy for someone else to do an

electronic search to find the sources of information I used from the Internet.

5. If someone said something in a lecture or on TV, I don't have to cite it because it is not written.

6. It is acceptable to use text from Wikipedia in my paper without citation because it is anonymously edited, and it is difficult to impossible to find the author.

7. Paraphrasing is rewording someone else's ideas or facts. It is acceptable to paraphrase in a paper as long as the source is cited.

8. If an article is anonymously written it still must be cited.

9. Paraphrasing information from the Internet and using it as my own work without citation is considered plagiarism.

10. If I am unsure about how to cite a source, I should consult a style manual to find the correct citation style.

PRODUCTION

SPEAKING

Task 1. Discuss with your partner the following quotes.

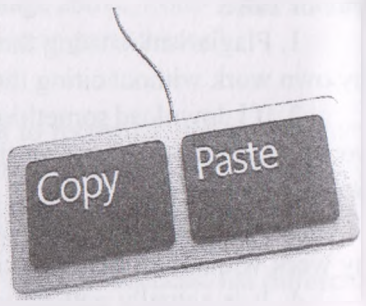
I would prefer even to fail with honor than win by cheating.
Sophocles

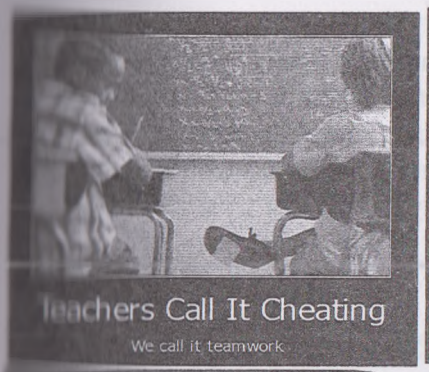
If you are cheating, you are not trying
E.Guerrerro

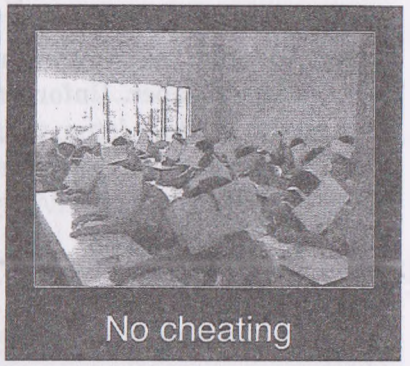
Cheaters never win, and winners never cheat
Anonymous

Task 2. Look at the following pictures and discuss them with your partner.











Project Work. Study various resources, discuss with your partner and find out the main differences and similarities between western and domestic cultural styles of conducting research and describing the results of it. The results present in the form of a Venn diagram.

WRITING

Task 1. Imagine that your younger friend is going to write his first academic paper. Unfortunately, he is not sure how to do it correctly. Write a letter to him and give your advice. Don't forget to tell about the importance of integrity and honesty, ways to avoid plagiarism and APA style. Write at least 250 words.

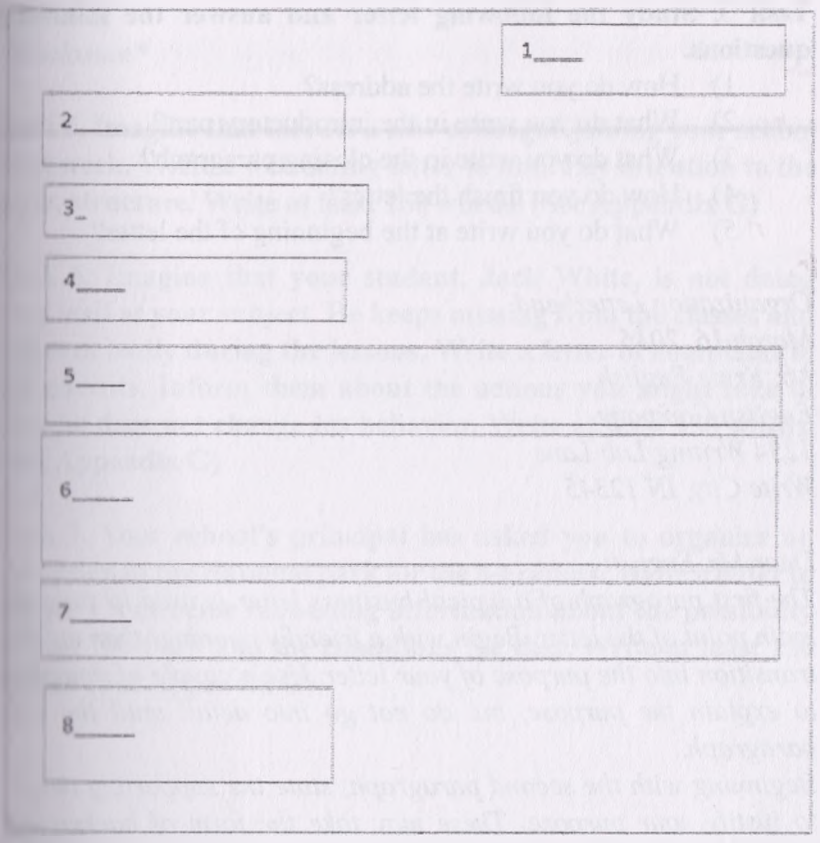
Task 2. The following words are written at the entrance gate of the university in South Africa. Do you agree with them? Write an essay expressing your opinion. Write at least in 250 words.

DESTROYING ANY NATION DOES NOT REQUIRE THE USE OF THE ATOMIC BOMBS OR THE USE OF THE LONG-RANGE MISSILE. IT ONLY REQUIRES LOWERING THE QUALITY OF EDUCATION AND ALLOWING CHEATING IN THE EXAMINATIONS BY THE STUDENTS.'»PATIENTS DIE AT THE HANDS OF SUCH DOCTORS. BUILDINGS COLLAPSE AT THE HANDS OF SUCH ENGINEERS. MONEY IS LOST AT THE HANDS OF SUCH ECONOMISTS 8 ACCOUNTANTS. HUMANITY DIES AT THE HANDS OF SUCH RELIGIOUS SCHOLARS. JUSTICE IS LOST AT THE HANDS OF SUCH JUDGES... THE COLLAPSE OF EDUCATION IS THE COLLAPSE OF THE NATION.'» SOURCE: WRITTEN AT THE ENTRANCE GATE OF THE UNIVERSITY OF SOUTH AFRICA. SOUTH AFRICA.

FUNCTIONAL WRITING "Business Letters"

Task 1. Match the parts of the letter with their location on the paper

a) Salutation
b) Sender's address
c) Receiver's address
d) Main content
e) Introduction
f) Date
g) Conclusion
h) Subscription



Task 2. Match the phrases to the parts of the letter.
Salutation Main content Conclusion Introduction
Date Subscription

Dear Jack Johnson / Thank you for your letter regarding ... / After having seen your advertisement in ..., I would like .../ Kind regards / I am writing to enquire about ... / I look forward to hearing from you. / I am applying for graduate schools in marine biology, and I would be very grateful if you would write a letter of reference for me. / Sincerely yours / We look forward to a successful working relationship in the future. / If you have any further questions, please do not hesitate to contact me. / 03/04/2021

Task 3. Study the following letter and answer the following questions.

1) How do you write the address?
2) What do you write in the introductory part?
3) What do you write in the closing paragraph?
4) How do you finish the letter?
5) What do you write at the beginning of the letter?

Organization Letterhead
March 16, 2016
Mr. Ernie English
English Company
1234 Writing Lab Lane
Write City, IN 12345

Dear Mr. English,
The first paragraph of a typical business letter is used to state the main point of the letter. Begin with a friendly opening; then quickly transition into the purpose of your letter. Use a couple of sentences to explain the purpose, but do not go into detail until the next paragraph.
Beginning with the second paragraph, state the supporting details to justify your purpose. These may take the form of background information, statistics or first-hand accounts. A few short paragraphs within the body of the letter should be enough to support your reasoning.
Finally, in the closing paragraph, briefly restate your purpose and why it is important. If the purpose of your letter is related to your employment, consider ending your letter with your contact information and title if it not included on letterhead. However, if the purpose is informational, think about closing with gratitude for the reader's time.

Sincerely,
Signature
Lucy Letter

President
*Enclosure**

Task 5. Imagine that there is a new colleague joining your school next week. Write a welcoming letter to him. Pay attention to the style, structure. Write at least 150 words. (See Appendix G)

Task 6. Imagine that your student, Jack White, is not doing very well at your subject. He keeps missing from the classes and behaves badly during the lessons. Write a letter of complaint to his parents. Inform them about the actions you might take in case he does not change his behavior. Write at least 150 words. (See Appendix G)

Task 7. Your school's principal has asked you to organize an excursion to the National park for the 8-graders. Write a letter to the park's director requesting information about the possibility to visit the Park and the conditions for that. Write at least 150 words. (See Appendix G)

UNIT 2.
HOW TO CAPTIVATE AN AUDIENCE?

In this unit you will:

- *develop the language you need to interact with students*
- *use a stock of phrases for presentations*
- *identify your strengths and weaknesses as a presenter*
- *plan, structure and give a clear, effective final 10-minute presentation in English*



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LEAD-IN

Task 1. Complete the quotation below with the adjectives in the box.

great	mediocre	good	superior

The ..... teacher tells. The ..... teacher explains. The ..... teacher demonstrates. The ..... teacher inspires. (William Arthur Ward)

Task 2. Work in pairs. Compare your answers and discuss the questions.

- Do you agree with the quotation?
- How would you define a good university teacher?
- How to make communication in the classroom effective?
- Why is public speaking important?

READING

Task 1. Read the quotation and discuss the questions in pairs.

A MAN WHO CANNOT SPEAK WELL WILL NEVER MAKE A CAREER.

(anonymous)

1. Do you agree with the quotation? Why/Why not?
2. Who does it seem relevant to?

Task 2. Read the article and discuss it in the group after reading.

Teachers, Be Theatrical and Captivate Your Audience

Your first English lesson can be a scary experience. Not only for children but for YOU too!

Common TEACHER FEARS:

Will children listen to me? *Will they like me?*

Will they behave? *Will they come back?*

Will they learn anything?

You want your first lesson to be a hit but there are no guarantees children will want to come back to you again.

The problem is when you walk into a classroom for the first time, if you are unable to engage and motivate your children successfully; they instantly stop listening and become bored. And once you lose a child's attention and respect it is very difficult to regain it.

It's a common problem not only for teachers. Over the years, I have worked with business managers, doctors, lawyers and other professionals who regularly give speeches in front of audiences and who are also petrified they will be unable to captivate their listeners' attention.

An important point to remember is...

When you first start teaching children English through theatre, it is important what you teach them as it is equally important how you teach that makes a lesson successful. And learning how to be a good communicator is fundamental for any new teacher, business manager, politician etc.

Learning how to communicate, to connect, and interact with children will allow you to understand how to control your class, transfer your positive energy, and feel more confident yourself.

The problem is that no school, book or course actually trains teachers in "classroom communication". It is just assumed and expected that you already know how to do it.

Over the years I have seen many brilliant, talented and passionate English speakers who completely FREEZE in front of an audience. This is the reason why I have designed a teaching course that specifically tackles the crucial topic of "Effective Classroom Communication".

Topics Include:

– Creating a stronger presence – powerful body language strategies

– How to use the voice effectively (musicality, tone, pitch, speed, volume)

– Creating a positive classroom atmosphere and demeanor

– The role of play, humour and laughter in the classroom

– How to control teaching nerves

– The benefits of non-native speakers

Teachers… don't risk that your students get bored and abandon your courses! Be theatrical and captivate your audience!

Happy Teaching!

Miranda

https://www.kidsenglishtheatre.com/teachers-be-theatrical-and-captivate-your-audience-2/

Task 2. Work with your partner and discuss:

1. Why should teachers be theatrical?
2. How can teachers engage and motivate children during the lesson?
3. How do you understand "to be a good communicator?"

Task 3. Read the first part of the article *"Why Is Public Speaking Important? Because it's useful!"* and answer the questions below.

- *Why does the author consider public speaking "extremely important"?*
- *Who should have the ability to speak in public? Why?*

Part 1. Why Is Public Speaking Important? Because it's useful!

Public Speaking Definition

According to Merriam-Webster, public speaking is "the act or process of making speeches in public," or "the art of effective oral communication with others."

Every day Public Speaking

Public speaking for the everyday person is still extremely important. Public speaking has many benefits in everyday life and can be grouped into the following categories:



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1. Informative Speaking:

This type of speaking is the most common and happens to most people daily. It involves speaking in order to inform others, or get information out. This can be academic or professional knowledge. but can also be to report your progress on a project, or tell someone how to use something.

2. Persuasive Speaking:

Public speaking will often be in order to persuade others. This can be in a debate or formal speech, but can also be minor persuasions such as going to a place you choose for lunch. Persuasive public speaking is a very valuable skill to have.

3. Entertaining Speaking:

Public speaking for entertainment is used for award ceremonies, wedding speeches, comedy sketches, poetry reading, and much more. The purpose of this type of public speaking is to entertain the audience, instead of merely informing.

Why is Public Speaking Important?

1. Win Over Your Crowd

No matter the crowd in front of you — whether at a social gathering, business meeting or large audience at a conference — being able to speak publicly is a very important asset. With public

speaking skills and experience, speakers are able to captivate the interest of their listeners and keep them interested in order to deliver the message.

2. Motivate Others

Public speakers motivate their listeners to make a change. It could be to stop or start something, try something new, or reach their goals. Public speaking is important because the speaker can motivate others to go in the direction they wish, and the speaker can motivate others to be their best selves.

3. Inform People

When you have information to share, you don't want it to be portrayed in a boring way. You want people to listen! This is done with public speaking skills. Inform people about something that matters by using great public skills and they will be sure to listen and be more likely to understand the information.

https://www.uopeople.edu/blog/why-is-public-speaking-important/

Task 3. Read the second part of the article "Why Is Public Speaking Important? Because it's useful!" and discuss the following issues with your partner. Pay attention to the given tips.

- How comfortable are you in front of a public speaking audience? And what are you hoping to achieve?
- As a leader, you will have many public speaking opportunities, won't you? Do you think you are a leader?
- The recommendations given in the article help to develop the personal advantages of public speaking. You are a future teacher, think about whether they can help you attract the attention of students. What recommendations do you like the most? Why? What are you going to improve in your public speaking?

Part 2. Benefits of Public Speaking in Your Life

Developing Leadership Skills

If you want to do well and get ahead in school or your career,

leadership is part of the equation. As a leader, you will have many public speaking opportunities.

1. Good speaker = good leader:

Most of the great leaders in human history were also great public speakers.

2. Good leader = opportunities:

As a good leader, you will be given more opportunities in social settings, your career, and other aspects of life.



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Personal Benefits of Public Speaking

1. Boost Confidence

Public speaking repeatedly is a great boost of self-confidence. Every time you speak, you gain a bit more confidence as you see your ideas and yourself were well-received by your audience.

2. Personal Satisfaction

Being able to speak in front of a crowd is a huge accomplishment. The first time can be very nerve-wracking, but coming out on the other end of the speech is a huge win! After the first time, you will keep getting better and better at public speaking and will get great personal satisfaction from this skill.

3. Critical Thinking

When preparing and conducting a speech, you also increase your critical thinking skills by working through problems, imagining positive and negative consequences, and finding solutions.

4. Improve Communication Skills

When you practice public speaking, you are practicing both verbal and nonverbal skills — and both will improve. The more you speak out, the better you get at communication. Public speakers are better overall communicators in all facets of life.

5. Learn to Argue

Presenting an argument in a formal setting will help you in informal settings as well. Public speaking helps you form better arguments, and you can increase your arguing skills even more through public speaking by engaging in Q&A with your audience.

6. Be a Better Listener

Attending conferences as a speaker means you will also listen to other speakers. As you listen to other speakers, you will have a greater appreciation and understanding of their material and craft, as a speaker yourself.

Public Speaking Helps You Drive Change

Public speaking is one of the most effective ways to get your message across. With public speaking, you can influence the world around you. If you see something that needs to change, use public speaking to change it!

Make the difference:

Every public speaking opportunity you come across is a time to spread you influence for the greater good.

Reach people fast:

Instead of waiting for your message to spread by word of mouth, social media, or print media, put it in front of a huge audience and you'll instantly inspire many.

Your message comes to life:

Written information is useful in some cases, but when you really want to make a difference in the world, you need to campaign for your cause and the best way to do so is to get it to come to life with public speaking.

https://www.uopeople.edu/blog/why-is-public-speaking-important/

Task 4. Read the article and do the assignments below.

Looking confident

It is important that a teacher appears confident, yet many student teachers report that they are nervous and apprehensive during professional experience in schools. The great acting and voice teacher from the USA, Rowena Balos, tells her students to remember that they are nervous because they are talented (Balos 2003). Affirming this to yourself can prove useful. What follows is a series of guidelines and hints which will make you appear to be a confident speaker, even if you are nervous.

Standing in front of a class for the very first time can be stressful. Many of my students have told me that at their very first lesson their knees were shaking. Where you place your feet is very important. Often when we stand up to speak in front of a group we make the mistake of standing with our feet in parallel. This is not a well-balanced position, and if we are nervous, and the knees start to shake, a most unfortunate body image is presented. In order not to fall backwards the body slumps in the middle, which makes us look weak, with a collapsed chest. A slouched, collapsed chest is easily read as fear by students. Furthermore, the lungs cannot function efficiently and the air supply is lost and your voice will tire. A more valuable stance is the one that actors often use on stage. Stand with one foot slightly in front of the other. In this position, you can lift the chest ever so slightly, and hence breathe and look confident, while maintaining a balanced position. Any tendency to move will be forward, especially if you place your weight on the balls of your feet. This non-verbal position will give the impression you are eager to communicate with the class. It is important not to rock backwards and forwards or side to side since this distracts the students. However, you don't need to stay locked into this position and should move around the space of the class as soon as practical. By moving into the students' space you psychologically set up a collaborative environment that belongs to you all.

Eye contact

A confident teacher maintains eye contact with members of the class. However, when we are nervous this is often difficult to do as we are faced with a class of students all looking at us. If we take

our eyes off the students, they may stop listening to us because we appear either indifferent to them or nervous. Gazing at the floor or out the window or burying ourselves in our notes destroys teacher talk. Likewise, talking to the board, with your back to the class, destroys effective communication.

However, many people find maintaining eye contact difficult when they are nervous. Here is a hint for overcoming this predicament. When human beings in Western cultures speak to each other they tend to maintain eye contact in what is known as the "friendly triangle", their eyes ranging from the interlocutor's eyes to lips. If, however, we wish to appear powerful, then the "power triangle" can be used; that is, we look at the other person in a range between the eyes and the top of the head. For the nervous teacher there is an old trick that enables you to look as if you are maintaining eye contact with students and simultaneously appearing confident: you do not meet the students eyeball to eyeball but look at the top of their heads. This gives the impression of maintaining confident eye contact. It is still very important to range contact over all students and not stick to one group, or one side. Of course it is preferable to maintain friendly eye contact, but if you are scared then this technique will help mask your nervousness.

(Robyn Ewing, Tom Lowrie & Joy Higgs. Teaching and communicating Rethinking professional experiences, Oxford University Press, Australia and New Zealand, 2014, p. 106)

Activity 1: Eyeballing

In pairs, practice eyeballing in the friendly and power triangles. Notice the difference.

1. Stand in front of your fellow students and practice ranging and moving eye contact over the top of all class members' heads. Maintain contact with each individual for a split second.
2. As you do this, place your feet in parallel and then with one foot forward. Note the difference and the effect of weight on the balls of your feet.

John Hughes

Activity 2: Planning an oral presentation

1. Plan a five-minute oral presentation on a selected topic.
2. Prepare the introduction and the conclusion carefully.
3. Show your plan to other class members and evaluate.

Task 5. Read the article and do the assignments below.

The voice

The quality of a teacher's voice can be an asset in communication. While a well- projected voice with a lovely deep timbre may be noteworthy, it is not essential. There are many examples of outstanding public speakers whose basic vocal quality was odd or, in some cases, poor. It is, however, important that you speak clearly and project your voice so that all can hear.

You should also change the expression so that your voice doesn't become monotonous. You can vary the pitch from high to low and the pace or speed of talking. Slow down for important points. You can vary the tone: harsh for anger, soft for care and attention. And pause every so often so that an important point is signaled. Volume is one of the most important features. This can be increased or decreased for emphasis and extra expression but, as a general rule, you should always be able to hear a little bit of echo of your own voice from the back wall when you are speaking in class.

It is important to articulate clearly when talking to students. Unfortunately, some beginning teachers speak too quickly, or mumble, sometimes with very little lip or jaw movement.

Activity: Say it in different ways

– Stand in front of your peers and recite the alphabet;

– Say it with a neutral expression;

– Say it to inform your peers that we have all won the lottery;

– Say it to convey the message that someone we love has passed away.

- Can your peers tell the difference?

Developing resonance in your voice

If you have a soft voice and/or one which tires easily it is important to practice vocal exercises which aid projection and help strengthen and protect your voice. It is important to attempt to produce a sound that does not drop onto your throat, where it can damage the vocal folds. It is important for all teachers to undertake such exercises. Vocal strength and projection flow primarily from effective breath, which is supported by the diaphragm. In order to use your diaphragm efficiently, Cecily Berry suggests this exercise.

Breathe in so that the ribs are open. Put one hand on the diaphragm and sigh out easily through an open throat. Then fill in

and count to six aloud on that breath ... (Berry 1989, p. 138).

To develop resonance and projection in your voice you can undertake vocal development exercises. For example, say the sound 'nee'. You will notice that the 'N' followed by 'ee' produces a nasal quality and the sound should be happening towards the front of your mouth. That is, the sound is not on your throat but is forward. However, if you follow 'ee' with air, ar, oh, oo' you will notice that as you pronounce these sounds their production seems to progressively fall back and onto your throat. Ideally, all sounds should be forward and supported by plenty of air, and not produced on the throat. Say 'Nee, Nair, Nah, Noh, Noo' and try to imagine that the 'Nair, Nah, Noh, Noo' sounds are as far forward, or further forward, than the 'Nee'. All sounds should be supported by a column of air which is in turn supported by your diaphragm. This needs constant practice in order to develop a clear, protected and well-projected voice.

To protect your voice further you also need to drink seven to eight glasses of water a day (not iced water). This helps protect the thin mucus that lubricates your vocal folds. Sara Harris (2007), from the British Voice Association, also offers many useful hints on voice production and voice care. These can be found on the association's website

www.british-voice-association.com

John Hughes

(Robyn Ewing, Tom Lowrie & Joy Higgs. Teaching and communicating Rethinking professional experiences, Oxford University Press, Australia and New Zealand, 2014, p. 108)

Task 6. Read the article and do the assignments below.

The vocabulary of a subject

All subjects and disciplines have their own technical terms, jargon and specific use of vocabulary. While it is common to complain about jargon, it is also true that those specific terms help participants in a subject or topic communicate with accuracy. There are terms which belong only to a subject or a topic and have specific meanings. Unfortunately, every subject and topic often also takes general words and gives them a specific, subject-orientated meaning.

Often these meanings can be quite different. For example, in science, health, brick laying and economics a simple word like bond has very different meanings. Scientists and clergy do not necessarily mean the same thing when they use the word mass. Sociologists, scientists and the general public understand very different meanings when they hear the word culture—for the general public, this means something high-brow at the opera house! All subjects have developed their own 'language' and teachers often forget that the students do not necessarily belong to the same language subculture. We need to carefully analyze a topic's language and see when we need to define and explain terms for our students. Here are some language approaches that will enable you to improve your communication with students.

Make statements which are personalized communications to your students. Abstract utterances are difficult to understand. Look at this statement: 'The use of distance from radioactive material is the most effective method of reducing radiation dose'. This is an impersonal statement and does not relate directly to the students; furthermore, it is in the grammar of writing. It is better to say something like: 'You should/must keep away from radioactive material'. The use of the second person (i.e. you) in personalized utterances is also effective. The use of the third person causes difficulties for the listener. Consider, for example: 'The students should validate all the data'. If you replace the third person (students) with the second person 'you or the first person plural 'we' then communication will be enhanced.

A double negative statement is also difficult to understand, for example: 'The Prime Minister is not an infrequent visitor to Sydney'. These types of statements can cause confusion because 'not' and 'in' cancel each other out.

Do not use colloquial language or idioms unless the students are familiar with the terms. This is particularly important if the students are from non-English speaking backgrounds. Expressions such as 'No horseplay is allowed in this building', 'That proposition is a few roos short in the top paddock', 'Don't be a wise-guy' can be very difficult to comprehend, especially if English is not your students' first language. If you have used an idiom, check the look on your students' faces. You should be able to tell from their non-verbal feedback if they have understood. Paraphrase the idiom in plain English if you suspect lack of understanding.

(Robyn Ewing, Tom Lowrie & Joy Higgs. Teaching and communicating Rethinking professional experiences, Oxford University Press, Australia and New Zealand, 2014, p. 111)

Activity: Using plain English

Rewrite these statements in plain English.

- It is not unimportant to wear gloves in the laboratory.
- It does not mean that the teacher refuses to believe the activity is not worth undertaking with the appropriate support staff.
- The principal rejected the abandonment of the no anti-discrimination policy.

CONTENT PRACTICE

Task 1. Work in groups. Think of a good lecture or presentation you have seen.

What was it about? Why was it successful?

Task 2. Work in groups. Make a list of what makes a successful lecture/presentation.

The speaker was confident.

Make a spidergram of your ideas.



Compare your spider-gram with other groups. Are your ideas similar or different?

WATCHING

Task 3. Go to the link and watch the video *"TED's secret to great public speaking"*

https://www.ted.com/talks/chris_anderson_ted_s_secret_to_great_public_speaking

There's no single formula for a great talk, but there is a secret ingredient that all the best ones have in common. TED curator Chris Anderson shares this secret along with four ways to make it work for you.

Make a summary of this video showing the key idea of the speech.

Task 4. Go to the link and watch the video "40 Phrases for Presenting in English" https://www.youtube.com/watch?v=bgFNTuRYtKE. In this video, you'll learn 40 great phrases for making a presentation in English. Learn what to say during your introduction, how to use signposting phrases to switch from one topic to another, and how to finish your presentation professionally.

The phrases of this lesson you can find in Appendix A (see Appendix A).

Assignment: Work with your partner and make your speech for 3 minutes on the topic *"Using ICT in foreign language teaching"* using expressions from the video. You can find more tips in the article *"How to make a good presentation with 8 pro tips"* and use them in your future presentation (see Appendix B) and in the article *"Why Is Public Speaking Important? Because it's useful!"* Part 3 (see Appendix C).

LANGUAGE PRACTICE

Task 1. Read the article and do the assignments below.

Questions

Following a period of teacher talk it is common to have questions from students. The secret to enabling students to ask questions successfully is to welcome them rather than to be afraid. Your students are only showing interest in what you have said—most will want to know more. Make sure you understand the question before you answer it. You may have to ask the questioner to speak up, or rephrase the question if you have not understood it. This is quite in order. However, be gentle, as many questioners are more nervous than the teacher. It is always a good idea to ask the student to repeat the question so the whole class hears it. Be straightforward in your answer. If you don't know the answer to a question, then there are a number of techniques you can use:

- You can praise the questioner for a very good question (this always makes them feel good about themselves).
- Let him or her know that the issue is outside your area of expertise.
- Offer to follow up the question at a later stage.
- Deflect a difficult question back to the group, by saying 'That's a fascinating question and I'd like to ask other members of our group to comment on it' or 'That's a terrific question and I am setting it for homework'.

Notwithstanding, I believe it is best to be honest with students and assert one's right not to know everything. If the question is completely irrelevant to your talk, and this sometimes happens, all you need to say is 'that's a fascinating question but I think it belongs to another class'. You might suggest the questioner to talk to you privately afterwards.

Asking questions

At the end of a presentation, especially if it has been an instructional talk, the teacher may wish to question members of the

group to make sure they have understood. How do you go about this? Do not patronize your students. Take the responsibility on yourself. You may say, 'Now I'd like to ask you some questions just to check that I've been able to get my message across'. Do not ask guess what I'm thinking questions. Many teachers ask questions such as: Why is science important? What is the real meaning of this poem? What are the three causes of global warming? The teacher has a specific answer in mind and dismisses anything which doesn't fit the predetermined answer. Students soon ascertain the 'rules' of this exercise and stop answering. If you want specific answers to check for information you have given in a talk, then ask a specific and honest question, for example: 'Could someone outline for us some of the reasons I gave for why science is important?' With this question you are being specific and intellectually honest. There are lots of reasons for science being important, for many different people in many contexts. With your specific question, you are acknowledging that you have only outlined some reasons.

An effective way to interact with your students is to ask them questions to which you don't have the answer, thus expanding the opportunities for understanding, analysis and knowledge. For example, you may ask questions such as 'I have been struggling for some time, with ways of understanding what XXXX means. I haven't yet found a solution. Can anyone offer any suggestions?' Or you might say, 'Has anyone any ideas about how we might plan the current project?'

A little also needs to be said about non-verbal communication and questioning. Generally speaking, power lies with the questioner. For an exciting and probing class session just as much power should be given to the responders. When you ask a question, pause to give the responder time to think of possible answers and take the time to listen to the answers. When signaling for a student to answer avoid pointing at them with your index finger, which sends an aggressive non-verbal message. Rather, signal with an open palm with the fingers relaxed and pointing upwards. This sends a welcoming invitation to respond.

These guidelines will help your question/answer sessions. Your students will appreciate your support and honesty. For a fuller discussion of questioning see Morgan and Saxton (2006), Asking Better Questions.

(Robyn Ewing, Tom Lowrie & Joy Higgs. Teaching and communicating Rethinking professional experiences, Oxford University Press, Australia and New Zealand, 2014, p. 112)

Discussion questions

1. Reflect on successful teachers you have known. What communication approaches, strategies and techniques did they use?
2. Analyze the language used in a topic you teach. Look for two vocabulary issues: identify those words in your topic which are specific to your discipline alone, then identify those terms which have one meaning in your topic and another in the general community. Write down a list of ten of these terms. Give a simple definition of each. How would you define the difference between the topic meaning and the general meaning?
3. Identify people whom you regard as excellent oral communicators. What vocal and nonverbal abilities do they display?
4. Look at a written text. What would you need to rewrite to turn it into a spoken text?

SUMMARY

Teachers engage in a substantial amount of face-to-face talking in schools. They need to have clearly projected voices and vocal stamina. Students respond to teachers who are enthusiastic and who can engage them in meaningful learning experiences. Teachers need to appear confident both verbally and non-verbally so that they inspire students with a desire to learn and explore knowledge, skills and inquiry. When teachers engage students in confident verbal and non-verbal ways they maximize their potential as effective communicators. Likewise, when teachers encourage their students to question and answer questions in meaningful ways, learning is enhanced. Effective communication is a key factor in successful pedagogy.

Task 2. Read the article and do the assignments below.

Know How to Present and How Not to Present

Here's where the paralyzed-by-public-speaking comes in. Some people are; some people aren't. But you already have done public speaking. If you've ever raised your hand in class (or got picked on) and answered a question, there you go. Ever worked in a team? Gone to a lab meeting? Told a joke to your Greek brethren? Start slow, if you think you're nervous. Practice on friends. Practice on a few people in class. Go ahead, volunteer for Story Time at the public library. By preparing carefully for this, you've eliminated many of the things that scare people about speaking:

• You know to whom you're talking. You know you won't be above or below their comprehension.

• You know your stuff. Are you afraid you'll forget your stuff? Turn around and look back at your slide. You have a giant crib note sitting right in front of you.

• You really know your stuff. If you're giving a presentation, it's usually on a pretty specific topic, so bear in mind, that no matter how smart the people are in the audience, you know the stuff in your presentation better than anyone. For 30 minutes, you're the expert, and you're ready for them.

• Your slides (or poster) are gorgeous. That captures respect immediately.

• You've practiced. Repeatedly. And then some more. You have your timing down, you know your slides, and you know the whole talk flows. You're ready.

Dress your part, as mentioned; tattoo sleeves for your peers, suit for Student Forum at the AAD. Dress comfortably and in layers; if the room is mercilessly hot, you can take off your jacket, if it's meat-locker cold, you can put it back on. If you're going to be videotaped, avoid any patterned fabrics whatsoever. If you can't wear heels without waddling around like an epileptic duck, wear flats. Are you wearing stockings? Good thing you have that extra pair in your bag when you snag the ones you're wearing nine minutes before you're supposed to go up onto the podium.

You've made engaging slides, now you have to be an engaging speaker. Try never to bring notes; or if you do, use them sparingly. If you've practiced your talk enough you shouldn't need them. Remember, your slides are your crib notes. Do not stand at a lectern and read your notes, not verbatim, not even partially. Don't look down at the lectern; look up at your audience, turning from pointing at something on your slide to back to your audience. Make eye contact with multiple people in the audience throughout your talk. Do not stand still. Be animated. Use hand and arm gestures at the very least; walk around if you possibly can. Your mobility is going to be limited by the audio setup, if there is any. If you have a lavaliere mike (the kind of microphone that clips to your shirt), you can pace around like a motivational speaker. Laser pointers have their uses (particularly in anatomy), but they should not be twirled around on a slide gratuitously, detracting from the content and inducing seizures in susceptible audience members.

(Cristina Hanganu-Brecsh, Kelleen Flaherty, Effective scientific communication. The other half of science. Oxford University Press. 2020, p. 329)

Take-home

Knowing how to create an effective, engaging presentation is a critical skill, even if your long-term plan is to hide out in the darkest recesses of a lab for the rest of your life. Presentations require the same kinds of skills that other types of writing require (e.g., accurate identification of target audience, knowing your content, and knowing what to talk about), but with the added challenges of requiring a larger variety of "communication" skills and the fact that you're delivering content face to face. While most writing projects follow a think-plan-write path, creating a good presentation requires an earlier step: "pre-communication planning" (taking into account medium and venue) and an extra final step: "communicating in person." It is a highly creative, effective, and satisfying form of scientific communication (that's why people go to scientific conferences!), and it adds an extra dimension to the dissemination of information.

Activities

1. Using a paper from your field (or provided to you by your professor), choose one to three informative sentences from it and turn them into a single slide. If you want to try a tattoo example, use this: "delayed-type inflammatory reactions represent an uncommon adverse event to tattoo pigments. Different reaction patterns, such as eczematous, lichenoid, granulomatous and pseudolymphomatous reactions, have been previously reported, especially in association with metals contained in red tattoo pigments" (Garcovich S, et al. Eur J Dermatol. 2012; 22(l):93-96.). What should you consider for this slide? How can the information in these two sentences be best represented in a single slide?

2. Look online for some PowerPoint presentations in your field (you can readily find PowerPoint presentations online by typing in a keyword, followed by a space and then ".ppt" - e.g., "calorimetry. ppt" or "lycosidspiders.ppt" or "stringtheory.ppt," etc.). Find a presentation you think is truly dreadful (this will not be difficult to do) and one you think is really good. Summarize why you think they're bad and good. If working in a group, an alternative is to collectively identify a good one and a bad one, and critique them together.

3. Find a short paper in your field and turn it into a 5- to 10-slide presentation. You do not have to use PowerPoint (although it in of itself is a pretty important skill to have) unless directed to do so by your professor. A review paper works best for this exercise. The presentation does not have to be delivered, only critiqued.

4. Find an IMRAD paper in your field - preferably limited to a small study or experiment, or single-endpoint trial - and turn it into a meeting poster. Remember: there is a right way and a wrong way to do this. Critique your posters in a group. An interesting exercise would be to have four or five people take the same paper and create posters, and then compare them.

5. Create and deliver a slide presentation from scratch on an assigned topic (it does not have to be in PowerPoint unless required by your professor). In this case, you would be doing your own research, using multiple sources.

Task 3. Read these students' posts on a forum, answering the question 'What's your attitude to lectures?' Make notes on their positive and negative attitudes.

positive: great delivery *negative: lecturers read, not speak*

1. *Most of the time, lectures suck. Best sleeping pill. Professors reciting their own textbooks that I can read myself (but don't really want to). In the seminar format, you - sometimes - have an opportunity to talk to the professor and to your classmates, which is conducive to learning something; it doesn't even matter what you talk about. I remember reading one sentence of Plato and discussing it for the rest of the class. However, I've heard a few great lectures, delivered by individuals who simply had something to share. In those cases, the format didn't matter; I sat there completely taken by a personality, or a story, and could feel things going through my mind and just changing my world view.*

2. *Interesting, we're rarely asked which type of lectures we'd like to have, but should such a chance arise. I'd definitely choose interactive lectures. Just receiving information, not being emotionally Involved, is useless. U don't have the feeling that u need the info. I like it when a lecturer invites a specialist in this held, a practitioner, to speak. It becomes clear why we learn all this stuff. I guess a lecture shouldn't be boring even If the subject is not very exciting. Jokes, real, life examples, slides and video can help students stay focused. And of course, the manner of presentation: the voice, expressing emotions. I like teachers who are good narrators.*

3. *You know, I can't confidently say if I'm for or against lectures as a type of teaching. It's a waste of time if a teacher stays in their place, looks at their papers and reads all the materials in a quiet, monotonous voice. No eye contact, no interaction with students. But when a lecturer is interested in their subject their eyes sparkle, they present their information in a lively way, talk to students, ask leading questions and tell interesting stories. Students always come to such lectures, even if the teacher doesn't make a note of attendance. If only all lecturers were like this ...*

4. Many students I know skip the lectures of some teachers 'cause there's nothing new or different from what they can learn from the coursebook. And UR always asking yourself why can't we just get those materials & read them at home. Seems the most efficient way 2 study is 2 make students think. Otherwise lectures become natter when students've nothing 2 do, only listening, or texting or googling sth. Monotonous lectures are weary for those who come 2 listen, 2 discover, not just 2 attend.

5. In many universities, lecturing is the most common teaching method. in my opinion, it is the best way to get facts across. A teacher can give a lot of information during the lecture without wasting time on discussion and practice. Besides, in lectures students are able to get information that we can't get from other sources.

Task 4. Work in groups and make a list of criteria for an effective lecture.

PRODUCTION

SPEAKING

Task 1. Work in groups. Read these titles for presentations on using technology in teaching. Choose the one(s) you think is (are) best. Give reasons.

1. How to teach with ICT at University
2. New classroom research reveals the ICT teaching methodology that gets the best results
3. How to teach with ICT and make students think
4. How to be an inspiring ICT teacher
5. The number 1 strategy for teaching with ICT

Task 2. Work in groups and discuss. Think of conferences where you were sitting in the audience. Say what you don't like about some presenters' behavior.

What I really hate is when a presenter just reads what's on the slides.

What should a presenter know about the audience in order to meet their expectations? Make a list and compare it with other students in the group.

The presenter should know what the audience knows.

Task 3. Work in groups. Make a list of criteria for evaluating a presentation. Take into account the ideas you discussed in the lesson. Present your criteria to the group.

Task 4. Match events 1-8, which involve speaking in public, to definitions a-h.

1 Lecture	a) a formal talk on a serious subject given to a group of people, especially students
2 Briefing	b) an occasion when a teacher or expert and a group of people meet to study and discuss something
3 Demonstration	c) a meeting of people to discuss and/or perform practical work in a subject or activity
4 Seminar	d) a talk describing a product that can be bought
5 Workshop	e) a talk to people of the same field, usually about your research
6 Press conference	f) the act of showing someone how to do something or how something works
7 Conference presentation	g) a meeting where information is given to someone just before they do something
8 Commercial presentation	h) a meeting at which a person or organization makes a public statement and reporters can ask questions

Task 5. Prepare to deliver a 7–10-minute part of the report to the international conference on the topic *"Modern FLE: challenges and possibilities".*

Think about how you are going to involve the audience. Make your speech and presentation.

Before finishing your preparation, check if you are going to

- use interactive techniques to involve the audience
- use visuals to support your ideas

• use appropriate academic English

You can use these useful phrases in your speech.

1. What I'd like to do is to discuss…
2. If you have any questions, please feel free to interrupt.
3. The aim of my presentation is …
4. I'm going to deal with three aspects of the subject …, first …
5. What I intend to do is to explain …
6. My topic today is …
7. Today, I'm going to talk about …
8. I've divided my presentation into three sections.
9. I'll be happy to answer questions at the end.

Task 6. Give feedback to each other. Think about the questions below.

• What made you feel involved? (E.g. a question, a metaphor.)

• What can you advise your classmate to do for further development? (E.g. make more eye contact, speak a bit louder.)

Task 7. Prepare your speech on the topic "Modern technologies in foreign language teaching". Make a 5-minute presentation. Try to make your speech attractive and capture the audience. Prepare visual support. Be great at public speaking! Good luck!

Task 8. Do a project work in a group of 4 students. The total volume of the project is 12-15 pages.

Project work "Self-assessment of the teaching staff"

Aim: develop analytical and critical thinking by analyzing the concepts of "Self-assessment of the teaching staff".

Define the concept "Self-assessment of the teaching staff".

Methodological recommendations

Required parts to include in the project:

I. Title page:
   - ✓ Full name of the educational organization;
   - ✓ Title of work;
   - ✓ Name of the project theme;
   - ✓ Information about the author(s) and reader(s) of the project

(positions, academic degrees, academic titles, surnames and initials);

- ✓ The date of the project.

II. Contents: introduction, the name of all sections, subsections, conclusion, a list of sources used and the name of the applications, indicating the page numbers from which these elements begin.

III. Introduction: the relevance and novelty of the project topic, definition of the problem and directions for its solution.

IV. Main part: data reflecting the essence, methodology and main results of the completed project.

V. Conclusion: brief conclusions based on the results of the project or its individual stages; assessment of the completeness of solutions to the assigned tasks; development of recommendations and baseline data on the specific use of the project results.

VI. Bibliography: information about the sources used in the implementation of the project.

VII. Applications: (if they are necessary) are placed on separate sheets after the list of references, which contains illustrative, explanatory materials, questionnaire questions, tests, graphs, tables, diagrams, pictures, photographs, etc.

FUNCTIONAL WRITING:
How to Write a CV and Cover Letter

Task 1. Go to the link and watch the video "How to engage your audience"

https://www.youtube.com/watch?v=paYdZ5SG2q4

Want to engage with your audience and get the best out of your presentations? This animation is full of tips and tricks to help your audiences engage with you and remember you more.

Write an essay "How can we ensure we make more engaging and memorable presentations which captivate and maximize an audience's attention?" using the tips from the video. Write 250-300 words.

Task 2. Writing a good CV.

When you're applying for a job, a great CV is essential. Find out what to include and what to avoid for the best chance of getting an interview.

Before reading

Do the preparation task first. Then read the article and do the exercises. *Preparation task*

Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary	Definition
1..... neatly	a. possible in the future
2..... bullet points	b. deliberately choosing some things and not others
3..... to exaggerate	c. to bring attention to something important
4..... to highlight	d. directly connected with what is happening or being talked about
5..... potential	e. the way that something is designed or arranged on the page
6..... the layout	f. symbols, usually small black circles, used in a text to separate each item in a list
7..... selective	g. to make something seem bigger, more important, better, worse, etc. than it is
8..... relevant	h. in a simple and tidy way

Writing a good CV

When you're looking for work, you need an attractive, clear and memorable CV (curriculum vitae) that shows your potential employer all the skills and experience you have for the job.

What should you include in a CV?

This article mainly focuses on writing a UK-style CV. If you're applying for a job internationally, be aware that the standard length, format and tone can vary from country to country. It's a good idea to check the expected format in the country or company you're applying to.

Contact details

Make sure the potential employer has a way of contacting you. Include your full name, telephone number and email address.

Photo?

In many countries, employers expect to see a professional-looking photo on a CV. In others, like the UK, Canada and the USA, the law prohibits employers from asking for a photo, and it is better not to include one. Try to find out if it is usual to include a photo in the working environment you're applying to.

Education

List and date the most important qualifications you have obtained, starting with the most recent. You can also include any professional qualifications you have.

Work experience

List and date the jobs you've had and the companies you've worked for, starting with the most recent. It's usually enough to cover the last ten years of your work history. Include your job title, responsibilities and achievements in the job.

If you have a lot of work experience, give the job titles but be selective about which responsibilities and achievements you highlight. Reduce the detail about jobs that are less relevant to the role you're applying for and draw attention to the most important experience you bring.

Skills

These could include the languages you speak, the computer programs you can use well, the class type of your driving licence and any other professional skills you might have that are relevant to the job you're applying for.

Eight useful tips

Before you start getting ready to list your qualifications and work experience, here are eight useful tips to think about.

1. Keep it short ... but not too short!

Your CV should be one to two sides of A4 paper. If you find you've got too much information, summarise and select the most relevant points. If it's shorter than a page, consider including more information about your skills and the responsibilities you had in your previous roles.

2. Use active verbs.

When you describe what you have achieved in previous jobs, use active verbs for a strong positive effect on the reader. For example, to make a change from was responsible for, use verbs like led or managed (a team / a project); created or developed (a product / a positive atmosphere); delivered (results/training); and provided (support/training).

3. Fill in the gaps.

Avoid leaving gaps in your employment history. If you were travelling the world, on maternity leave or looking after small children, include that in your CV.

4. Make sure it's up to date.

Always ensure your CV is up to date. Include your most recent experience at the top of each section.

5. Don't exaggerate or lie.

Your potential employer can easily check information about where you have studied and worked. Don't be tempted to lie or exaggerate about your expertise, because sooner or later this will be discovered and may result in you losing the job.

6. Spend time on the layout.

Make sure your CV is clear and easy to read. Use bullet points and appropriate spacing, keep your sentences short, line up your lists neatly and use a professional-looking font (e.g. Arial font size 12).

7. Check for mistakes.

Mistakes on a CV create a bad impression. Use spell check, reread your CV and ask someone else to check it for you too before you send it.

8. Include a cover letter.

When you send your CV to apply for a job, you should send it with a cover letter or email to introduce your application. The cover letter should show your personal interest in the role, highlight the skills and experience you bring and encourage the employer to read the attached CV.

Writing a good CV takes time and is hard work, but these tips and your effort will help you get the best possible start in your job search. Good luck!

Activity 1 Are the sentences true or false?

1. It's always a good idea to include a photo.
2. When you list your work experience, you should put the first job you did first.
3. The longer your CV is, the better it is.
4. Using active verbs rather than passive structures helps to create a good impression.
5. It's better not to mention periods of time when you were not in paid work.
6. You should always tell the truth on your CV.
7. Presentation and small mistakes don't matter – it's the content that's important.
8. Cover letters are nice to have but not entirely necessary.

Activity 2 Put the details in the correct groups.

Skills	Education	Work experience – Chief Graphic Designer, BEE&BONN Ltd

1. Responsible for production in a reputable Seoul-based design firm.
2. Led a team of designers to develop graphic and production materials.
3. MA in Creative Arts and Design, Leeds Arts University (July 2011).
4. Developed over 200 graphic design projects.
5. Diploma in Graphic Design, York College (July 2008).
6. Proficient with Microsoft Office, Adobe Photoshop and Sketch.
7. High levels of critical thinking, creativity and problem-solving skills.
8. Excellent communicator who brings friendliness, confidence and empathy to leadership and delegation skills.
9. BA in Philosophy, Politics and Economics, University of Oxford (June 1998).

Post-reading

Work in the group and discuss:

Which tips do you think are the most useful for writing a good CV?

(www.britishcouncil.org/learnenglish)

Task 3. A CV and a covering letter. Work with your partner and discuss the following questions:

- How do you apply for a job?
- What document do you need to write and send when you apply for a job?
- What is a CV? What information is in a CV? Do you have a CV?
- What is the purpose of covering a letter?

Activity 1. Write the headings from A in the correct spaces in the CV in B.

A

Education
Additional information
References
Profile
Employment history
Interests
Personal details

Activity 2. Answer the questions.

1. Where did Kate go to school?
2. What did she study at University?
3. Who is Prof Jane Curtis?
4. Does Kate have a lot of work experience?

B

Name	Kate Henderson
Address	31 Broadway Avenue Watford Herts NW 6 5GT
Phone	02743 672538

Mobile 07768 733258
e-mailkatehenderson@hotshot.com
A higly motivated, well travelled, and enthusiastic graduate, with practical experience of working with children of all ages.

Watford Grammar School
8GCSEs
3 A- levels
Bristol University
BA (Hons) Psychology and Education

June 2010
Lifeguard and supervisor at KLC Leisure Center
July 2011
Athletics coach at training center
June 2013
Teaching assistant at secondary school
Dance, athletics, volleyball, travel, cinema

One of my main interests is dance, which I have done since I was three, passing many exams, and performing in annual dance festivals. I have organized sports events and training sessions for dance, athletics, and a trampoline. I have travelled widely throughout the world, in Europe, the Far East, and the US.
Prof Jane Curtis Mike Benson
Dept of Education Head Teacher
Bristol University Bailey School
B557 LA Watford, Herts WD3 8JC

Activity 3. Work with your partner. This is the job that Kate is applying for. Is she well qualified for it?

ACTIVITY HOLIDAY ORGANIZER
IN THE CANARY ISLANDS

· *Are you ...* · *Do you....*
· *Aged 18-30?* · *Like kids?*
· *Energetic?* · *Like sport?*
· *Good at organizing people?*
· *Then come and join us as a leader for an Easter holiday of fun, looking after groups of kids at sports camp!*
· *Send your CV to Mark Sullivan at*
· *106 Piccadilly, Bristol BS8 7TQ*

Activity 4. Read Kate's covering letter. Which parts sound too informal? Replace them with the words given below.

extensively with young adults
respect my leadership abilities
I find it easy
very interested in
have a certain understanding of
Please find enclosed
look forward to hearing
considerable
many of the relevant qualifications
have travelled widely
Mr Sullivan
Yours sincerely
in the March edition of the magazine *Holiday Jobs for Graduates*
believe
organizing a variety of activities
establish a good working relationship

31 Rendlesham Way
Watford
Herts
WD3 5GT

Mark Sullivan
106 Picadilly
Bristol
BS8 7TQ 17 March

Dear Mark,

I am applying for the post of camp leader, which I saw advertised somewhere recently. Here's my CV.

I reckon I have just about everything needed for this job. I have worked loads with kids, doing all kinds of stuff. They generally do what I tell them, and we manage to have a great time together. Having studied psychology and education at university, I know quite a bit about the behaviour of kids.

I am really into sport, and have lots of experience of organizing training events. I am a very practical person, easy-going, and it's no problem for me to make friends. I've been all over the place, and enjoy meeting new people.

I can't wait to hear from you.

Best wishes

Kate Henderson

Task 4. Writing a Cover letter. Search the Internet and find the information on how to write the perfect cover letter. Read the following tips.

What to include in your cover letter?

When writing your cover letter, use the following basic structure:

• Introduction: Carefully written to grab the hiring manager's attention, and explain why you want the job.

• Body paragraphs: At least two paragraphs detailing your relevant education, skills, work experience, and why you're a good fit for the position.

• Conclusion: A concise ending that reiterates your strengths, and asks the hiring manager to contact you (known as a call to action).

A professional cover letter format is 200-350 words, single spaced, and uses a single A4 page. The font should match any of these recommended fonts for your cover letter, and the font size should be no smaller than size 12. Your cover letter margins should be 1"–1½" on each side to make sure it's readable and professional.

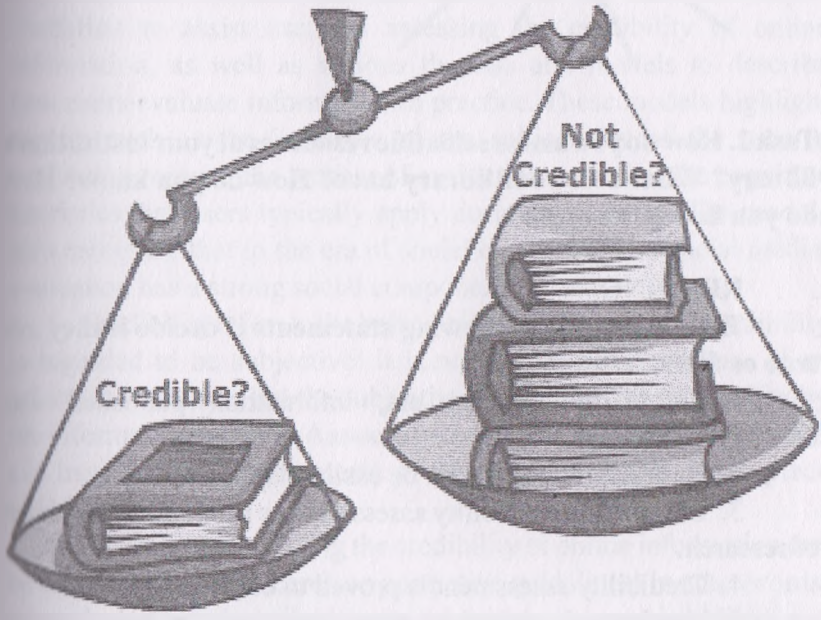
https://resumegenius.com/blog/cover-letter-help/how-to-write-a-cover-letter

Task 5. Now you are ready to write your own CV and cover letter. You can find examples of CV and cover letter in Appendix D (see Appendix D). **Write your CV and cover letter for a job.**

UNIT 3.
IS MY SOURCE CREDIBLE: HOW TO EVALUATE RESOURCES?

In this unit you will:

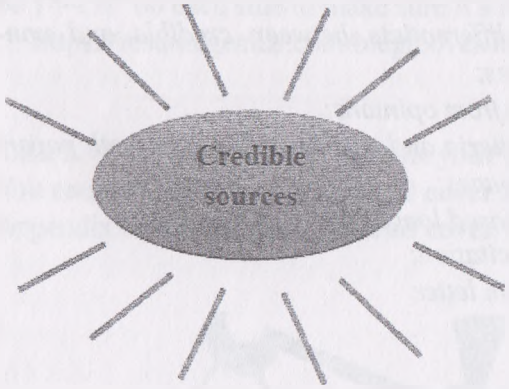
- *learn how to differentiate between credible and non-credible resources;*
- *distinguish facts from opinions;*
- *formulate the criteria and evaluate resources, both paper-based and web-pages;*
- *learn to avoid biased language.*
- *practice proper citation;*
- *write a motivation letter.*



https://wongpuiyee.wordpress.com/2015/09/10/what-constitutes-a-credible-source-2/

LEAD-IN

Task 1. Why do you think we need to evaluate resources? What makes them credible? What elements we should pay attention to while working with resources?



Complete a mind map, illustrating your ideas.

Task 2. How do you assess scientific resources at your institution's library? What does your library have? How do you know? How do you find out?

READING

Task 1. Read the following statements if decide if they are true or false.

1. Before the Internet era, information published was thoroughly filtered.
2. Online information can be easily plagiarized.
3. Information credibility assessment as never been the object of research.
4. Credibility assessment is proved to be objective.
5. Number of researches show that many people tend to minimize mental effort while dealing with information.

Read the text and check your answers.

The internet has become indispensable as a source of information and news. Given the vast amount of information available

as well as the large numbers of information sites, it has become increasingly difficult to judge the credibility of online information. Metzger argues that in the past, traditional publishing houses used to act as gatekeepers of the information published. There was a cost barrier to printing and the print process allowed for quality control. In the digital age, anyone can be an author of online content. Digital information and content can be published anonymously, and easily plagiarized and altered. Online news platforms are in a continual race against time to be the first to publish online, and in the process they sacrifice quality control. In the process, the gatekeeping function of evaluating the credibility of online information has shifted to the individual users.

To date, scholars in information literacy have developed checklists to assist users in assessing the credibility of online information, as well as various theories and models to describe how users evaluate information in practice. These models highlight aspects such as the influence of the subjectivity of the user in evaluating content, the process of evaluation as well as the cognitive heuristics that users typically apply during evaluation. The models also recognize that in the era of social computing and social media, evaluation has a strong social component.

Credibility refers to the believability of information. Credibility is regarded to be subjective: it is not an objective attribute of an information source, but the subjective perception of believability by the information receiver. As such, two different information receivers can have different assessments of the credibility of the same piece of information.

Research on assessing the credibility of online information can be categorized into research on normative guidelines (in other words, what should people be looking at when they assess credibility) and research related to descriptive models or theories (how people are assessing credibility in practice).

In a series of studies conducted by Metzger and her colleagues, it was found that even when supplied with a checklist, users rarely used it as intended. Currency, comprehensiveness and objectivity were checked occasionally, whilst checking an author's credentials,

was the least preferred by users. This correlates with findings by Eysenbach and Köhler who indicate that the users in their study, did not search for the sources behind their website information, or how the information was compiled. This lack of thoroughness is ascribed to the users' lack of willingness to expend cognitive effort. The apparent attempt by users to minimise cognitive effort has given rise to studies on how users apply cognitive heuristics as well as other means to assess credibility more quickly and with less effort. This research led to the development of a number of descriptive models and theories on how users assess credibility in practice.

A number of studies indicate that internet users avoid laborious methods of information evaluation, and that they prefer to use more superficial cues, such as using the look and feel of a website as a proxy for credibility rather than analyzing the content. When evaluating credibility, people tend to apply cognitive heuristics, which are mental short cuts or rules of thumb. Based on their previous experience people respond to cues and act on these subconsciously, without the need to spend mental effort. Five heuristics are identified that users commonly apply to decide on the credibility of online content. The *reputation* heuristic is applied when users recognize the source of the information as one they believe to be reputable, possibly because of brand familiarity or authority. The *endorsement* heuristic means that a source is believed to be credible if other people believe so too; either people they know or people that have given it a good rating. The *consistency* heuristic means that if similar information about something appears on multiple websites, the information is deemed to be credible. The *expectancy violation heuristic* is a strong negative heuristic. Information that is contrary to the user's own beliefs is not deemed to be credible. Lastly, when using the *persuasive intent heuristic*, users assess whether there is an attempt to persuade them or sell something to them. In this case, the information is perceived to be not credible because there is a perceived ulterior motive or an attempt to manipulate the user.

(Adapted from: van Zyl A., Turpin M., Matthee M. (2020) How Can Critical Thinking Be Used to Assess the Credibility of Online Information?. In: Hattingh M., Matthee M., Smuts H., Pappas I., Dwivedi

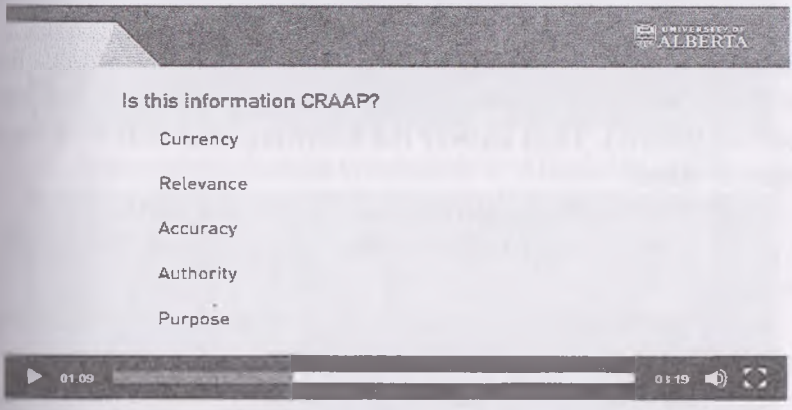
Y.K., Mäntymäki M. (eds) Responsible Design, Implementation and Use of Information and Communication Technology. I3E 2020. Lecture Notes in Computer Science, vol 12067. Springer, Cham. https://doi.org/10.1007/978-3-030-45002-1_17.)

Task 2. Answer the following questions.

1. What are the major findings of Metzger and her colleagues research?
2. What tools can we use to evaluate the credibility of resources?
3. What cues do people usually rely on when assessing online information?
4. How do you understand the term *heuristics*? Give examples of various types of heuristics?

CONTENT PRACTICE

Watch the following video and do the tasks. https://openeducationalberta.ca/libraryskills200/chapter/evaluating-resources/



Task 1. Watch the video and complete the gaps.

1. It is important to be _____, sometimes information _____. It can be _____ or _____, or the information might be _____.
2. You can use a few principles to critically evaluate what you

find. It is one part _____ one part _____.

3. Relevance is very _____, so be _____.

4. Some sources like websites seem to be good sources, but in the age of _____ you need to _____. Wikipedia might _____, but _____.

Task 2. Complete the table with the questions related to each topic of CRAAP.

Currency	*Relevance*	*Accuracy*	*Authority*	*Purpose*

Task 3. Identifying primary and secondary sources. Classify the following sources as primary or secondary sources. If the source can fall into both categories, write it in both places:

AUTOBIOGRAPHIES DIARIES EMAIL
ENCYCLOPEDIA ARTICLES MUSEUM EXHIBITS
ORAL HISTORIES SCIENTIFIC MAGAZINE ARTICLES
TEXTBOOKS SURVEYS

Task 4. Conducting research. Think about a topic you would like to write about, focus your attention on any aspect of learning and learning theories. **Then answer the following questions with that topic in mind**.

1. Where will you go first to begin your research?

2. How can you tell the difference reliable and unreliable sources?

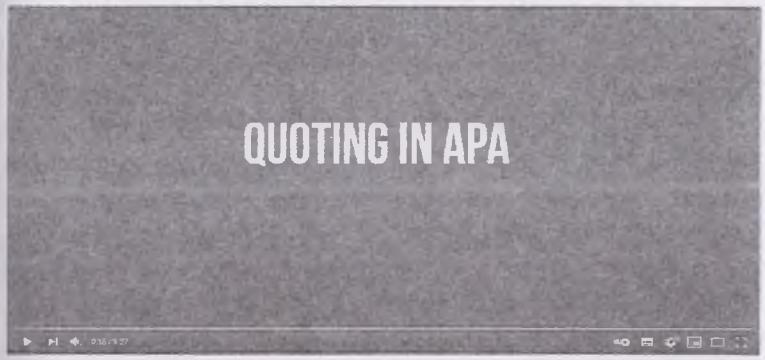
3. What are come reliable sources you will look for when you do research?

4. How will you organize your notes so that you can refer back to them as you write?

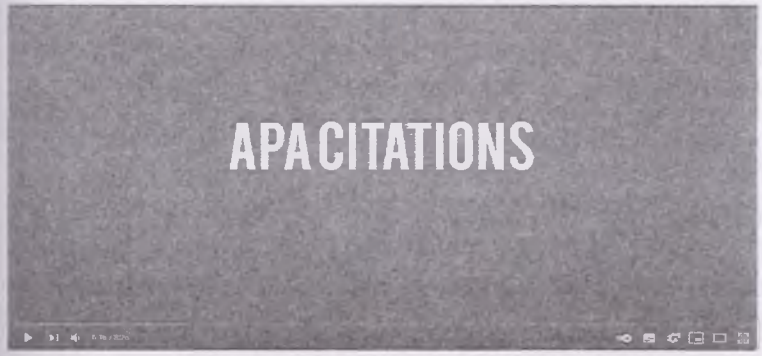
Task 5. Identify the most relevant database, the top 10 journals, and the top 3 organizations for a specific topic. **Briefly describe each**, providing justification for inclusion in your list. **Compare notes with your peers.**

Task 6. Watch the following video-series and take notes.

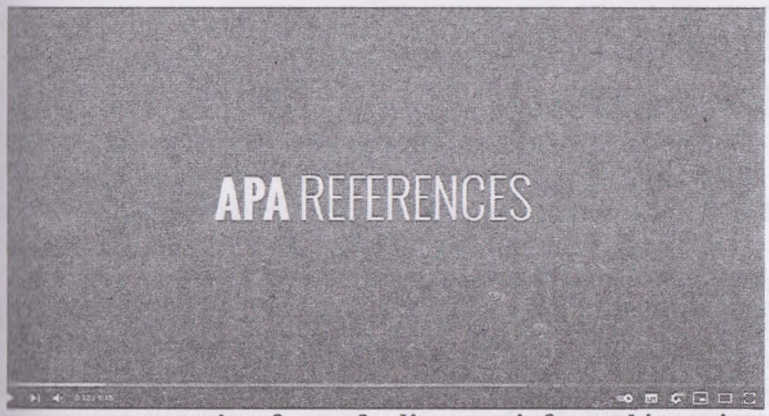
https://www.youtube.com/watch?v=do921cAEL6o



https://www.youtube.com/watch?v=0rDSQmO0Skw



https://www.youtube.com/watch?v=4TagGFwGpTM



Present your notes in a form of a diagram, infographics or in any other visual format.

LANGUAGE PRACTICE

Task 1. Fact or opinion. Read the following statement and decide if they are facts or opinions. Discuss your ideas with the partner, prove your point.

According to the latest research, children learn foreign languages in an early faster than adults	
You can find all the information you need to know from the Library Search.com	
The professor argues that students who receive positive reinforcement are more likely to retain information moving forward	
The research team has discovered a new method for counting students' achievements	
The latest poll shows a marked increase in self-actualization trends in a school curriculum design	
I think public opinion on learning will change over time	
This book is an enjoyable story of a man and his learning journey	
The use of computer technologies at the school has increased and the stationery budget has doubled in the last few years	
Governments must invest more in the education	
Nine out of ten who completed the survey answered the questions correctly	

Task 2. Bias-free language

Credibility of modern resources may be judged in accordance with the language the author has used. Bias-free language in academic papers is used to avoid offends, inaccuracy and distraction.

Complete the following table with the biased words in accordance with the categories.

Gender	
Age	
Race and Ethnicity	
Disabilities	

Task 3. Round table discussion: "The most effective strategies to make children learn languages"

Prepare a report and participate in the following round-table discussion. In your speech avoid biased language and opinions.

Task 4. Add punctuation to the following direct quotations, and change the capitalization if necessary.

1. Dr. Yixuan Ma, a well-known astrophysicist who has been studying black holes, said they are the most interesting phenomena we astrophysicists have ever studied.

2. As she explained in black holes the laws of nature do not seem to apply.

3. A black hole is a tiny point with the mass 25 times the mass of our sun explained Ma's associate, Chun-Yi Suo Black holes are created by the death of a very large star she stated.

4. It is an invisible vacuum cleaner in space she added with tremendous gravitational pull.

5. According to Dr. Su, if a person falls into a black hole, he will eventually be crushed due to the tremendous gravitational forces.

6. Time will slow down for him as he approaches the point of no return she

Task 5. Rewrite the following direct quotations as indirect quotations.

1. Television channel KSA General Manager Jim Bums said, "Not everyone can attend college in the traditional way; therefore, taking courses via television will offer many more students the chance to earn a college degree."

2. Pre-med student Alma Rodriguez said, "I miss being on campus, but I have to work and take care of my family."

3. Other students said, "Last year, we spent several hours a day commuting to and from school. Now we don't have to do that."

4. Computer engineering student Amir Mehdizadeh stated, "I can choose when to study and how to study without pressure." He also said, "I will take two more telecourses in the fall"

Task 6. In the following sentences put in quotation marks wherever they are needed, and underline words where italics are needed.

1. Mary is trying hard in school this semester, her father said.
2. No, the taxi driver said curtly, I cannot get you to the airport in fifteen minutes.
3. I believe, Jack remarked, that the best time of year to visit Europe is in the spring. At least that's what I read in a book entitled *Guide to Europe*.
4. My French professor told me that my accent is abominable.
5. She asked, Is *Time* a magazine you read regularly?

Task 7. Refer to the chart below to write sentences introducing each quotation and attributing the quotation to the author.

Quotation	Author(s)	Verb\ phrase
Among the Ibo the art of conversation is regarded very highly, and proverbs are the palm-oil with which words are eaten.	Chinua Achebe	states
Feeling happy generally goes along with feeling confident, optimistic, and energetic, all great traits for finding success.	Tina Adler	says
The verdict is in: Wealth does not make us happy.	Phil Brown	according to
The secret is here in the present. If you pay attention to the present, you ca improve upon it.	Paulo Coelho	suggests
The self is not something one finds, it is something one creates.	Thomas S. Szasz	claims

Task 8. Use the verbs from the box and complete the sentences.

conclude, claim, argue, mention, note, reject, suggest, question, emphasize, discuss, point out, explain

1. Schmidt (2010) _____ that the process of language acquisition is important in childhood. (*to examine the key points*)
2. Davidson (2006) _____ that previous research in the field is important in understanding the concept (*to highlight an important point*)
3. NASA (2011) _____ that governments should continue to fund space projects (*they gives reasons for his view*)
4. In a latest article Morton (2012) _____ how information technology is changing society. (*give clear details about something*)
5. Kim (2005) and Young (2010) _____ how Bach's music draws considerably on earlier composer's work. (*to say just briefly*)
6. Uvarov (2001) _____ that the causes of the revolution can be traced back to the 18th century. (*says something is true directly, and firmly, often used when others disagree*)
7. Vaz (1998) and Jonas (2002) _____ the new theory because it fails to include important factors. (*disagree with somebody or a theory*)
8. Kon (2000) and Miller (2007) _____ that all poets are strongly influenced by their childhood (*says indirectly that something is true*)
9. Levack (2010) _____ that there are contadictions in Day's interpretation of the poem (*states but does not develop at length*)
10. Gerrand (2001) _____ previous interpretations of the play (*suggests it is inaccurate*)
11. In the book Dean (2010) _____ some new research in the field (*refers to briefly*)
12. McIntosh (2012) and Johnson (2014) _____ the key features of the period in question (*the final point or summary*).

The task is adapted from: https://academic-englishuk.com/reporting-verbs

PRODUCTION

Task 1. Discuss the following quotations with your peers. Do you agree with the statements or not? Justify your point with examples.

✓ A statement is persuasive and credible either because it is directly self-evident or because it appears to be proved from other statements that are so. **Aristotle**

✓ The more you are willing to accept responsibility for your actions, the more credibility you will have. **Brian Koslow**

✓ Don't confuse visibility with credibility. **Harvey Mackay**

Task 2. Think of a recent hazardous situation that required the intervention of scientists and engineers (e.g., the Fukushima nuclear meltdown, the oil spill in the Gulf of Mexico, loss of crops or epidemics caused by E. coli, the devastating fires in Australia, the hurricanes and flooding in the Caribbean, etc.).

Imagine you are the scientific consultant for a media outlet that needs to convey information to the public about that disaster. Identify two or three core issues in such a situation that need to be communicated to the public and come up with a communication solution for conveying those issues to the public. Your speech should include references to researchers, facts and bias-free language. Work in groups. Share your solutions with the entire class, explaining why and how you came up them.

Task 3. Case study. Learning Theories

Learning theories attempt to give explanation into ways that people acquire knowledge, attitudes and skills. These theories are used by the educators to improve learning processes and they have also been promoted by psychologists. Despite the fact that there are numerous diverse theories on learning, they fall into 3 major groups: behaviorism, cognitivism, and constructivism.

Teachers all over the world apply these theories to make their students learn efficiently.

Task:

1. Identify the reliable resources concerning learning theories.
2. Analyze your learning and\or teaching experience and

identify at least two teaching strategies for each learning theory.

3. Find a video (or create a video) that demonstrates those teaching strategies. Analyse the process from both learner and teacher perspectives.

4. Evaluate the long-term pedagogical effect of applying those strategies into a learning process.

5. Present your findings to the class.

Task 4. Case study.

A student emails her professor and asks: "I am revising my paper from our meeting today and I have a question. I tried to find what the actual procedure was in an open surgical hip dislocation and it isn't clearly explained in any of my sources so I Googled it. I came across a web-site run by MD where he describes what is done (http://www.clohisyhipsurgeon.com/tretment-options/open-hip--dislocation). I was wondering if I am able to use this as a source being that it isn't from a journal". What would you reply to her, and how would you justify your decision?

Task 5. Project

Evaluating literature for your diploma project is one of the most crucial thing to consider.

Find at least 10 different resources regarding the topic of your diploma project and analyze their credibility.

Summarize the aspects you have discussed in this unit and design an infographics illustrating points and steps in evaluating resources. Draw the conclusions on the most credible sources and authors.

FUNCTIONAL WRITING: "Motivation Letter"

Task 1. Complete the text with words from the box.

A motivational letter is a 1._____ letter that is used to describe why you are the perfect 2._____ for a certain position.

You are required to write a motivational letter in these four 3._____ scenarios:

1. You are applying to get admitted to an 4. _____ at a college or university (undergraduate, graduate, postgraduate).
2. You are applying to work at a 5._____ organization.
3. You are applying as a 6._____ in an organization.
4. You are applying for an 7._____ in a company.

volunteer	candidate	one-page	specific	educational program	non-profit	internship

Task 2. Read the parts of a motivation letter and put them into the correct order.

1. Your sincerely.

Jane Doe

C) jane.doe@novomail.com

123-456-7891

Colorado. United States

linkedin.com/in/jane.doe

quora.com/profile/jane.doe

B) Dear Professor Marie Williams.

J) Thank you for considering my application.

F) To

Marie Williams. Ph.D.

marie.williams@harvard.edu

Department of Political Science at Harvard University

- July 10 – 2021

H) Thanks to the swift progress of my Bachelor degree, it is glaring that studying and doing research are endeavors I would like to engage in even more. While studying for my BSc in Behavioural Psychology at Yale University, I developed a keen interest in the interaction between individuals and their environment and I found this very intriguing and exciting, specifically its influence in World politics today.

E) Jane Doe

MA Candidate

C) I am writing to express my interest in the master program in the Department of Political Science at Harvard University, as it has always been my age-long ambition to become a political advisor to the President of the United States of America.

K) Studying Political Science at Harvard University is an opportunity I would love to dedicate myself too wholeheartedly, and I hope that during my stay in Boston, Massachusetts, I will be able to contribute to the community in the best way that I can. Considering my academic performance so far and my desire to enrich mine and other`s knowledge in political science, I am convinced that I will be a valuable addition to the program. I hope to be given a chance, as I am confident that I am capable of meeting and even exceeding your expectations.

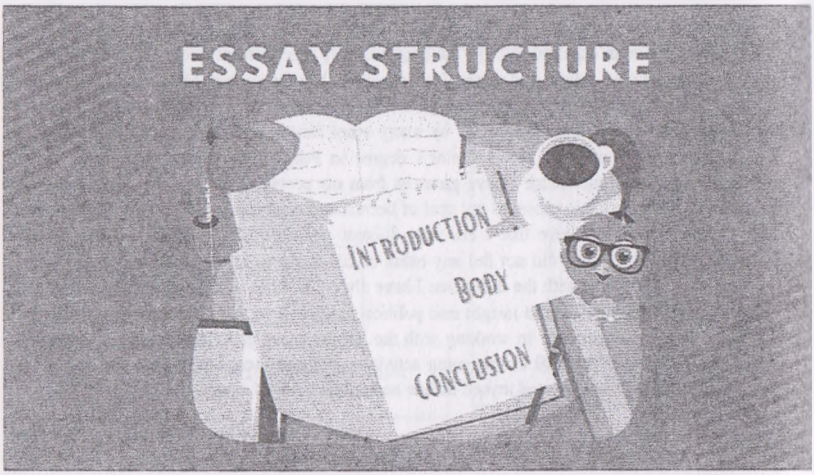
D) I believe that there is no better place to continue my academic career in Politics as it relates to Behavioural Psychology than the Political Science department at Harvard University. I consider it a vibrant experience to get the opportunity to meet students from all over the world and learn about their culture and values. Hence, courses like Democracy and Citizenship, Public Policy Analysis, and Management of Religious Diversity would give me more insight into how politics is affected in the world today by many other factors aside Behavioural Psychology. Considering the content of the Bachelor s degree in Political Science at Yale University, combined with the knowledge I have garnered from my previous studies, I am confident that this MA brings me a step closer to my goal of becoming a political Advisor to the President of the United States. I believe that I am very diligent and a highly motivated student, while studying my Bachelors. I did not fail any exam or fail to return in any due assignment. I am certain to push through with the dedication I have always worked with to accomplish my goals and gain more knowledge and insight into political science. I developed an intense interest in politics from my experience in working with the Labour party in Australia. Here, I attended meetings, determine political campaigning activities, designed accurate slogans and texts for campaign purposes and devoted myself offline and online political campaigning.

Task 3. You are applying for a Master program. Write a motivation letter to support you as a candidate for the educational program in any university.

UNIT 4.
THE LANGUAGE STRUCTURE OF THE ENGLISH ACADEMIC PUBLICATIONS: HOW TO WRITE A FIRST-CLASS SCIENTIFIC PAPER?

By the end of this unit, you will

- *know all parts of the essay structure,*
- *know how to apply transition signals between paragraphs and organize the process of academic writing;*
- *learn to write an academic essay.*



https://edubirdie.com/blog/essay-structure

LEAD-IN

Task 1. In pairs, discuss the pictures. What type of essay are the people in the picture writing?



1)_____ 2)_____ 3)_____

Task 2. Match the following words to their definitions.

Academic essay	The first sentence of the introduction. It might be an intriguing question, a surprising fact, or a bold statement emphasizing the relevance of the topic.
Hook	is one sentence that expresses the main idea of a research paper or essay.
Paragraph	are used to relate ideas. Writers may use them within paragraphs or between paragraphs so that ideas flow smoothly between sentences and between paragraphs.
Thesis statement	consists of several sentences that are grouped together. This group of sentences together discusses one point, idea or opinion, one main subject or topic.
Transitions	is a focused piece of writing that develops an idea or argument using evidence, analysis and interpretation.

READING

Task 3. a) Read the text and complete it with the headings from the box.

Expository Essays Narrative Essays Persuasive Essays Descriptive Essays

Four Major Types of Essays

Distinguishing between types of essays is simply a matter of determining the writer's goal. Does the writer want to tell about a personal experience, describe something, explain an issue, or convince the reader to accept a certain viewpoint? The four major types of essays address these purposes:

In a 1) _____: (*Telling a Story*), the writer tells a story about a real-life experience. While telling a story may sound easy to do, it challenges students to think and write about themselves. When writing this essay, writers should try to involve the reader by making the story as vivid as possible. The fact that they are usually written in the first person helps engage the reader. "I" sentences give readers a feeling of being part of the story. A well-crafted narrative essay will also build towards drawing a conclusion or making a personal statement.

A cousin of the narrative essay, a 2) _____ (*Painting a Picture)* paints a picture with words. A writer might describe a person, place, object, or even memory of special significance. However, this type of essay is not description for description's sake. It strives to communicate a deeper meaning through the description. In this type of essay, the writer should show, not tell, through the use of colorful words and sensory details. The best descriptive essays appeal to the reader's emotions, with a result that is highly evocative.

The 3) _____ (*Just the Facts*) is an informative piece of writing that presents a balanced analysis of a topic. In this type of essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, and the "how to" or process essay. Because they are based on facts and not personal feelings, writers don't reveal their emotions or write in the first person.

While like an 4) _____ (*Convince Me*) in its presentation of facts, the goal of the persuasive essay is to convince the reader to accept the writer's point of view or recommendation. The writer must build a case using facts and logic, as well as examples.

expert opinion, and sound reasoning. The writer should present all sides of the argument, but must be able to communicate clearly and without equivocation why a certain position is correct [1].

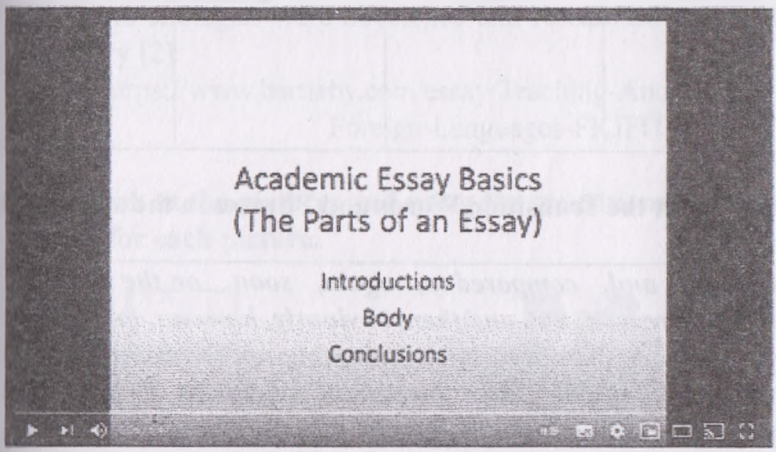
https://www.time4writing.com/writing-resources/types-of-essays/

b) Answer the following questions:

1. Name the four major types of academic essays.
2. Explain how do you write a narrative academic essay?
3. Identify the components of a persuasive essay.
4. Define the meaning of an expository essay.

WATCHING

Task 4. Watch the video about "Academic Essay Basics - Intro/Body/Conclusion" https://www.youtube.com/watch?v=aACnkEVnbKQ and fill in the gaps.



1. In academic essay basics, you have to know the parts of an essay in order to be able to write so you start with _____, you have _____ you have _____.
2. Your _____- is to catch the attention of the reader with a _____.
3. In the _____ of your essay you begin with a topic sentence for each paragraph, it lets the reader know what to expect in the paragraph.

4. _____to your writing or to your essay summarize the paper.

Task 5. Classify the transition words with the types of essays.

I think..., because, and, compared to, again, soon, on the whole, for the same reason, but, and then, obviously, however, take the case of, always, besides, absolutely, summing up, for example, on the contrary, in any case, later, forever, in conclusion, next, as I have noted, on this occasion, definitely, as has been noted, moreover, as a result, in contrast, finally, in addition, on the other hand, first (second, etc.), and then, without a doubt, for instance, as I have said,

Narrative Essays	*Descriptive Essays*	*Expository Essays*	*Persuasive Essays*

Task 6. Put the Transition Words and Phrases in the appropriate column.

because, and, compared to, again, soon, on the whole, for the same reason, but, and then, obviously, however, take the case of, always, besides, absolutely, summing up, for example, on the contrary, in any case, later, forever, in conclusion, next, as I have noted, on this occasion, definitely, as has been noted, moreover, as a result, in contrast, finally, in addition, on the other hand, first (second, etc.), and then, without a doubt, for instance, as I have said

Use	Transition Word or Phrase
To add	
To compare	
To prove	

To show time or sequence	
To give an example	
To summarize or conclude	
To emphasize	
To repeat	

Task 7. Read the paragraph and underline the linking words.

During the end of the 19th century, teaching and learning a foreign language was developing rapidly and became one of the most discussed issues in the field of education (Lacorte, 2005). Hence, new studies were needed in order to discover new and effective methodologies for teaching and learning foreign languages in the world language classroom. Thus, many studies have been conducted in this area during the last three decades. As a result, new teaching methods and strategies were developed and researched during the 20th century [2].

https://www.bartleby.com/essay/Teaching-And-Learning-Foreign-Languages-FKJFUN5ZLC5W

Task 8. Look at the pictures and using the transitions write two sentences for each picture.



books vs movies

1)_____

(in contrast)



2)_____

(in addition)



3)_____

(however)



3)_____

(after that)

Task 9. Connect the ideas in the following paragraphs by adding a transition word, phrase, or clause to the topic sentences of the third, fourth, and fifth paragraphs. Try to vary the transitional linking expressions you use. You may rewrite the topic sentences if necessary. The first one has been done for you as an example.

Icebergs: A Potential Source of Water

1 In countries where rainfall is very sparse, scientists must constantly seek ways to increase supplies of water. One method being considered is the use of desalination plants, which would remove salt from seawater. Another method being considered is the towing of icebergs. According to this method, large icebergs from Antarctica would be wrapped in cloth or plastic, tied to powerful tugboats by strong ropes, and towed to the countries needing freshwater. While this plan may have some potential, there are certain practical problems that must be solved.

2 The first problem is the expense. According to estimates, it would cost between $50 million and $100 million to tow a single 100-million-ton iceberg from Antarctica to, for example, the coast of Saudi Arabia.

3 _____ is the possibility that the iceberg would melt en route. No one knows if an iceberg could be effectively insulated for such a long journey. At the very least, there is the possibility that it would break up into smaller pieces, which would create still other problems.

4 _____ there is the danger that a huge block of ice floating off an arid coast could have unexpected environmental effects. The ice could drastically change the weather along the coast, and it would probably affect the fish population.

5 _____ the cost of providing freshwater from icebergs would be less than the cost of providing water by desalinization, according to most estimates. It would cost between 50 and 60 cents per cubic meter to get water from an iceberg, as opposed to the 80 cents per cubic meter it would cost to get the same amount by desalinization.

6 In conclusion, before icebergs can become a source of freshwater in the future, problems involving cost, overall practicality, and most important, environmental impact must be solved [3].

Task 10. Read these thesis statements from two different essays. One of the essays uses a comparison/contrast pattern and the other an argument pattern. Which statement indicates which pattern?

1. In both Japan and the United States, cultural expectations greatly influence academic achievement in high school students.

Pattern of organization: _____

2. In order to help children, learn English yet value their native languages, bilingual education should be implemented in schools across the United States.

Pattern of organization: _____

Task 11. Complete the following thesis statements by adding subtopics to them.

1. A computer is necessary for college students for three reasons: _____

2. Students have a difficult time taking notes in class due to _____

SPEAKING

Task 12. In pairs read the essay "Culture Shock" and the two possible concluding paragraphs. Then discuss the questions below.

Culture Shock

Moving to a new country can be an exciting, even exhilarating experience. In a new environment, you somehow feel more alive: seeing new sights, eating new food, hearing the foreign sounds of a new language, and feeling a different climate against your skin stimulate your senses as never before. Soon, however, this sensory bombardment becomes sensory overload. Suddenly, new experiences seem stressful rather than stimulating, and delight turns

into discomfort. This is the phenomenon known as culture shock. Culture shock is more than jet lag or homesickness, and it affects nearly everyone who enters a new culture-tourists, business travelers, diplomats, and students alike. Although not everyone experiences culture shock in exactly the same way, many experts agree that it has roughly five stages.

In the first stage, you are excited by your new environment. You experience some simple difficulties such as trying to use the telephone or public transportation, but you consider these small challenges that you can quickly overcome. Your feelings about the new culture are positive, so you are eager to make contact with people and to try new foods.

Sooner or later, differences in behavior and customs become more noticeable to you. This is the second stage of culture shock. Because you do not know the social customs of the new culture, you may find it difficult to make friends. For instance, you do not understand how to make "small talk," so it is hard to carry on a casual, get-acquainted conversation. One day in the school cafeteria, you overhear a conversation. You understand all the words, but you do not understand the meaning. Why is everyone laughing? Are they laughing at you or at some joke that you did not understand? Also, you aren't always sure how to act while shopping. Is this store self-service, or should you wait for a clerk to assist you? If you buy a sweater in the wrong size, can you exchange it? These are not minor challenges; they are major frustrations.

In the third stage, you no longer have positive feelings about the new culture. You feel that you have made a mistake in coming here. Making friends hasn't been easy, so you begin to feel lonely and isolated. Now you want to be with familiar people and eat familiar food. You begin to spend most of your free time with students from your home country, and you eat in restaurants that serve your native food. In fact, food becomes an obsession, and you spend a lot of time planning, shopping for, and cooking food from home

You know that you are in the fourth stage of culture shock when you have negative feelings about almost everything. In this stage, you actively reject the new culture. You become critical,

suspicious, and irritable. You believe that people are unfriendly, that your landlord is trying to cheat you, that your teachers do not like you, and that the food is making you sick. In fact, you may actually develop stomachaches, headaches, sleeplessness, lethargy, or other physical symptoms.

Finally, you reach the fifth stage. As your language skills improve, you begin to have some success in meeting people and in negotiating situations. You are able to exchange the sweater that was too small, and you can successfully chat about the weather with a stranger on the bus. Your self-confidence grows. After realizing that you cannot change your surroundings, you begin to accept the differences and tolerate them. For instance, the food will never be as tasty as the food in your home country, but you are now able to eat and sometimes even enjoy many dishes. You may not like the way some people in your host country dress or behave in public, but you do not regard their clothes and behavior as wrong-just different [4].

Concluding Paragraph A

To sum up, culture shock is a very real phenomenon that has been studied for more than 30 years by psychologists and anthropologist$. Its five phases are (1) positive feelings toward the new culture, (2) awareness of small differences, (3) growing discomfort and need for contact with home culture, (4) negative feelings, and (5) acceptance and adjustment. Symptoms may vary, and not all people experience all five phases. In the end, however, people who suffer culture shock are stronger from having overcome the difficulties and frustrations of adapting to life in a new land.

Concluding Paragraph B

In conclusion, nearly everyone moving to a new country feels some degree of culture shock. Symptoms may vary, and not all people experience all five stages. Newcomers with a strong support group may feel at home immediately in the new culture, while others may take months to feel comfortable. Staying in touch with friends and family, keeping a positive attitude, and, above all, learning the language as soon as possible are ways to overcome the difficulties and frustrations of adapting to life in a new land.

1. Which concluding paragraph is a summary of the subtopics? Which one paraphrases the thesis statement?

2. Which concluding paragraph gives suggestions? Which one makes a prediction?

Task 13. Below is an incomplete outline of the model essay "Native American Influences on Modern U.S. Culture". Complete the outline by filling in the missing parts.

Native American Influences on Modern U.S. Culture

I. Introduction

Thesis statement: Native Americans have made many valuable contributions to modern U.S. culture, particularly in the areas of language, art, food, and government.

II. Body

A. Native Americans left a permanent mark on the English language.

1. Names of places-cities, towns, rivers, and states

a. States: Delaware, Iowa, Illinois, Alabama

b. Cities: Chicago, Miami, Spokane

2. Names of animals and plants

a. Animals: chipmunk, moose, raccoon, skunk

b. Plants: tobacco, squash

B. _____

1. Navajo rugs

2. Silver and turquoise jewelry

3. _____

a. Pottery

b. _____

c. _____

C. _____

1. Farming techniques

a. _____

b. _____

2. _____

a. _____

b. _____

D. _____

1. Iroquois-large tribe with many branches ("nations")

Needed to settle disputes among various branches

2. Five nations formed League of Iroquois

a. _____

b. Acted together when dealing with outsiders

3. After independence, 13 colonies adopted similar system.

a. Each colony (future state) was autonomous in managing own affairs.

b. _____

III. Conclusion

We can easily see from these few examples the extent of Native American influence on our language, our art forms, our eating habits, and our government [5, 58].

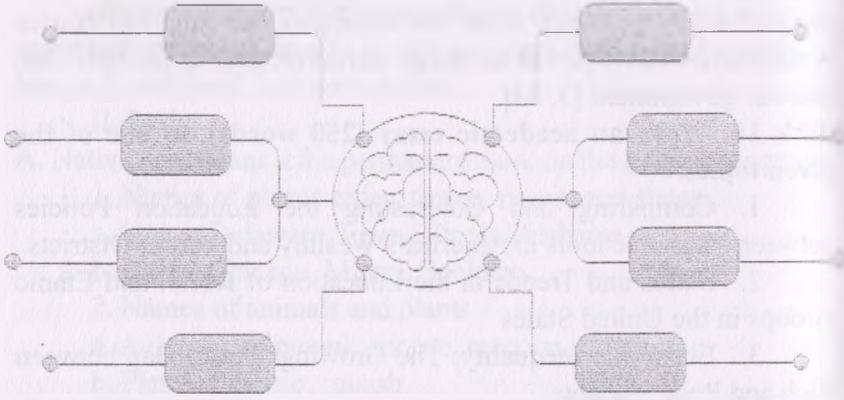
Task 14. Write an academic essay (250 words) on one of the given topics.

1. Comparing and Contrasting the Education Policies between Public Schools in America's Wealthy and Poorer Districts
2. Status and Trends in the Education of Racial and Ethnic Groups in the United States
3. Economic Inequality: The Growing Wealth Gap between Rich and Poor Students
4. Girl's Education and Gender Inequality
5. Discussing Employment and Unemployment Rate using Educational Attainment as a Yardstick
6. Education as the Perfect Instrument for Social Change
7. The Impact of Culture on Education
8. Promoting and Protecting the Right to Education of Students from Minority Groups
9. The Interplay between Politics and Education in the United States
10. The Impact of Bad Policies on Education
11. The Importance of Quality Education in Our Lives and Societies
12. Education and the Role it Plays in Personal Development
13. An Effective Use of ICT for Educational Purposes
14. The Role of Education in National Development
15. A Study of the Effect of Discipline and Reward in Education

FUNCTIONAL WRITING: Grant Proposal

Task 1. Have a whole-class discussion.

1. What do you know about grant writing?
2. Define the term "grant".
3. Identify the term "grant writing".
4. Tell about your interest in grant writing.



Task 2. a) Read the text and write the three-paragraph headings in the correct place.

1. **Grant writing**	**2. Helpful Tips on Style**
2. **How to Write a Grant Proposal?**	

Grant Writing: How to Secure Grants for Your Cause

1._____is the process of applying for funding provided by a private, corporate, or government grantmaker. To acquire a grant, you must submit a well-written proposal to one of these entities in order to be considered eligible. Grant seeking is highly competitive. It's especially difficult when requesting support for a new program or organization for the first time.

Part of what makes grant writing so challenging is that typically every funder wants something different in the proposal.

The essence of what a funder wants to see in a grant proposal is the same: what your organization needs the funding for, what difference it will make, and where the funder fits in. However, the narrative configurations, space limits, and the formats in which funders want this information can vary substantially. That's why you need to take special care when crafting each grant proposal.

2._____

Write your grant proposal to be clear and easy to follow.

Make it part of your grant writing discipline to communicate complex ideas simply. To communicate in a straightforward but compelling way, try the following:

Think before you write. Clarify what your intent is before putting it on paper.

Use familiar, concrete words. Avoid pretension and unhelpful jargon as these can bog down the reader.

Limit sentences to a single idea. Choose several short sentences over a single overly complex one. Quick and simple sentences are easier to follow.

Write in active voice. Active voice is when the subject performs the action. For example, "The Board approved the request," not "The request was approved by the Board."

Keep it intentionally simple and memorable, while summoning the reader's attention with powerful language. Most importantly, your core compelling idea should respond to what the grant funder cares about. For instance, if you're writing to a local community foundation, orient your core compelling idea around the distinct impact that your organization or project will make in the community. After stepping away from your grant proposal, the reader should be able to understand and remember exactly what a difference your organization proposes to make.

A grant proposal must not only inform but also inspire. It's up to you, the writer, to create a proposal that convinces the reader that your organization is worthy of funding. A well-written grant request should convince the reader that your organization or project addresses an urgent need, is staffed by qualified professionals, and has achievable goals [6].

"Many private, and some federal, funders ask that you submit a letter of inquiry (LOI).

3._____

✓ "Buzz words" are the latest popular, quasi-technical terms to catch people's interest, and they are constantly changing. Therefore, to be a good proposal writer, you have to keep abreast of the changes in your field. Dropping "buzz words" into proposals can help, if they are used appropriately. Again, however, laypersons may not understand these and you need to explain your own definition of the terms. ✓ "Buzz words" are the latest popular, quasi-technical terms to catch people's interest, and they are constantly changing. Therefore, to be a good proposal writer, you have to keep abreast of the changes in your field. Dropping "buzz words" into proposals can help, if they are used appropriately. Again, however, laypersons may not understand these and you need to explain your own definition of the terms.

✓ Maintain a winning attitude because it will come through in your writing. Faith in the project you are proposing is paramount. Know that you will be successful and many times you will be. Competition is keen, especially at the national level. It is important that you continue to re-read and revise so that you know that your winning attitude shows. ✓ Maintain a winning attitude because it will come through in your writing. Faith in the project you are proposing is paramount. Know that you will be successful and many times you will be. Competition is keen, especially at the national level. It is important that you continue to re-read and revise so that you know that your winning attitude shows.

✓ The Theory of Congruence, from psychology and communications disciplines, states that it is important that all elements work together and with the same objectives. In interpersonal communications, your body language, words, thoughts and behavior should match. The slightest change may alert your listener to the fact that something is missing or may be hidden. Be thoughtful in all your communications — oral and written — and remember to be consistent. ✓ The Theory of Congruence, from psychology and communications disciplines, states that it is important that all

elements work together and with the same objectives. In interpersonal communications, your body language, words, thoughts and behavior should match. The slightest change may alert your listener to the fact that something is missing or may be hidden. Be thoughtful in all your communications — oral and written — and remember to be consistent.

✓ Style and Substance are of paramount importance. Proposals are reviewed, graded and evaluated both on style and substance. It is preferable to write a grant proposal in an objective third-person voice. Try not to personalize it with "I," "we" and "you," and this, in turn, will make it easier to edit and more businesslike. Social services organizations have to adopt the more sophisticated and straightforward methods of business communications: make it short and sweet — but say all you need to say. ✓ Style and Substance are of paramount importance. Proposals are reviewed, graded and evaluated both on style and substance. It is preferable to write a grant proposal in an objective third-person voice. Try not to personalize it with "I," "we" and "you," and this, in turn, will make it easier to edit and more businesslike. Social services organizations have to adopt the more sophisticated and straightforward methods of business communications: make it short and sweet — but say all you need to say.

✓ Smooth out the differences in language from your contributors. If more than one person contributes to the writing, different styles are obvious to the reader. A good proposal writer edits for style as well as for substance. Therefore, try to smooth out the differences in the writing styles of all contributing writers (e.g., changing words or phrasing to make it consistent) so that it sounds or reads as though one person wrote the proposal. ✓ Smooth out the differences in language from your contributors. If more than one person contributes to the writing, different styles are obvious to the reader. A good proposal writer edits for style as well as for substance. Therefore, try to smooth out the differences in the writing styles of all contributing writers (e.g., changing words or phrasing to make it consistent) so that it sounds or reads as though one person wrote the proposal.

✓ Feeling at a disadvantage? Find a person with excellent writing and editing skills to review the proposal sections as they are drafted. Don't wait until the proposal is completed, because you may not have time to revise it. Remember, you do not have to take the outside editor's word for everything. Use your own judgment. With the newer versions of Windows and Microsoft word-processing programs, smart computers offer solutions for spelling, style and grammar problems. Use them, especially if you are unsure of your editing capabilities. Other handy tools are a dictionary and thesaurus" [2, 28]. ✓ Feeling at a disadvantage? Find a person with excellent writing and editing skills to review the proposal sections as they are drafted. Don't wait until the proposal is completed, because you may not have time to revise it. Remember, you do not have to take the outside editor's word for everything. Use your own judgment. With the newer versions of Windows and Microsoft word-processing programs, smart computers offer solutions for spelling, style and grammar problems. Use them, especially if you are unsure of your editing capabilities. Other handy tools are a dictionary and thesaurus" [7, 28].

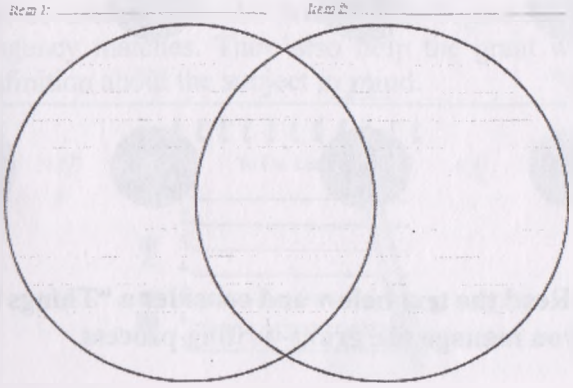
b) Read again the text and circle the following statements True or False.

True	*False*	**When crafting a project for a grant proposal a researcher shouldn't follow the format.**
True	*False*	**It's easy when requesting support for a new program**
True	*False*	**Proposals are reviewed, graded and evaluated both on style and substance.**
True	*False*	**To acquire a grant, you must submit a well-written proposal**

Task 3. Match the following words to their definitions.

Grant proposal writing	(sometimes called a prospectus, preliminary proposal or pre-proposal) is a short, internal document that lays out key information about a grant.
The Concept Paper	A private or public sector organization that accepts and reviews grant proposals and awards monies to organizations whose grant proposals it approves.
Funder (or funding source)	The act of preparing an application for a grant to be submitted to a potential funding source.
Private Sector Funding:	Grant funds secured from federal, state or local governmental source
Public Sector Funding:	A group of individuals (staff members, consultants, partners and other stakeholders) that assembles for the purpose of planning and writing a successful grant proposal
Proposal Development Team	Grant funds secured from a foundation, corporation or other for profit entity.

Task 4. a) Define the main differences between grant proposals written for public funding (government) and private funding (individuals, foundations, and corporations).



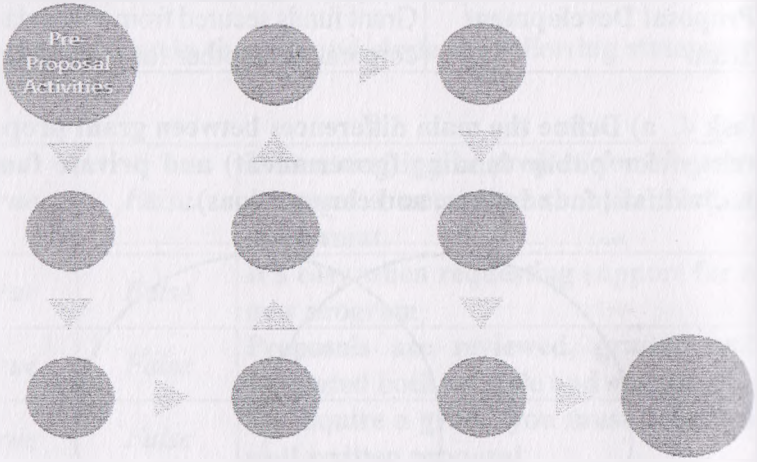
b) Put the grant proposals sources in the correct box.

1. longer grant proposals 2. less complicated 3. can be a letter 4. shorter grant proposals 5. more complex

Public funding sources	Private funding sources

Task 5. Put the stages of the Proposal or Grant Writing Process in the right order.

1. Manage the Grant
2. Research Funders Thoroughly
3. Develop A Clear Program Plan
4. Evaluate and Report Results to Funding Agency
5. Write A Concise Proposal
6. Target Your Proposals Carefully



Task 6. a) Read the text below and consider a "Things to Do" list that help you manage the grant-writing process.

Concept paper

One of the first steps in the process of seeking funds should be the development of a concept paper. Generally, two to four pages in length, the concept paper is a brief, succinct description of a project idea. The concept paper typically addresses the following basic questions:

✓ What is going to be done?
✓ Why is it important to do it?
✓ How will it be done and by whom?

The following list includes suggestions for format.

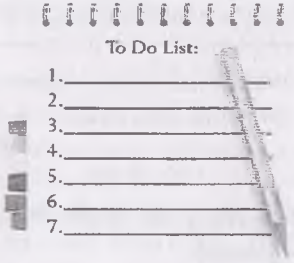
Project Title Need: This section covers the importance, timeliness and innovation of the project. The relevance and applicability of the project to the sponsor's priorities should be clearly stated. Brief supporting statistical data also may be included in this section.

Goals and Objectives: The overall goal of the project should be stated succinctly and the objectives listed briefly and clearly, in a prioritized order.

Methodology, Operations or Procedures: This section should relate directly to the objectives and should focus on the most significant points. Give indications of having thought through the scope of the study and having anticipated most reasonable questions or objections. Describe how the project will be conducted.

Resources and Personnel Available: List the significant facilities and equipment available for the project, plus information on key personnel and their previous relevant experience.

Key Words: List general definitions or descriptive words that fit the project. These key words, while not often required in a concept paper, can be useful when the investigator begins searching for funding agency matches. They also help the grant writer gain clearer definition about the subject in mind.



b) In a group of 4-5 students, complete the Proposal Development Team table.

Proposal Development Team		
Name	*Role on Project team*	*Phone Number*
1.		
2.		
3.		
4.		
5.		

c) Choose one of the following topics to write the Project Title and list some important learning objectives:

1. Early Foreign Language Education in Primary school
2. Foreign Language Education: traditions and trends
3. Modern Foreign Language Teaching Methods
4. Modern Technologies in Teaching a Foreign Language

Project Title: _____

Our grant objectives are:

✓ _____

_____ ✓ _____

_____

✓ _____

_____ ✓ _____

_____

d) Now, according to your topic complete the table and present it to your groupmate.

Project Title	Brainstorm Solutions	Identify Solutions	Indicate Expected Results & Benefits	Tasks to Accomplish Solution

Task 7. Read 10 tips for Writing Grant Proposals and answering the questions below write your own grant proposal.

10 Tips for Writing Grant Proposals

1. Follow the funding agency's guidelines to the letter—for both content and form.
2. Ask for as much feedback as possible from peers and/or from grant officers whose job is to address your questions early in the process.
3. Be extremely logical and linear. You know your stuff; give your reviewers the best shot at understanding It as well.
4. Be specific and realistic. Do not overpromise, and explain clearly what it is that you promise.
5. Clearly situate your project in a continuum between past and future studies, showcasing how it builds on previous work and how it will lead to future advancements.
6. Emphasize the importance of your project for the scientific community as well as the populace at large.
7. Revise early and often.
8. Spruce up on your project management skills: have a checklist with deadlines. You must be extremely organized and enlist the help of your team and the Office of Sponsored Research at your institution to make sure you have all the parts of the grant ready by the deadline.
9. Do your research: make sure your references are recent, relevant, and, in as much as possible, authored by respected/established researchers in your field.
10. Triple and quadruple check that everything conforms to the RFP. We've said this before, but It's that important. You don't want your proposal to be rejected from the start over a technicality such as a missing cover letter, for example [8, 301].

Questions:

1. What is your topic?
2. What are you trying to do? (goals and scope of research)
3. Why are you doing it?
4. What has been done so far on this issue? (brief literature review)
5. How are you going to do it? (methodology)
6. What do you expect to find, broadly speaking?
7. Have you tested this to make sure it's going to work? (partial analysis of data using the methodology you propose)
8. What's the plan? (outline of the remainder of the thesis and tentative calendar)
9. Did you do your research? (list of references).

Task 8. After presenting your project ask and answer the following questions:

1. Are the objectives for the project presented clearly?
2. Is there an Evaluation Plan that matches the objectives?
3. How is the project unique and different from others?
4. Are there sections in the proposal that are difficult to understand?
5. Does the proposal flow well?

Task 9. Write your own letter of Intent (LOI).

Information to Include in an LOI

· Funder's name and address and contact person's name and title.

· Requesting organization's name, title, address, telephone number, fax number and e-mail address.

· Organization overview and mission.

· Reason for requesting funds.

· Project description, including key goals and objectives.

· Listing of other potential funders.

· Conclusion.

Components for the grant proposal format:

Abstract, organizational information, problem description,

project description (including work plan/specific activities, a timeline, and the projected outcomes/impact of activities), method of evaluation, and budget.

Suggested Outline for the Letter of Intent

1. Opening Summary
· Who are you and what do you want to do?
· How much is being requested? Are you requesting partial or full funding for your project?
· What is your timeline?
2. Statement of Need
· What issue/problem will you address? What gap in knowledge will it fill?
· Why have you chosen this particular methodology?
· What impact will this project have, and who will it serve?
3. Project Activity
· Give an overview of the activities involved?
· Will you collaborate with other departments/institutions/ agencies?
4. Outcome/Evolution
· What specific outcomes do you hope to achieve, and how will you measure them?
5. Organization information
· Why is your institution the most qualified to carry out this project?
6. Budget
· What will the total project cost, and how much will you request from the foundation?
· What kinds of activities will need funding?
· Include other sources of funding, both cash and in-kind. Especially indicate what your institution will contribute.
7. Conclusion
· Offer to answer questions or provide additional information.
· Include a contact name and contact information [8, 292].

Task 10. Read the text and answer the following questions below.

Joshua P. Miekley describes his method of using proposal writing as an authentic, service-based communicative activity with adult EFL learners in Kosovo.

"After a few semesters of assigning narratives and expository essays to first-year college students at the University of Prishtina in Kosovo, I decided to design a writing project that would provide students with tasks that they were likely to do again after graduation. Although most of the students were being trained to become English language teachers, many of them would be seeking jobs as translators, interpreters, or employees of nongovernmental organizations (NGOs). As I considered various projects, I asked myself, "What writing tasks are students likely to perform in the future? What type of project would help meet their academic needs?"

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I chose a grant proposal project for a number of reasons. First, there would be a clear connection between the skills students were learning in the English classroom and the world outside the classroom. Local NGOs are constantly seeking employees who are fluent in English to write grant proposals, and the salary for employees at these NGOs is twice as high as that of public school teachers. Second, this project would combine a series of writing tasks that had previously been completed in a number of different assignments. Students would continue to summarize and describe, and they would also edit their resumes and prepare cover letters, yet all of these

tasks would now be connected. Finally, I knew that students would be interested in it. Each semester, when I had proposed the topic "What would you do for your community if you had $100,000," the discussions were so vigorous that I was constantly looking for ways to expand on it.

When I introduced the project and divided students into groups, they immediately began discussing problems in the capital city and what needed to be done about these problems. I asked students to choose projects that could be accomplished by international or local NGOs that were already operating in Kosovo. They obtained information about the organizations they were focusing on by visiting a local office or searching for the information on the Web.

For the next few weeks, students worked on the project, which involved writing individual sections, engaging in peer review, and preparing an oral presentation (see the Appendix for a sample schedule).

Increased Motivation for Peer Review

During the peer review sessions for this project, I noticed that as students read their classmates' writing, they were asking themselves questions such as these: How can this thought be stated more clearly and succinctly? What else would a potential reader want to know about this topic? Whereas past peer review sessions had yielded some results, with this project students were motivated to read their classmates' writing more thoroughly and to advise them more precisely.

Students' Evaluation of the Project

As I sat down with students for coffee at the end of the semester to conduct an informal evaluation of the course, I asked them, "What did you like most about the course? What activity or assignment was the most useful?" One student responded, "The grant proposal project was very helpful because it helped us think about how we can use English to help our country." Another student stated, "It was the first time that I used English for something that is really useful."

I found that the grant proposal provided a balance between my desire to teach using a communicative approach and students' custom of learning language through lectures. This project does involve

using English for communication and interacting with authentic texts, but students who are used to a teacher-centered approach in the classroom would not feel that the teacher is going to an extreme by asking them to write a grant proposal [9].

https://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-6-issue-3-(october-2009)/project-based-instruction-writing-grant-proposal

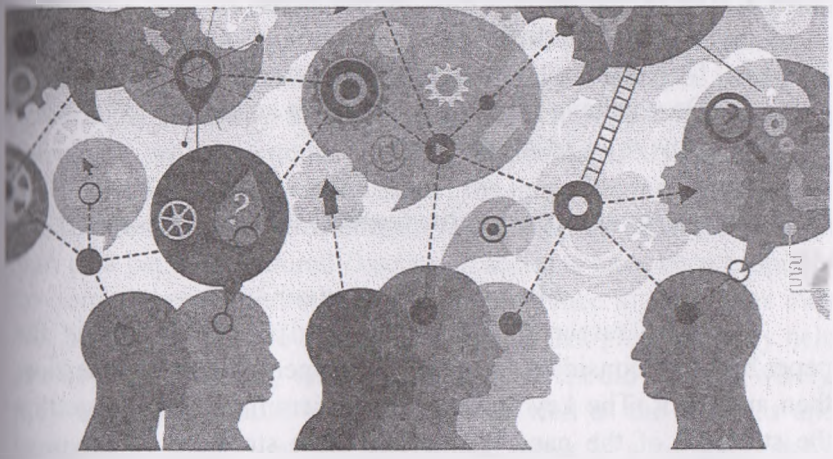
Questions:

a. Why did the teacher decide to design a writing project?
b. Why did his students' interest in writing a grant proposal?
c. Identify the problem or idea that he wanted to address
d. What do his students think about his course?

UNIT 5.
ACADEMIC WRITING:
HOW TO CREATE SUCCESSFUL PIECES?

In this unit you will:

- *know what is a research article and its structure*
- *practice choosing and narrowing a research topic*
- *know basic structure of a research proposal*
- *write your own research proposal*
- *learn the features of introduction and conclusion*



https://schoolsweek.co.uk/how-teachers-are-really-using-research/

LEAD-IN

Task 1. Read the questions and answer them.

1. What is research?
2. Do you know how research paper is written and disseminated?
3. Do you have experience in writing a research article or paper?
4. How is an article divided?

READING

Task 1. Read the questions and answer them.

1. What is an article?
2. Do you know how an article is written?
3. Do you have experience in writing an article?
4. How is an article divided?

Task 2. Read the text and put the features into the correct section.

Structure of the paper

Once the research question is clearly defined, writing the paper becomes considerably easier. The paper will ask the question, then answer it. The key to successful scientific writing is getting the structure of the paper right. The basic structure of a typical research paper is the sequence of Introduction, Methods, Results, and Discussion (sometimes abbreviated as IMRAD). Each section addresses a different objective. The authors state: (i) the problem they intend to address—in other terms, the research question—in the Introduction; (ii) what they did to answer the question in the Methods section; (iii) what they observed in the Results section; and (iv) what they think the results mean in the Discussion.

In turn, each basic section addresses several topics, and may be divided into subsections. In the Introduction, the authors should explain the rationale and background to the study. What is the research question, and why is it important to ask it? While it is neither necessary nor desirable to provide a full-blown review of the literature as a prelude to the study, it is helpful to situate the study

within some larger field of enquiry. The research question should always be spelled out, and not merely left for the reader to guess.

The Methods section should provide the readers with sufficient detail about the study methods to be able to reproduce the study if so desired. Thus, this section should be specific, concrete, technical, and fairly detailed. The study setting, the sampling strategy used, instruments, data collection methods, and analysis strategies should be described. In the case of qualitative research studies, it is also useful to tell the reader which research tradition the study utilizes and to link the choice of methodological strategies with the research goals.

The Results section is typically fairly straightforward and factual. All results that relate to the research question should be given in detail, including simple counts and percentages. Resist the temptation to demonstrate analytic ability and the richness of the dataset by providing numerous tables of nonessential results.

The Discussion section allows the most freedom. This is why the Discussion is the most difficult to write, and is often the weakest part of a paper. Structured Discussion sections have been proposed by some journal editors. While strict adherence to such rules may not be necessary, following a plan such as that proposed may help the novice writer stay on track. References should be used wisely. Key assertions should be referenced, as well as the methods and instruments used. However, unless the paper is a comprehensive review of a topic, there is no need to be exhaustive. Also, references to unpublished work, to documents in the grey literature (technical reports), or to any source that the reader will have difficulty finding or understanding should be avoided.

(Adapted from: Perneger, T. V., & Hudelson, P. M. (2004). Writing a research article: advice to beginners. *International journal for quality in health care*, *16*(3), 191-192.)

Sections	Features
Introduction	
Methods	
Results	
Discussion	

a. State why the problem you address is important
b. State what is lacking in the current knowledge
c. State the objectives of your study or the research question
d. Describe the context and setting of the study
e. Specify the study design
f. Describe the 'population' (participants)
g. Describe the sampling strategy
h. Describe data collection instruments and procedures
i. Outline analysis methods
j. Report on data collection and recruitment (response rates, etc.)
k. Describe participants (demographic, etc.)
l. Present key findings with respect to the central research question
m. State the main findings of the study
n. Discuss the main results with reference to previous research
o. Discuss policy and practice implications of the results
p. Analyse the strengths and limitations of the study
q. Offer perspectives for future work

Task 3. Discuss the sections of a paper with a partner.

CONTENT PRACTICE

Task 1. Match the definitions with the notions.

	Notions	Definitions
1	Hypothesis	a) The chapter of the research paper which focuses on the ideas, arguments and findings in the recorded work produced by researchers and scholars.

2	Introduction	b) The chapter which briefly and simply summarizes the main findings, contributions and recommendations of the project.
3	Rationale	c) The part of the project which may contain illustrations, samples or any data recording.
4	Literature review	d) A tentative explanation based on theory to predict a causal relationship between variables.
5	Explanation	e) A list of all the sources cited in the research paper, organized either alphabetically by author surname.
6	List of references	f) General overview of the background of the problem; explanation of the necessity and importance of the research.
7	Conclusion	g) A brief description of each part/chapter including introduction, main body and conclusion.
8	Structure	h) A statement which seek to make something intelligible, about why things are the way they are.
9	Summary	i) The part of the research paper which gives a reader a general overview of the whole research project.
10	Appendices	j) A thesis of chief points of the chapter.

Task 2. Which of the following should be included into Introduction to the research paper?

1. names of the students who've done the project
2. problem
3. purpose of the research
4. year of study
5. aim and objectives
6. rationale of the research
7. description of the research method used

8. structure of the research project
9. design of the research
10. name of the supervisor
11. hypothesis and /or research questions
12. methods used

Task 3. Choose the appropriate chronological sequence of writing a Conclusion:

_____ a) Leave the reader with a final thought.
_____ b) Highlight a prediction about the future of the topic
_____ c) Bring to mind the content of paper
_____ d) Write a few paragraphs summarizing what you did and found
_____ e) Show your contribution to the research

LANGUAGE PRACTICE

Task 1. Complete the sentences using words from the box.

1. On _____it would seem that more people are against the proposed law than for it.
2. Authors submitting an article for the journal are requested to provide a brief _____outlining the contents of their article.
3. To _____ it briefly, General Pachai's attempts to manipulate the situation to his own advantage _____/_____ led to his own downfall. (give two alternatives)
4. Most theses _____ a summary of the literature in the field in their opening chapter.
5. In the final _____no one can be completely certain as to what caused the crash.
6. To summarize the problem in a few _____ : manufacturing in the country has declined drastically in the last ten years.
7. Let us now recap the _____/_____ points of the discussion. (give two alternatives)

8. Before bringing this paper to a(n) _____ /_____ , I should like to suggest some areas requiring further research. (give two alternatives)

abstract	key	analysis	balance	close	eventually
main	provide	put	end	words	ultimately

Task 2. After you have established your research area and identified a relevant gap in the literature, you should show your reader how exactly your study intends to bridge this gap. Look up Appendix E and correct the mistakes, if any, in sentences 1-6.

1. The information in chart 1 were collected in August 2015.

2. This study will try to determine if or not the initial hypotheses were valid.

3. At this point it is hard to access the extent to which these findings will have a sizeable impact on language teaching.

4. Although there seem to be evidence that this is the case, the underlying mechanisms remain unclear.

5. This paper addresses the issue of urban violence and exploits ways in which we can make our cities safer.

6. This study was undertaken as an attempt to assess the effects of meditation on blood pressure.

PRODUCTION

Task 1. Complete the text with words from the box.

Selecting and narrowing a research topic

When selecting a topic for research, it is important to (a) _____ your subject area. Once you have decided on your subject (or are given a subject), for example the Middle Ages, (b) _____ a list of what you already know. Look the subject up in an encyclopedia to get an (c) _____ of the subject. Then list the aspects that interest you most. (d) _____ different media sources (books, journals, and websites) to narrow your subject to one (e) _____ topic, such

as *music in the Middle Ages*. The more specific your topic is, the easier it will be to focus on the (f) _____ information. Narrow the topic even further, such as *Italian music in the Middle Ages* or *Italian music in the late Middle Ages*.

relevant (adj)	make (v)
overview (n)	specific (adj)
Limit (v)	review (v)

Task 2. Respond to the prompts below.

1. Make a list of what you know on the subject of bullying or cyberbullying (plagiarism, pollution).

_____

_____

_____

_____

2. Look up bullying or cyberbullying (plagiarism, pollution) in an encyclopedia to get an overview of the subject. Then list aspects that interest you.

_____

_____

_____

_____

3. Narrow the subject by choosing one aspect of bullying or cyberbullying (plagiarism, pollution).

_____

_____

_____

_____

Task 3. State your aim on the subject you have chosen by using the words in Appendix E.

_____

_____

_____

_____

Task 4. Write an article on the subject you have chosen. You article should have at least 1500 words and 7-10 different resources. Don't forget to follow APA style.

FUNCTIONAL WRITING "A research proposal"

Task 1. Read the questions and discuss as a whole class.

1. What is a research proposal?
2. Think of three reasons why it is important for students to write a research proposal before starting their research. Then, share your ideas with the whole class.
3. Do you know how to write a good research proposal?
4. What do you need to include in it?

Task 2. Read the text and complete it with words in the list.

sufficient	convince
address	grasp
rejection	ill-conceived
high quality	coherent

How to write a research proposal

Most students and beginning researchers do not fully understand what a research proposal means, nor do they understand its importance. To put it bluntly, one's research is only as good as one's proposal. An (1) _____ proposal dooms the project even if it somehow gets through the Thesis Supervisory Committee. A (2) _____ proposal, on the other hand, not only promises success for the project, but also impresses your Thesis Committee about your potential as a researcher.

A research proposal is intended to (3) _____ others that you have a worthwhile research project and that you have the competence and the work-plan to complete it. Generally, a research proposal should contain all the key elements involved in the research process and include (4) _____ information for the readers to evaluate the proposed study.

Regardless of your research area and the methodology you choose, all research proposals must (5) _____ the following questions: W*hat you plan to accomplish, why you want to do it* and *how you are going to do it*.

The proposal should have sufficient information to convince your readers that you have an important research idea, that you have a good (6) _____ of the relevant literature and the major issues, and that your methodology is sound.

The quality of your research proposal depends not only on the quality of your proposed project, but also on the quality of your proposal writing. A good research project may run the risk of (7) _____ simply because the proposal is poorly written. Therefore, it pays if your writing is (8) _____, clear and compelling [].

Task 3. Choose the correct heading for each section from the list of headings below.

i Methods
ii Literature Review
iii Title
iv Results
v Abstract
vi Introduction
vii Discussion

STRUCTURE OF A RESEARCH PROPOSAL

A. _____

It should be concise and descriptive. For example, the phrase, "An investigation of . . ." could be omitted. Often these are stated in terms of a functional relationship, because such things clearly indicate the independent and dependent variables. However, if possible, think of an informative but catchy one. When it is effective, it not only pricks the reader's interest, but also predisposes him/her favourably towards the proposal.

B. _____

It is a brief summary of approximately 300 words. It should include the research question, the rationale for the study, the hypothesis (if any), the method and the main findings. Descriptions of the method may include the design, procedures, the sample and any instruments that will be used.

C. _____

The main purpose of this part of a research proposal is to provide the necessary background or context for your research problem. How to frame the research problem is perhaps the biggest problem in proposal writing. If the research problem is framed in the context of a general, rambling literature review, then the research question may appear trivial and uninteresting. However, if the same question is placed in the context of a very focused and current research area, its significance will become evident. Unfortunately, there are no hard and fast rules on how to frame your research question just as there is no prescription on how to write an interesting and informative opening paragraph. A lot depends on your creativity, your ability to think clearly and the depth of your understanding of problem areas. However, try to place your research question in the context of either a current "hot" area, or an older area that remains viable. Secondly, you need to provide a brief but appropriate historical backdrop. Thirdly, provide the contemporary context in which your proposed research question occupies the central stage. Finally, identify "key players" and refer to the most relevant and representative publications. In short, try to paint your research question in broad brushes and at the same time bring out its significance. The introduction typically begins with a general statement of the problem area, with a focus on a specific research problem, to be followed by the rationale or justification for the proposed study.

D. _____

Sometimes this part of the research proposal is incorporated into the introduction section. However, most professors prefer a separate section, which allows a more thorough review of the literature.

This part serves several important functions:

1. Ensures that you are not "reinventing the wheel".

2. Gives credits to those who have laid the groundwork for your research.

3. Demonstrates your knowledge of the research problem.

4. Demonstrates your understanding of the theoretical and research issues related to your research question.

5. Shows your ability to critically evaluate relevant literature information.

6. Indicates your ability to integrate and synthesize the existing literature.

7. Provides new theoretical insights or develops a new model as the conceptual framework for your research.

8. Convinces your reader that your proposed research will make a significant and substantial contribution to the literature (i.e., resolving an important theoretical issue or filling a major gap in the literature).

Most students suffer from the following problems while writing this part of the proposal:

- Lacking organization and structure
- Lacking focus, unity and coherence
- Being repetitive and verbose
- Failing to cite influential papers
- Failing to keep up with recent developments
- Failing to critically evaluate cited papers
- Citing irrelevant or trivial references

Depending too much on secondary sources

Your research competence will be questioned if any of the above applies to your proposal. There are different ways to organize your review. Make use of subheadings to bring order and coherence to your review. For example, having established the importance of your research area and its current state of development, you may devote several subsections on related issues as: *theoretical models, measuring instruments, cross-cultural and gender differences, etc.* It is also helpful to keep in mind that you are telling a story to an audience. Try to tell it in a stimulating and engaging manner. Do not bore them, because it may lead to rejection of your worthy proposal.

E. _____

This section is very important because it tells your supervisors and teachers how you plan to tackle your research problem. It will provide your work plan and describe the activities necessary for the completion of your project. The guiding principle for writing this section is that it should contain sufficient information for the reader to determine whether methodology is sound. Some even argue that a good proposal should contain sufficient details for another qualified researcher to implement the study. You need to demonstrate your knowledge of alternative methods and make the case that your approach is the most appropriate and most valid way to address your research question.

This section typically consists of the following sections:

1. Design -Is it a questionnaire study or a laboratory experiment? What kind of design do you choose?
2. Subjects or participants - Who will take part in your study? What kind of sampling procedure do you use?
3. Instruments - What kind of measuring instruments or questionnaires do you use? Why do you choose them? Are they valid and reliable?
4. Procedure - How do you plan to carry out your study? What activities are involved? How long does it take?

F. _____

Obviously, you do not have findings at the proposal stage. However, you need to have some idea about what kind of data you will be collecting, and what statistical procedures will be used in order to answer your research question.

G. _____

It is important to convince your reader of the potential impact of your proposed research. You need to communicate a sense of enthusiasm and confidence without exaggerating the merits of your proposal. That is why you also need to mention the limitations and weaknesses of the proposed research, which may be justified by time and financial constraints as well as by the early developmental stage of your research area.

Task 4. Do the following statements agree with the information given in the texts above.

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

1. Literature Review should contain limitations and weaknesses of the proposed research.
2. The secondary purpose of the introductory section is to provide the necessary background or context for your research problem.
3. In the section of methods, you should write about how you plan to tackle your research problem since it is very important.
4. Abstract is a section of a research proposal which provides a brief summary.
5. Sometimes a discussion part is incorporated into the introduction section.
6. The Methods section serves 10 important functions.
7. The Results section provides a more thorough review of the literature.

Task 5. Scan the code and answer the questions.

1. What does the University of Birmingham ask for when applicants apply to the university?
2. What is the best advice which is given by the speaker for writing a proposal?
3. What do the university staff need to know about you?
4. What is the fourth P?
5. In your proposal you need to have enough information, and what is a crucial thing you need to have in your research proposal?
6. If it is challenging to decide how big or small you go, whom should you work with?
7. What also do you need to include except research questions?
8. Two other useful elements of the research proposal are mentioned by the speaker, what are they?

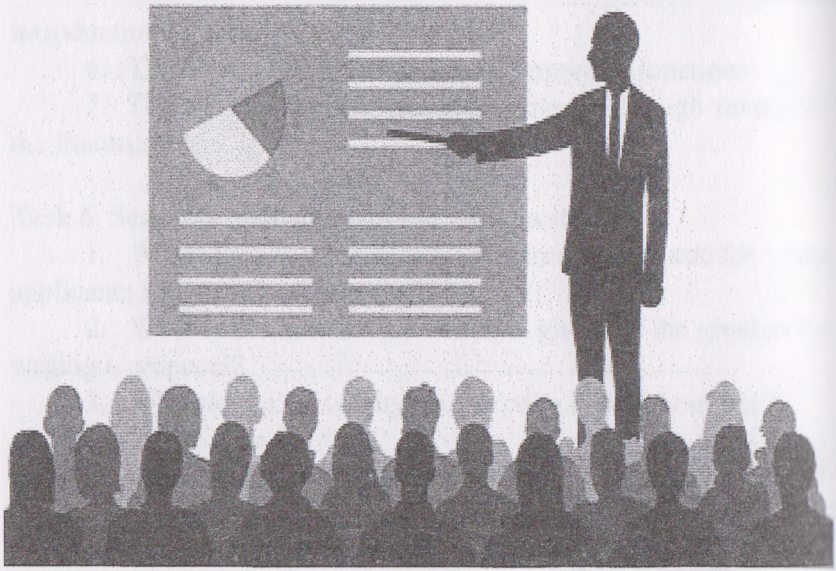
Task 6. Kazakhstani university graduates are required to write their professionally-applied project, so before writing the project it is suggested to write a research proposal that gives students and their scientific supervisors to understand what is going to be investigated and why it is important to investigate. Write a research proposal on the topic that interests you. Your proposal should not exceed 1500 words and should include the following sections:

- title
- introduction
- literature review
- timescale
- references

UNIT 6.
INTERNATIONAL ACADEMIC CONFERENCES TO INTERNATIONAL EDUCATIONAL DIALOGUE

In this unit you will:

- *understand the importance of international academic conferences for FL teachers*
- *learn the structure, peculiarities of writing the articles for academic conferences*
- *know how to take part in international conferences*
- *be able to write an article for an international academic conferences*



https://www.ierek.com/news/index.php/2017/01/08/reasons-attend-international-conferences/

LEAD-IN

Task 1. In pairs discuss the following questions:

1. How often do you take part in international conferences? Have you ever given a presentation at one? If yes, in which language did you present?
2. Where do you usually get information about conferences?
3. When you read a conference announcement, what information do you look for first?

Task 2. Look at the titles of five conferences (A-E). Which would be interesting to the following people?

1. a biologist
2. a data-protection expert
3. an MBA lecturer

A

2nd International Conference on Environmental Pollution and Remediation

B

World Congress on Internet Security

C

Culture, Mind, and Brain: Emerging Concepts, Methods, Applications

D

Cultures of Decolonisation: 1945-1970

E

Third Annual Academic Conference on Social Responsibility *Sustainability: Issues and Strategies*

Accept all well-reasoned answers, encouraging discussion of an interdisciplinary approach.

READING

Task 1. Read the article "8 REASONS TO ATTEND INTERNATIONAL ACADEMIC CONFERENCES". What is the strong reason to the conference participation?

There is an abundance of academic conferences today as compared to the past. This brings us to a simple question, "Why should one attend an academic conference?" Below are 8 reasons why people say they attend our conferences.

1. Presenting a paper

Presenting a paper is one of the main objectives of an academic conference participant. The presenter will have the chance to present a paper in front of colleagues of the same or similar fields of study and will be able to receive positive feedback and constructive criticism about their research. The exchange of ideas on fields of interests seeds the links for future collaborations across the world. There are many who were once GAI conference participants now developing research projects and writing papers together.

2. Networking for future collaborations

Attending an academic conference is an opportunity to build networks with other academics and experts in the same or similar field of studies all around the world and to share thoughts on recent advances and technological breakthroughs. It is an opportunity to expand the knowledge that one has and upgrade performance in accomplishing institutional objectives. Conferences bring together people who share a common discipline from different parts of the world, bringing different forms of ideas which build into something greater. As you step up and attend conferences you build a network of people who can raise your caliber of work to greater heights as you achieve shared objectives.

3. Publication

Another common reason for attending a conference is no doubt publication. Conference proceedings are always a good way to have your research published and indexed. You'll also have the opportunity to publish your research in one of the GAI journals. Please note that only selected papers are published in GAI journals for free of charge while all papers/abstracts accepted for the conferences are published in the conference proceedings with an ISBN.

4. Socialization and the culture factor

Meeting new people with different cultures and dispositions enlightens your way of thinking in your field of study. You will witness some of the many different aspects and solutions which exist on the same issues. You'll also have the chance to socialize with your colleagues at coffee breaks, lunches and social activities. Imagine a conference without socializing or learning more about other people's cultural tradition? This cannot be summed up adequately as people from different parts of the world who have uniqueness in their ways of living which you are often surprised to learn from.

5. Travelling

An academic conference is a great way to have a "break" from your academic responsibilities at the university and discover different cities of the world. Be assured that you'll feel relaxed and refreshed when you return to your institution after the conference.

6. Find out what's new

It is vital to find out what's new in your field of study to survive in an academic discipline. Academic conferences will keep you updated on new findings that have taken place. This is in fact one of the major reasons why one should attend an academic conference.

7. The focus and energy of Like-Minded Individuals

When one attends an academic conference, he or she is sure to meet people of his or her same stature, mindset and goals. This is a motivational factor as one aspires to overcome fears and achieve one's dreams.

8. Added Research Value

For students and researchers, academic conferences help to make research on a particular subject easier. They provide access to various research activities related to a particular subject with current findings and developments anticipated from them.

(https://www.globalacademicinstitute.com/8-reasons-to-attend-international-academic-conferences/)

Task 2. Work in pairs. Discuss the following questions.

- Why should we attend international conferences?
- Which reason do you think is the most significant? Why?
- Which reason do you think is less significant? Why?
- Why international academic conferences important?

Task 3. Are the following statements true or false? Complete the chart.

Statement	True	False
Attending an academic conference is an opportunity doesn't build networks with other academics and experts in the same or similar field of studies		
Attending conferences, especially the international ones, gives you the chance to listen to different points of view and learn new ideas and trends in your field		
Presenting a paper is one of the main objectives of an academic conference participant		
Many conferences support their attendees with a list of places they can visit just only their country.		
Attending important international conferences will make you a known figure in academic circles, not to mention the benefits for your resume as it will create an impression that you are an active member of the academic community.		

Task 4. The article doesn't have the CONCLUSION. Write your own conclusion taking into account all reasons for participating in international academic conferences.

CONTENT PRACTICE

WATCHING

Watch the video



Oliver Hauser: Research Paper Competition Winner | 2018 Wharton...

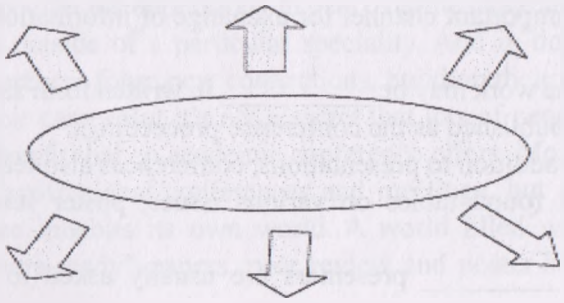
(https://youtu.be/4TCHvqiQu20)

Task 1. Work in groups. Discuss the following questions:

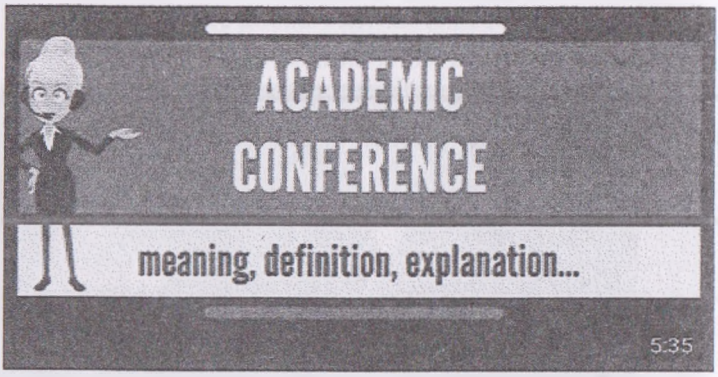
- Is Oliver Hauser a good presenter? Why?
- Is his speech successful? Why?
- Pay attention to the speaker's communicative skills/ speech/ gestures/ mimicry. Does he feel comfortable? Why?

Task 2. Make a MIND MAP.

What abilities/ peculiarities should the successful speaker of international conferences have?



Task 3. Watch the video



What is ACADEMIC CONFERENCE? What does ACADEMIC CONFERENCE... (https://youtu.be/qCso2KZWxGo)

Answer the following questions:

1. What is an international academic conference?
2. Describe the process of academic conference.
3. What does the conference include?
4. What the prospective presenters are usually asked?
5. Academic conferences typically fall into three categories. Tell about them.

Task 4. Watch the video again and fill in the gaps.

1. An academic conference or _____ is a conference for researchers (not necessarily academics) to present and discuss their work. Together with academic or scientific journals, conferences provide an important channel for exchange of information between researchers.
2. The work may be _____ in written form as academic papers and published as the conference proceedings.
3. In addition to presentations, conferences also feature panel discussions, round tables on various issues, poster sessions and _____.
4. _____ presenters are usually asked to submit a

short abstract of their presentation, which will be reviewed before the presentation is accepted for the meeting.

5. Some disciplines _____ presenters to submit a paper of about 6–15 pages, which is peer reviewed by members of the program committee or referees chosen by them.

Task 5. Make a summary of this video showing the key idea of the speech.

Task 6. Read the text "First time attending an academic conference? Don't sweat it, read on to ease your initiation" and to the following tasks.

An academic conference (sometimes called a research conference, academic congress, academic meeting or symposium) is a meeting which researchers attend to present their findings and hear about the latest work within their field. These events are usually organised by associations or groups of independent researchers under the watchful eye of a scientific or technical committee who ensure the technical quality of the research that's presented. Academic conferences aren't just for academics and they come in all shapes and sizes, from small local meetings to global events with thousands of international attendees. And while some conferences focus on highly-specialised topics within a single discipline, interdisciplinary conferences often bring together a broad variety of perspectives from academics, the industry and practitioners across several disciplines.

Attending an academic conference can be one of the most intellectually invigorating experiences the research world has to offer. They offer the opportunity to peer over the fence and see what's going on outside of a particular speciality. And in doing so, they help researchers forge new connections, build on their research and enrich their career.But it's not a secret that lots of people don't get the full benefit that an academic conference offers. Most of us have attended professional conferences and meetings, but an academic conference inhabits its own world. A world filled with abstracts and "camera-ready" papers, peer review and poster sessions. And

successfully navigate this world, you need to get familiar with how an academic conference works.

What happens at an academic conference?

A conference is an opportunity for academics and researchers to present and discuss their latest work, and discover new and interesting developments in their field. Which means that almost everyone who attends an event like this also presents at it. For this reason, the typical medium-to-large academic conference has a programme packed full of short presentations across a variety of topics. These are often arranged into parallel "streams" that have sessions which run simultaneously. Thanks to the influence of commercial conferences and the rising popularity of "un-conferences" that operate without a predefined structure, the rigid grip of the traditional academic conference format is loosening. However, while an increasing number of conferences in the academic world are testing out innovative styles of presentation and interaction (like this conference from the Political Studies Association that held a debate in a pub), the typical presentations at an academic conference fall into the following categories.

Plenary sessions. While most of the larger academic conferences are structured along parallel streams, a plenary session is a session which all delegates are encouraged to attend. Plenary sessions may include a keynote session, panels or other types of presentation.

Keynote sessions. A keynote session is usually a major draw for conference delegates. Keynote speakers are intended to set the tone for the whole conference and foster a sense of collective academic endeavour.

Panel sessions. Panels usually involve multiple researchers discussing, and perhaps debating, one topic. These sessions can take many forms, with panellist delivering prepared statements or diving straight into answering questions from the session chair or the audience. But regardless of format, they're designed to elicit an exchange of viewpoints among the experts on a topic.

Oral sessions. These sessions typically involve multiple presenters giving talks on separate papers that share common themes

or topics. Each presenter is allotted an amount of time to speak (usually around 10 minutes) with some added time for a question-and-answer session with the audience after each presentation.

Poster sessions. A typical poster presentation involves creating a physical (or digital) poster that's displayed in the halls at an academic conference. Posters are usually presented at the same time (usually over several hours) in the same room. And unlike the time constraints of oral sessions, poster presentations allow delegates to take their time studying work and discussing it with the presenter in detail.

Workshops. Conferences often hold tutorials or workshops on subjects like science communication or advice on getting published in top journals. These are often geared towards researchers who are beginning their careers and can have the added benefit of acting as a good opportunity for connecting attendees who are at a similar career level.

Reasons to attend an academic conference

If you've never attended an academic conference before, you could be forgiven for thinking that the main point of going is to present your research. Presenting at a conference means exposing your ideas to experts in your field and inviting questions and comments that will ultimately strengthen your work. But while presenting is certainly important, it's only one slice of the pie. There is a whole tranche of other reasons to attend an academic meeting. Research submitted to an academic journal will often be re-drafted many times over, with perhaps many months passing between the first draft being submitted the date of publication. However, most academic conferences accept findings that are a little more rough-hewn and recent, so attending conferences is a great way to keep up with emerging trends in your field. And because there's so much information packed into a well-structured academic conference, that attending presentations will give you just enough information to identify whether you want to find out more about the speaker's work. Which brings us neatly to one of the most valuable reasons for attending an academic conference: meeting other researchers. Think

of presentations as billboards for ideas: you see the billboard and it piques your interest, then you follow up. Conferences are wonderful sources of chance conversations and cross-pollinations, and the attendees who get the most value from attending them follow up with everyone who's presentation caught their attention. This could be by approaching the speaker in the hall or hitting them up on the conference app to arrange a meeting over a coffee or a beer and dive into their work in depth.

It's always helpful to hear others' perspectives on careers and research, and attending conference social events can also sometimes be as useful as showing up at technical sessions. Mealtimes are a great opportunity to have a relaxed conversation about work or discuss the presentations that had the most impact. Most conferences also hold events that are targeted at event first-timers or young researchers, and these are a really useful way to find your tribe.

Not everything of value happens onsite at the conference, either. Attending a conference means you'll receive a set of proceedings (also called a book of abstracts or book of papers). This is the official record of a conference and it might be a hard copy or a digital version. These usually contain an abstract (and sometimes the full paper) of every presentation given at the event, and they're a treasure trove of the latest research in your field. Once you get home from the conference and have some space to think they're a great jumping-off point to explore further research, and give you a point of conversation to introduce yourself through LinkedIn to presenters you didn't get the chance to meet in person.

Submitting to a conference

So, how do you get your work accepted for publication at a conference in your field? Academic conferences are announced usually announced via a call for papers (also known as a call for abstracts or conference announcement email) and they're also often listed on conference announcement sites. These call for papers will outline that year's conference topics and detail how to submit your conference abstract.

Conferences often allow you to select what type of presentation to submit your work for, with the most common options being a talk

(as part of an oral session) or a poster. A talk is great for getting your name out there as it may be part of a large oral session. But if you think your work isn't ready for a talk yet – or you think you're likely to spend the majority of your first conference stressing out about giving one, you may be better off submitting a poster. Presenting a conference poster is a bit like repeating the same talk to a revolving audience of one. Your poster should ideally be effective enough to communicate the main points of your work on its own, and you are there to answer any additional questions with no set time limit. Scientist Sees Squirrel gives a really thorough breakdown of the oral vs poster pros and cons.

Submissions can take the form of an abstract, an extended abstract or a paper. And learning how to write a strong abstract for your submission is a skill that will serve you well throughout your career. The purpose of a conference abstract is to summarise – in a single paragraph – the major aspects of the paper you want to present, so it's important you learn to write one that's complete but concise. It's also often the only aspect of your work that conference organisers will see, so it needs to be strong enough to stand alone. And whether you're submitting your work by email or by uploading it via conference management software, make sure you follow the conference submission guidelines to a T. To be accepted for presentation at an academic conference, submissions are assessed by a panel of reviewers. These reviewers are experts in their field who give their time voluntarily and provide written, unbiased feedback on submissions. They may also advise the organisers on what type of presentation a particular submission is best suited for. To ensure the review process is fair, your submission may be reviewed under single-blind conditions (the reviewer knows who the researcher is) or double-blind conditions (the reviewer doesn't know who the researcher is). Some conferences have a two-stage review process, and reviewers may request corrections if they think it's necessary. Final corrected copies of submissions are referred to as being "camera ready", meaning they're ready to be published as part of the conference proceedings.

Funding your trip

Between paying registration fees, getting there and having a roof over your head, the costs of attending an academic conference add up. Having said that, it's pretty common for conference organisers to offer cheaper fees to researchers who are from developing countries or are just beginning their careers. And because some universities or research institutes may also require you to publish at or attend conferences, they often offer funding to help cover the cost of fees too. Many researchers who are just starting out in their career may also qualify for travel grants to help them get there.

If you're not sure how to even begin investigating what funding is available to you, ask your academic supervisor, your department head or your HR department what options are open to you. And don't be afraid to contact the conference organisers directly. They're not always fantastic about promoting the grants they have, so if the conference website is thin on info it's worth asking them directly. Conferences also often look to minimise their costs by looking for student volunteers on site and may offer you a volunteering role instead of paying full fees. It's also worth following the conferences social media hashtags or getting active on its mobile app to see if any delegates who live near the venue are willing to host people in their homes. Or if people are willing to split the cost of accommodation.

And finally, as well as preparing your presentation, you should do some pre-conference prep. Academic conferences can be tough going for the uninitiated. But there are plenty of tactics you can employ to help you survive your first conference without crying.

(https://www.exordo.com/blog/guide-to-academic-conferences/)

Match the words (a-g) with their definitions:

a) **Academic conference**	1.a session which all delegates are encouraged to attend. It may include a keynote session, panels or other types of presentation.
b) **Oral session**	2.a major draw for conference delegates. This type of session is intended to set the tone for the whole conference and foster a sense of collective academic endeavour.

c) **Poster session**	3.a meeting which researchers attend to present their findings and hear about the latest work within their field
d) **Workshops**	4.involves multiple researchers discussing, and perhaps debating, one topic. These sessions can take many forms, with diving straight into answering questions from the session chair or the audience.
e) **Keynote session**	5.involves multiple presenters giving talks on separate papers that share common themes or topics
f) **Panel session**	6.This type of session involves creating a physical (or digital) presentation that's displayed in the halls at an academic conference.
h) Plenary session	7.holds tutorials on subjects or advice on getting published in top journals. It is often geared towards researchers who are beginning their careers and can have the added benefit of acting as a good opportunity for connecting attendees who are at a similar career level.

Task 7. Read the text again. Work in pairs. Choose one of the types of academic conferences session (plenary, poster, oral, etc.) and be ready to present the following issues:

- Define the type of your session
- What are the main criteria to take part in this session?
- How does it differ from ordinary public speech?
- What are the functions and principles of this session?

LANGUAGE PRACTICE

Task 1. Look through the text quickly and answer the questions.

1. What is its purpose?
2. What information can you get from it?
3. What types of words (e.g. articles) are missing?

4. Can you work out the general meaning based only on the content words?

_____IADIS e-Learning 2013 conference aims_____ address_____ main issues _____concerns _____e-Learning.

_____ conference covers_____ technical_____ non-technical aspects_____

e-Learning. Main topics_____ identified. However, innovative contributions_____don't fit into these areas _____also be considered_____ they might be_____benefit_____conference attendees.

Acceptance_____ based primarily_____originality, significance _____ quality_____contribution.

Task 2. Complete the gaps in the text with suitable words.

Task 3. Skim the following announcements focusing on content words and match them with three of the conference titles from Task 2 (Lead in).

1

Title:_____

Location: California, USA
Date: 19-20 October 2013

The aim of this two-day conference is to highlight emerging concepts, methodologies and applications in the study of culture, the mind and the brain, paying particular attention to:

- cutting-edge neuroscience research that is successfully incorporating culture and the social world;
- the context in which methods are used as well as the assumptions that shape research questions; and
- the kinds and quality of collaborations that can advance interdisciplinary research training, email: cmb@cmbl35.org

2

Title:_____

Host: McGill University, International ASET Inc.
Organizers: International ASET Inc.
Deadline for abstracts: 15 March 2013

ICEPR is a series of international conferences held yearly These conferences focus on all aspects of Environmental Science, Engineering, and Technology. After successfully holding the first ICEPR in Ottawa (Canada), International ASET Inc. will be hosting the next conference in Montreal. The aim of ICEPR' 13 is to bring together the Canadian and international communities working in the field of environmental sciences, engineering and technology, and to foster an environment conducive to recent advances in this field. This conference will also provide a golden opportunity to develop new collaborations and gather world experts on the different topics including pollution detection, environmental remediation and pollution prevention. Through the 2nd conference, a great opportunity to share knowledge and expertise will be created, taking advantage of the synergy of the 1st conference. The ICEPR' 13 program will include invited keynote talks, oral presentation sessions, and poster sessions.

Email: icepr201 3@icepr489.com

3

Title:_____

Location: Ontario, Canada
Date: 6 October 2013

WorldCIS-2013 is an international forum dedicated to the advancement of the theory and practical implementation of security on the internet and computer networks. The inability to properly secure computer networks against emerging threats and vulnerabilities, and sustaining privacy and trust, have been a key focus of research.

Email: info@wcis396.ora

Visit the website at www.wcis396.org

Task 4. Look again at the conference announcements in Task 3 and complete the table.

Announcement	Location	Theme / Purpose	Organizers	Contact
1				
2				
3				

Task 5. Find the following words in the conference announcements. What parts of speech (nouns or verbs) are they in the texts?

advance share shape focus host study trust aim highlight research

Task 6. Complete the sentences with words from Task 5. First, decide which part of speech it should be. In one sentence, more than one answer is possible.

1 Glasgow University's Centre for Drug Prevention Studies is to_____a conference on 20 April, aimed at assessing new rehabilitation methods.

2 Professor Samuelsson's talk has to be the_____ of this year's forum.

3 The _____of cross-cultural differences in the development of research methods, nomenclature and research organization between different national and geographical traditions is our first objective.

4 Other factors, like the institutional need to_____ knowledge, to publish, to engage in research, and to generate performance indicators, would remain challenges for modern academia.

5 The _____ of this sign proves its hieroglyphic origin.

6 Schools must get regular feedback from the communities they_____to serve.

Task 7. Match the words (1-7) with the correct definition of the word as it is used in the announcements in Task 3.

1 session

a a formal meeting or series of meetings of an organisation such as a parliament or a law court

b a period of time or meeting arranged for a particular activity

2 key

a a piece of metal that is used for opening or closing a lock, starting a car engine, etc (noun)

b any of the set of controls that you press with your fingers on acomputer or musicalinstrument to produce letters, numbers or musical notes (noun) **c** very important and having a lot of influence on other people or things (adj.)

3 to hold

a to take and keep something in your hand or arms

b to believe an idea or opinion

c to make something, especially a meeting or an election, happen

d to have something, especially a position or money, or to control something

4 culture

a ways of working that are typical of an organisation

b the ways of life, customs and beliefs of a group of people

c activities involving music and the arts

d the act of growing crops

5 forum

a a situation or meeting in which people can talk about a problem or matter especially of public interest

b a place on the internet where people can leave messages or discuss particular subjects with other people

6 to advance

a to go or move something forward

b to pay someone some money before the regular time

c to develop or improve something

7 particular

a special, great

b specific, this and no other

c demanding that close attention should be given to every detail

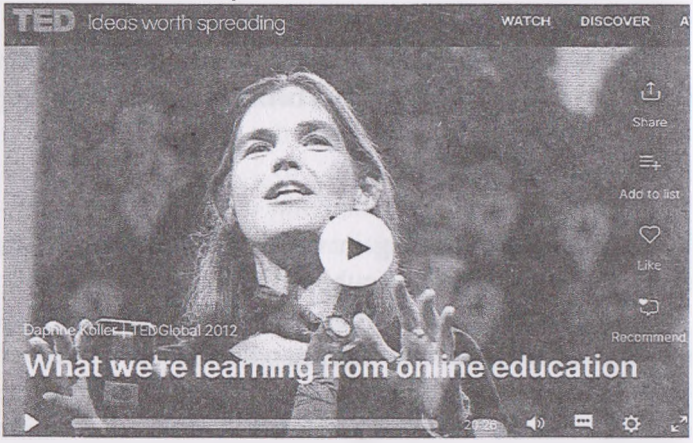
PRODUCTION

SPEAKING



https://www.conference-news.co.uk/features/cartooning-conferences

Task 1. Watch the Ted TALKS of Daphne Koller "What are we learning from online education". Discuss with your partner. What are the main features of international conferences speech can you point out? Why?



(https://www.ted.com/talks/daphne_koller_what_we_re_learning_from_online_education)

Task 2. Read and look into the useful phrases and sentences for conference participants (Appendix F, p. 138).

Work in pairs and make your speech for 5 minutes on the topic "Teacher's profession is a novel profession" using the given expressions.

Task 3. Role play.

Imagine you are at the international academic conference. Divide into two groups. One group is going to prepare their speech. A representative of this group should be ready with the speech, while another group is listening to the speech very attentively and ready to ask some questions. Then take your turns.

Topics for discussion:

Teacher training in the context of continuous education.

Professional development of the teacher based on the standards of the teachers' competence.

Readiness of the future teacher to professional activity in information and educational space.

The use of ICT in the teachers' professional development.

Positive and negative moments in the profession of the teacher.

Teacher's professional capital.

Teacher's profession is a noble profession.

WRITING

Read some instructions to academic conference writing paper (Albert Salamanca "BASIC STRUCTURE OF A CONFERENCE PAPER")



Tip 1 - How to get started: choose the optimal environment!

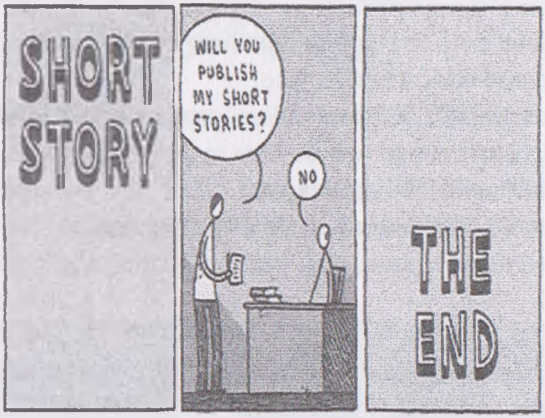
(http://static1.squarespace.com/static/575fb39762cd94c2d69dc556/5772288ec03026c10f6fcf15/577228e9c03026c10f6fd5ae/1467099369316/Salamanca_Paper-Structure.pdf?format=original)

OCAR Structure

• OCAR Structure includes Opening, Challenge, Action, and Resolution

• "A good paper or proposal describes the larger problem and central "characters" (O); it frames an interesting question (C); it presents your research plan and results, developing the action (A), and it leaves the reader with an important conclusion about how our understanding of the world has changed as a result of the work (R)."

- Schimel. J, Writing Science



(http://static1.squarespace.com/static/575fb39762cd94c2d69dc556/5772288ec03026c10f6fcf15/577228e9c03026c10f6fd5ae/1467099369316/Salamanca_Paper-Structure.pdf?format=original)

Paper structures

- Abstract
- Introduction
- Results
- Discussion
- Methods
- Conclusions



Tip 2 - Title and abstract: sell your paper!



Tip 3 - Introduction: work on that funnel shape!

(http://static1.squarespace.com/static/575fb39762cd94c2d69dc556/5772288ec03026c10f6fcf15/577228e9c03026c10f6fd5ae/1467099369316/Salamanca_Paper-Structure.pdf?format=original)

Task 1. Read an article https://www.scribbr.com/dissertation/abstract/. **In pairs decide if the statement about writing an abstract is True (T) or False (F).**

1. Not all abstracts will contain precisely the same elements, you can write your abstract through a process of reverse outlining.
2. The abstract should tell a condensed version of the whole story, and it should only include information that can be found in the main text.
3. A good abstract is any size, not impactful.
4. It's better to avoid unnecessary filler words, and avoid obscure jargon.
5. You might not include a sentence or two summarizing the scholarly background to situate your research.

Task 2. Write a short and concise abstract (80-100 words) for the speech of Daphne Koller "What are we learning from online education" from Task 1 (Speaking) taking into account all strategies from https://www.scribbr.com/dissertation/abstract/.

FUNCTIONAL WRITING: Project work

Task 1. Thought Experiment

Consider the research you are doing at this time. First read aloud the following sentence beginnings, completing them appropriately for your research.

1. I have done research on _____.
2. Other researchers have found _____.
3. The problem is _____.
4. The question I am trying to answer is _____.
5. This is important because _____.
6. The research method I used was _____.
7. I found _____ and _____.
8. I also found _____.
9. This implies _____.

Task 2. Write the parts of an article for academic conference according to their location on the paper in the correct order

1. Introduction
2. Abstract
3. Results and Discussion
4. Methods
5. References
6. Conclusion
7. Funding Footnote
8. Title
9. Acknowledgments

Task 3. Look at the sample conference paper http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=E3A3FCC84BFF33E89AE44590C16054A9?doi=10.1.1.110.2940&rep=rep1&type=pdf.

How is the content of the article different from the main parts of a scientific article (Task 2)? Complete the article with the lacking elements from Task 2.

Task 4. Project work.

Make a research and write a scientific article for the international academic conference (5 pages) on a topic "The model of a modern foreign language teacher" taking into account the structure of academic paper.

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APPENDIX A

Welcoming your audience

- Good morning/afternoon/evening everybody and welcome to my presentation.
- My name is (name) and I'm a (job title) at (company name)
- The topic of my presentation is …
- Today, I'd like to talk to you about …

Giving an overview

- I'm going to focus on/look at/deal with 3 main points.
- I've divided my presentation into 3 main parts.
- First of all, I'll talk about ….
- Second, we'll look at …
- And finally, I'll explain/show you/tell you about

Timing

- My presentation will take about … (number of minutes)

Questions

- There'll be plenty of time for questions at the end of my presentation.
- I'd appreciate it if you could leave any questions you may have until the end of my presentation.
- If you have any questions during the presentation, feel free to interrupt at any time.
- Introducing your first point I'd like to begin by …. telling you, showing you, etc.
- Let's start with ...
- So, let's get started.

Finishing one topic

- So that covers everything I want to say about …
- That concludes my first/second point.

And continuing with another

- Now, let's move on to my next topic, which is …
- Let's turn now to …
- Moving on to …

Referring to graphs & charts

- As you can see on this chart, …
- Take a look at this chart.
- This graph clearly shows …
- This graph highlights the importance of …
- Going into detail
- Let me expand on this point.

- I'd like to elaborate on this point for a few minutes.

Reminding your audience why the topic is relevant & important

- As I said at the beginning, ...
- This relates to what I was saying earlier …
- This ties in with what I said at the start of my talk/presentation.

Summarising

- So that brings me to the end of my presentation.
- We looked at 3 main points. First, I showed you, spoke about … Then, we looked at … And finally, I explained/told you about …

Concluding

- To conclude, I'd like to say …
- Before I finish, I'd like to leave you with one final thought …

Thanking the audience and inviting them to ask questions

- Thank you very much for your attention/time.
- Thank you for listening. If you have any questions, I'd be happy to answer them now.

APPENDIX B

Making a good presentation starts with crafting the content. No matter how compelling your message is, if you don't get it out of your brain and on to the screen in a simple way, you'll be met with a sea of blank faces. So, where to begin?

1. Create an easy-to-follow structure

When it comes to what you have to say, break it down into three simple sections: your presentation needs an introduction, body, and conclusion.

• **A compelling introduction**. Your introduction needs to briefly sum up what you're going to talk about and why it's useful or relevant to your audience.

• **Offer a body of evidence**. The body of your presentation is where you hit 'em with the facts, quotes, and evidence to back up your main points.

• **Sum up with key takeaways**. The conclusion is where you loop back to your original statement and give the audience some key takeaways on how they can put into practice what they've learned.

No more than 10 slides in total. Who wants to sit through pages and pages of slides? No one, that's who. By keeping your slide deck to 10 slides, even if your presentation is 30 minutes long, you'll

give the audience a chance to digest the on-screen messages in line with your talk. Using concept maps before structuring your slides can help keep to the point.

2. Limit the amount of copy on each slide

Less really is more, especially when it comes to making a good presentation. Too much text and the audience will just be reading the screen instead of looking at you and feeling the emotional impact of your message.

• **No more than six words per slide**. Marketing king Seth Godin says we should have just six words per slide – that's not a lot of copy. Choose your words carefully and rewrite until you've got it just right.

• **Think 'bite-size' information**. We called ourselves Biteable a reason: studies have shown that information is retained better when it's broken down into bite-sized chunks.

3. Be savvy with design details

A good design can make or break a presentation. If you haven't got the budget for a designer, tools such as Visme or Canva will help you make great slides, and Pexels or Unsplash offer stunning royalty-free images.

• **Use color sparingly**. Bright colors can dazzle, but too many can be offputting. Use the colors most relevant to your message. We'd recommend sticking with one or two (not counting black and white) for your palette so it has a consistent look and feel.

• **Be consistent with your font**. Consistent design makes you look more professional. Don't switch between caps and lower case, Times New Roman and Comic Sans, or 8 and 30 point text size. Stick with one font and one size throughout. You can vary the emphasis with your words later, but keep your on-screen text uniform for a more cohesive message.

• **Format for perfection**. A wonky line on a slide or a badly pixelated graphic will put some people off, as it will look like you haven't tried very hard (or worse, that you just aren't very good). Make sure your text is aligned and neat like in the example below.

4. Polish several times

Just like some well-worn shoes, a good presentation often needs a few rounds of dusting before it's all shiny and sparkly.

• **Start Messy**. Don't be afraid to start messy. Using a non-linear writing tool like Milanote allows you to explore and

outline your initial ideas in a flexible way before you even open up Powerpoint or Keynote. Arrange your ideas side-by-side and discover new connections that you didn't see before.

• **Edit ruthlessly**. At first you might have a huge amount of information and will wonder how you're ever going get it down to six words per slide. That's OK. Keep editing ruthlessly until you've pared your message down to the bare essentials.

• **Get someone else to look at it**. A fresh pair of eyes can work miracles when it comes to refining your presentation. Get a trusted mentor or colleague to review your work. If you don't know anyone who can help, an online writing assistant like ProWritingAid or Grammarly can help you weed out a lot of problems.

https://biteable.com/blog/how-to-make-good-presentation/

APPENDIX C
Part 3. How to Get Better at Public Speaking
Writing the Speech

1. Be prepared:

When you are comfortable, you are confident. Write a good speech that makes sense to you and that you are prepared to deliver.

2. Research the topic:

When you have thoroughly researched the topic, you will feel more confident when writing and delivering the speech.

3. Outline or write it out?

When you write out an entire speech, it will be easier to memorize as it can be stored word for word in your memory. The downside is that it could sound robotic and you risk reading it straight from the page. When you write an outline for a speech, it may sound more natural and you can glance at your outline as you. However, it is more difficult to rehearse and some people feel less confident with only an outline in front of them. It all depends on what you prefer.

Overcoming Your Stage Fright

Fear of public speaking is a common one, but it can be overcome. Use these tips to help you overcome the fear:

1. Read your speech out loud:

Even if it's just to yourself, reading it aloud will help you work out any hiccups and have you feeling confident with your voice.

2. Practice in front of a group:

Don't just practice in the mirror or with a friend. To get over a fear of speaking in front of a crowd, try to practice in front of a small group first.

3. Should you picture the crowd in underwear?

The answer is, probably not. Even though this is common advice to get you to relax, it can be distracting. The best thing to do is to make eye contact, but if that starts to make you nervous, pretend the crowd is not there and just look straight ahead.

4. Pump yourself up:

Whatever gets you going before a test or a game, the same applies here. Listen to your favorite music on the way, or go for a run in the morning.

5. Use the power of knowledge:

When you know both your speech and your topic inside and out, completely by heart, you will have the confidence to focus on delivery and staying relaxed in front of others.

Things to Remember as You're Giving the Speech

1. Eye contact:

Know your speech well so that you can maintain eye contact with the audience. This is important to engage them and make yourself more personable.

2. Move your view:

Make sure to move your eye contact around the room. Slightly shift your body or head at times towards a new direction if the crowd is large.

3. Talk, don't read:

Try to talk to your audience as if you are inviting them into your thoughts. Do not read your speech word for word off the paper.

4. Your voice is a tool:

And people need to hear it! Make sure you are speaking loud enough so that you are heard.

5. Body language:

This is another important tool for public speakers. Try recording yourself so you are aware of your body language and fix any fidgets you find on the recording.

Conclusion

When you are good at it and practice often, the benefits of public speaking are many. Being an excellent public speaker is

important for your career, social life, personal development, and for making a change in the world.

Each time you speak, you get better and better. So get out there and make your voice heard!

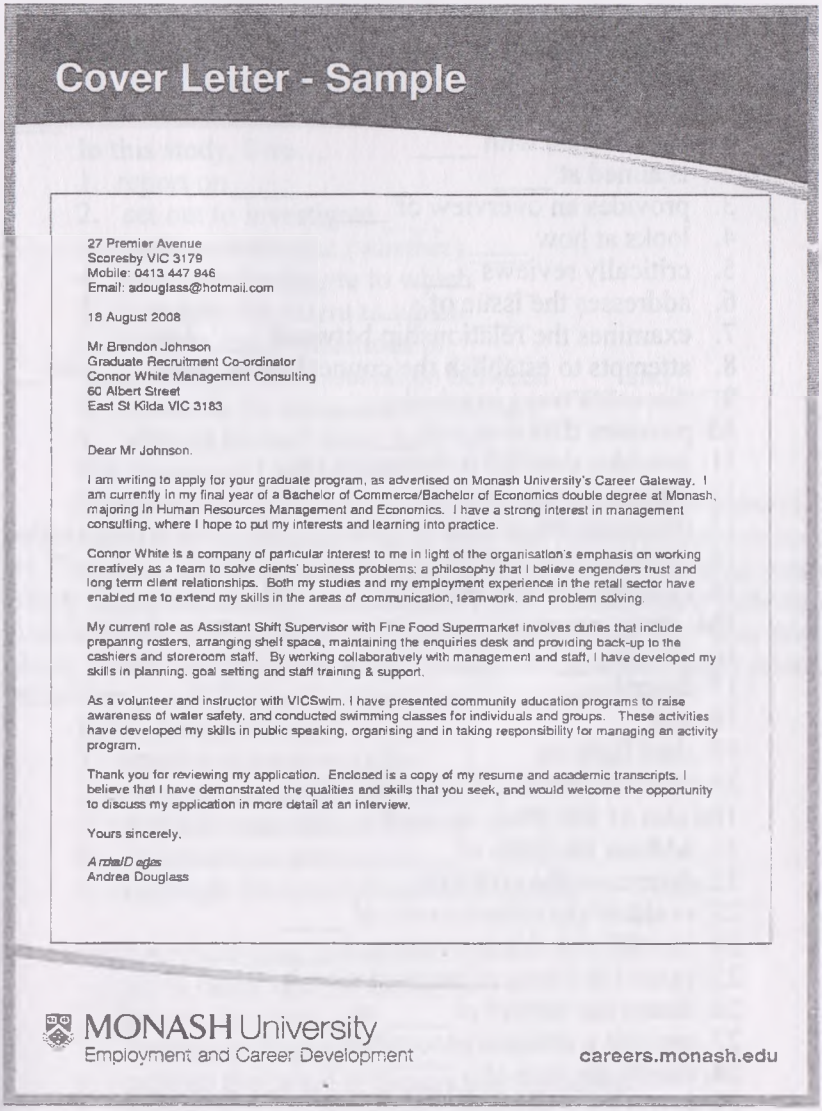
https://www.uopeople.edu/blog/why-is-public-speaking-important/

APPENDIX D

Look at the example of CV and Cover letter.

SAMPLE OF CV FOR STUDENTS

PERSONAL DETAILS	**Write your Name**
Address	Write House address
Email	Write your email
Cell No.	Write your cell number
Father's Name	Write father name
Date of Birth	Write NIC number
NIC	Write nationally
Nationality	
Passport No.	
OBJECTIVE	I want to contribute effectively in any organization I am working with. I always look forward to enrich my knowledge by counseling with the seniors and I want to become valuable and viable part of the Organization. In my opinion learning process only ends with the end of life. Honesty, dedication and sincerity towards work are requisites of success in life.
	M.Sc. Geophysics
EDUCATION	**(Name of University)**
(February 2012)	**Write your education details here .**
EXPERENCE	
AREAS OF INTEREST	• Education • Planning and Development • Presentations and Communication



Cover Letter - Sample

27 Premier Avenue
Scoresby VIC 3179
Mobile: 0413 447 946
Email: adouglass@hotmail.com

18 August 2008

Mr Brendon Johnson
Graduate Recruitment Co-ordinator
Connor White Management Consulting
60 Albert Street
East St Kilda VIC 3183

Dear Mr Johnson.

I am writing to apply for your graduate program, as advertised on Monash University's Career Gateway. I am currently in my final year of a Bachelor of Commerce/Bachelor of Economics double degree at Monash, majoring in Human Resources Management and Economics. I have a strong interest in management consulting, where I hope to put my interests and learning into practice.

Connor White is a company of particular interest to me in light of the organisation's emphasis on working creatively as a team to solve clients' business problems; a philosophy that I believe engenders trust and long term client relationships. Both my studies and my employment experience in the retail sector have enabled me to extend my skills in the areas of communication, teamwork, and problem solving.

My current role as Assistant Shift Supervisor with Fine Food Supermarket involves duties that include preparing rosters, arranging shelf space, maintaining the enquiries desk and providing back-up to the cashiers and storeroom staff. By working collaboratively with management and staff, I have developed my skills in planning, goal setting and staff training & support.

As a volunteer and instructor with VICSwim, I have presented community education programs to raise awareness of water safety, and conducted swimming classes for individuals and groups. These activities have developed my skills in public speaking, organising and in taking responsibility for managing an activity program.

Thank you for reviewing my application. Enclosed is a copy of my resume and academic transcripts. I believe that I have demonstrated the qualities and skills that you seek, and would welcome the opportunity to discuss my application in more detail at an interview.

Yours sincerely.

AndaID egas
Andrea Douglass

MONASH University
Employment and Career Development

careers.monash.edu

APPENDIX E

This study was…

1. commissioned by ____
2. carried out to examine ____
3. conducted in order to investigate ____

4. undertaken to determine ____

Use *study, paper, article, essay, report* or *literature review* as appropriate.

This study…

1. is concerned with ____
2. is aimed at ____
3. provides an overview of ____
4. looks at how ____
5. critically reviews ____
6. addresses the issue of ____
7. examines the relationship between ____ and ____
8. attempts to establish the connection between ___ and ___
9. discusses ways in which ____
10. provides data that will ____
11. provides detailed information on ____
12. offers an analysis of ____
13. discusses the role of ____ in ____
14. considers the role of ____ as ____
15. explores the link between ____ and ____

This study sought to…

16. assess ____
17. describe ____
18. test ____
19. shed light on ____
20. provide detailed information on ____

The aim of this study is/was to…

21. address the issue of ____
22. determine the effect of ____
23. evaluate the effectiveness of ____
24. identify the characteristics of ____
25. extend this area of investigation by ____
26. assess the impact of ____ on ____
27. provide a detailed account of ____
28. clarify the role of ____
29. investigate whether ____
30. discuss the extent to which ____
31. test the feasibility of ____
32. examine the variables associated with ____
33. understand the nature of ____
34. collect and analyze data on ____
35. The notion of ____ underlying this study is a broad one.
36. One of the central claims of this study is that ____

37. The aim of this study is twofold. The first is to ____. The second is to ____

38. The theoretical framework underpinning this study is/was ____

In this study, I/we…

1. report on ____
2. set out to investigate ____
3. seek to determine (whether) ____
4. examine the degree to which ____
5. consider the extent to which ____
6. discuss the implications of ____
7. investigate the association between ____ and ____
8. establish the main factors behind ____
9. attempt to shed some light on ____

On the use of I/my/we/our:

Sciences: In order to sound objective and impersonal, scientific writers tend to avoid the use of the first person. However, conventions are changing, and in some cases the first person is becoming more widely accepted, so ask your instructor first. ***Humanities:*** Scholars in these fields tend to value assertiveness and agency (i.e., who does what), so the first person is often - though not always - appropriate. Make sure you follow your department's conventions.

In the present study, I/we…

1. describe a framework for ____
2. propose a series of solutions for ____
3. provide a theoretical basis for ____
4. undertake an analysis of ____
5. highlight the key differences between ____ and ____

My/Our main goal is/was to…

1. gain a better understanding of ____
2. gain insight into ____
3. determine if/whether ____
4. explore the range of factors that influence ____
5. further my/our understanding of ____
6. gather information about ____
7. investigate the effect of ____ on ____
8. determine the importance of ____
9. identify the key variables affecting ____
10. understand the mechanisms underlying ____

APPENDIX F

I Opening a conference:

1. Ladies and Gentlemen . . .

2. It is indeed a pleasure to welcome you to the 10th Conference on . . .

3. On behalf of all who worked so diligently (hard working), I extend a sincere "welcome" to each of you.

4. I am pleased to extend greetings to all of the participants in this meeting.

5. It gives me great pleasure to declare the session open.

6. At the beginning of this meeting allow me to inform you about . . .

7. I would like to remind you that the members were advised of these proposals in a letter from the General Secretariat dated . . .

II The Chairman is speaking:

1. As chairman of this session, I have had the opportunity to preview all the papers to be presented.

2. I believe you will find that this session's program is unique in its . . .

3. This interesting method will be dealt with in two following reports.

4. I will ask Mr. Pain to be good enough to give us a brief introduction.

5. I would like to congratulate Mr. Brown on his excellent report, and I will call upon Mr. Smith . . .

6. Your report has been an excellent introduction to our discussion.

7. This afternoon we are going to discuss the reports . . .

8. The following papers will be discussed . . .

III Conference participants are speaking:

1. I am grateful to the subcommittee for this opportunity to express . . .

2. I appreciate the opportunity to present my views on . . .

3. It is the purpose of this report to describe the phenomena . . .

4. It is now my task to begin dealing with question 9. Question 9 on the agenda of this . . .

5. Gentleman, I must apologize in advance for the general

character of my comment compared with the very actual problems dealt with by my predecessor.

6. I would like to introduce another factor into our discussion.

7. The discussion up to now has been based upon the mentioned hypothesis.

8. I Don't know whether I should ask this question or not, but I think . . .

IV Closing a conference:

1. I will now give a brief resume of the main problems dealt with at this session.

2. In summary it may be said that . . .

3. In conclusion of this discussion it my be said that . . .

4. I think we can end the discussion on this point if you agree.

5. If no one else wishes to say anything, I think I can close this general discussion. Thank you, ladies and gentlemen.

6. Thank you very much for all contributions, your attention and discussion. The conference continues with an evening programme at 8p.m. in the Hall. I hope to meet you all soon.

7. Meanwhile, enjoy your stay here.

V What do you think about it ?

1. In my opinion,
2. As far as I know,
3. As far as I am concerned, probable/improbable.
4. As far as I can say, right.
5. Actually, wrong. 6. In fact, very true.
7. I should say that, quite correct/ incorrect.
8. As far as I can see, its hardly fair/ unfair.
9. If you ask me, far from suitable/unsuitable.
10. To tell the truth . . . entirely feasible.
11. I rather think that . . . perfectly possible/impossible.
12. I must say that, certain/uncertain.
13. I don't think that, necessary/unnecessary.
14. I suppose that,
15. As a matter of fact

APPENDIX G
BUSINESS CORRESPONDENCE

SALUTATION

The salutation is an important part of a letter. The choice of the right salutation depends on whether you know the person you are writing to and how formal your relationship is.

Very formal (for official business letters)

To Whom It May Concern:	Use only when you do not know to whom you must address the letter, for example, when writing to an institution.
Dear Sir/Madam,	Use when writing to a position without having a named contact.
Dear Mr Smith,	Use when you have a named male contact.
Dear Ms Smith,	Use when you have a named female contact; do not use the old-fashioned Mrs.
Dear Dr Smith,	Use when writing to a named doctor.
Dear Prof Smith,	Use when writing to a named professor.
Dear Xu Li,	Type the whole name when you are unsure of the recipient's gender.

Less formal but still professional (business letters)

Dear colleagues,	Use when writing to a group of people.
Dear Mary,	Use when writing to a named female.
Dear John,	Use when writing to a named male.

Informal (personal letters)

These salutations should be used with people you are close to, as they might offend others.

Hello guys,	Use when writing to a group of people you know very well.
Hi,	Use when writing to one or more people you know very well.

NB: There should be a comma after the salutation and a colon after "To Whom It May Concern".

No full stop is needed after Mr, Ms, and Dr.

The form Mrs is outdated.

Avoid the exclamation (!) in salutations.

STARTING YOUR LETTER

There two ways in which business letters usually start: they make reference to a previous contact, for example, phone conversation, meeting, previous mail correspondence; or they are the first contact with the recipient.

Making reference to previous contact

I am (we are writing) regarding your inquiry about ...
our phone conversation ...
In reply to your request ...
Thank you for contacting us.

Contacting the recipient for the first time

I am (we are) writing to inform you that ...
confirm ...
enquire about ...
complain about ...
I am contacting you for the following reason.
I recently heard about ... and would like to ...

MAKING A REQUEST

We would appreciate it if you would ...
I would be grateful if you could ...
Could you please send me ...
Could you possibly tell us ...
It would be helpful if you could send us ...

GIVING GOOD NEWS

We are pleased to announce that ...
I am delighted to inform you that ...

GIVING BAD NEWS

We regret to inform you that ...
I'm afraid it would not be possible to ...
Unfortunately we are unable to ...
After careful consideration we have decided ...

ENDING YOUR LETTER

Enclosures

Please find enclosed (for letters)

Please find attached (for emails)

Offering future assistance

If you require more information, please let us know.

Please do not hesitate to contact us if you need any further assistance.

Referring to future contact

I am looking forward to hearing from you soon.

We are looking forward to meeting you on 21 January/in Tromsø.

We would appreciate your reply at your earliest convenience.

Closing

The closing salutation must match the opening salutation and the overall tone of the letter. Choose one of the following closing lines depending on the formality of the salutation.

Very formal

Your sincerely, *Sincerely yours,* *Respectfully,*	Use when you've started with Dear Sir/Madam or To Whom It May Concern.
Sincerely,	Use when you've started with Dear + name.

Less formal but still professional

Kind regards, *Warm regards,* *Regards,*	not too formal but businesslike
Best wishes,	even less formal

Informal

Best, *Hugs,* *Cheers,*	Use with friends and colleagues you feel close to.