

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Запорізький національний технічний університет

МЕТОДИЧНІ ВКАЗІВКИ

до практичних робіт та самостійної роботи з
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іноземної мови науково-технічної
літератури” для студентів усіх форм навчання
спеціальності «Германські мови та літератури
(переклад включно)»

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English Academic Writing

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AN OVERVIEW OF ENGLISH ACADEMIC WRITING

OUTLINE OF THE SESSION:

1. Considerations in Academic Writing.
2. Strategies of Writing in English.
3. Cultural Differences in Writing.
4. English Academic Style and Language.
5. Important Elements and Features of English Academic Texts.

CONSIDERATIONS IN ACADEMIC WRITING.

AUDIENCE→PURPOSE→ORGANIZATION→STYLE→PRESENTATION

STRATEGIES OF WRITING IN ENGLISH.

Task 1

Reflect upon these ten strategies of writing in English. Then, divide them into those which, in your opinion, are useful for Ukrainian writers, and those which do not seem to be useful.

1. Simply translating your texts into English yourself or with the help of computer programs.
2. "Lifting" useful expressions from authentic English papers, combining them, adding some of your own and using them in your writing.
3. Paying attention to the organization and language of English papers

in the leading journals in your discipline.

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

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

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

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

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

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

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

CULTURAL DIFFERENCES IN WRITING

Task 2

Which of the titles in each pair could, in your opinion, be written by an English or an American professor, and which—by their Ukrainian colleague?

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

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

3. Teaching of English Academic Writing Gives Important Benefits

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

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

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

ENGLISH ACADEMIC STYLE AND LANGUAGE. FORMAL STYLE

Task 3

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

1. Thanks a lot for the invitation, but I'm afraid	1. Thank you very much for your kind I can't come invitation. I regret it will not be possible for me to come.
2 I really can't comment on the findings of this paper	2. I am not currently in a position to provide any comments on the findings of this paper.
3. Will you write me back as soon as possible? I am waiting for your reply	3 I would greatly appreciate hearing from you at your earliest convenience
4. If you need any further details, please let me know. With best wishes, Alex	4. I should be pleased to provide any further details you request. Sincerely yours, Alex Brown

FORMAL ACADEMIC ENGLISH WILL NORMALLY AVOID: Contractions

The research *won't* be continued until appropriate funding is secured→

The research *will not* be continued until appropriate funding is secured.

Interjections and hesitation fillers (i.e. *Um, well, you know, etc.*).

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

Addressing the reader directly.

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

Phrasal verbs (although not always).

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

illnesses are based on molecular defects.

Direct questions (although not always).

What can be done to improve the state of our economy? →

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

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

This work relies on previous research *heavily*. →

This work *heavily* relies on previous research.

Inappropriate negative forms.

not ... any → no

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

not... much → little

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

The government will do *little* to support universities in the near future.

Short forms of the words or slang.

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

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

Figures at the beginning of the sentence.

97 people visited the museum last week. →

Ninety-seven people visited the museum last week.

Politically incorrect and sexist language.

Blacks, Negroes → Afro-Americans

foreign students → international students

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

All the doctors and their spouses were invited to the event.

Task 4

Reduce the informality of each sentence.

1. The investigation of the origin of the Universe will go on.
2. If you fail the exam, you can't enter the university.
3. This approach does not promise much funding in the future.
4. Our new research assistant is a nice guy.

5. 7 out of 25 students had difficulty with the task.
6. Each statement in a high-level programming language is translated into many machine-code instructions generally.
7. Each student will be given a diary for his use.

CAUTIOUS WRITING

- Cautious writing helps to be accurate.
- It protects the author from being criticized for possible errors.
- It allows for other opinions or points of view.

Using modal verbs.

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

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

Using adjectives that express probability.

Dinosaurs died out due to sudden climatic changes. →

It is *certain*

It is *likely* It

is *probable* It

is *possible* It

is *unlikely*

that dinosaurs died out due to sudden climatic changes.

Using adverbs that express certainty and probability

Undoubtedly,

Probably, dinosaurs died out due to sudden climatic changes.

Possibly,

Presumably,

**Using verb phrases that distance the writer from the statements
or conclusions he/she makes.**

Social scientists often serve contradictory political and scientific values. →

It seems/ It appears

It would seem/appear

that social scientists often serve contradictory political and scientific values.

Using quantity words.

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

A large number of social scientists often serve contradictory political and scientific values. Social scientists *of many countries* often serve contradictory political and scientific values.

Some social scientists often serve contradictory political and scientific values.

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

Using statements of shared knowledge, assumptions, and beliefs.

It is *generally agreed*

It is *widely accepted*

It is now *generally recognized*

that dinosaurs died out due to sudden climatic changes

Task 5

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

1. Supervision is a critical link between top managers and workers.
2. The expansion of the Universe continues.
3. Monetary policy is not effective.
4. Passive smoking causes cancer.
5. The most influential component of a computer is a central processing unit.

6. Great novels do not make great films.
7. Economic sanctions are ineffective.
8. Economists think that statistical methods have a profound impact on process involvement, production costs, quality, and competitive position.
9. A drop of nicotine kills the horse.
10. Private schools provide a better education than do public schools.

Task 6

Read the following passages. Which one is easier to read? Why?

1. Children who grow up without brothers and sisters may have a particularly difficult time adjusting to life. Many younger couples now want only one child. Only children get their parents' undivided attention and love. They may be extra generous with their own love. They may expect their spouses to give them undivided attention and love as their parents did. Their parents can afford to give them more materially. They have a hard time learning to share. Only children grow very attached to their parents. They must struggle to become independent. They learned how to play by themselves and not to be alone. They may suffer less from loneliness.
2. Although the child who grows up without brothers and sisters may have a particularly difficult time adjusting to life, many younger couples now want only one child. Because only children get their parents' undivided attention and love, they may be extra generous with their own love. On the other hand, they may expect their spouses to give them undivided attention and love as their parents did. Furthermore, although their parents can afford to give them more materially, they have a hard time learning to share. Another problem they face is that because only children grow very attached to their parents, they must struggle to become independent. Nevertheless, since they learned how to play by themselves and not to be alone, they may suffer less from loneliness.

SPELLING

Spelling differences

<i>American</i>	<i>British</i>
neighbor	neighbour
fibre	fiber
modeling	modelling
insofar	in so far
theater	theatre
catalog	catalogue
check	cheque

Task 7

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

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

CAPITALIZATION

Task 8

Correct errors in capitalization.

1. John's mother has begun to research the history of her cherokee ancestry in Georgia.
2. On our trip to the West we visited the Grand canyon and the great salt desert.
3. The southwest of the USA has severe tornadoes.
4. Belarus is North from Ukraine and Turkey is south of it.
5. She studies the history of the Russian empire.
6. This book focuses on the precambrian period of the earth's history.

GRAMMAR AND PUNCTUTION

The writer's checklist:

Do subjects and verbs agree?

Have the appropriate verb tenses been used?

Have the articles *a*, *an*, and *the* been used when necessary?

Is *the* used too much?

Aren't commas overused?

IMPORTANT ELEMENTS OF ENGLISH ACADEMIC TEXTS.

TITLES

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

(From: Swales & Feak, *Academic Writing for Graduate Students*)

TYPES OF TITLES

Titles with one or more nouns as principal elements.

A Script of Today's Russian Feminist Biography

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

The Immigration History Research

Center's Ukrainian Collection: Study in

Bibliographic Access through Computer

Systems

Titles consisting of two parts (of different syntactic types) separated by a punctuation mark other than the colon.

Born Again? The Ethics and Efficacy of the Conversion

Experience in Contemporary Management Development

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

Analyzing and Teaching Research Writing

Titles in the form of complete sentences.

Language is not a Physical Object

Task 9

What features of "interestingness" do you see in the following titles?

1. Clocks, Chaos, and Communication: Models and Experiments on Laser Systems
2. English Academic Writing for Ukrainian scholars: What Do They Really Need?
3. Motivating Creativity in Organizations: On Doing What you Love and Loving What You Do
4. Gossip and the Insecure Workplace: Look before you Speak
5. Another Ceiling? Can Males Compete for Traditionally Female Jobs?
6. Writing: A Lame Duck of Teaching English for Specific Purposes?

7. Why Bubbles Rise Anomalously in Water with Air Present

PARAGRAPHS

THE DEFINITION OF A PARAGRAPH

A paragraph is a group of closely related sentences dealing with a single topic or idea. Usually, one sentence called the topic sentence states the main idea of the paragraph. All the other sentences must be related to this topic sentence. These sentences further explain or support the main idea and give the paragraph a feeling of unity

One problem you may have in regard to writing paragraphs is trying to decide just how long your paragraphs should be. Some textbooks recommend that the paragraph be no less than fifty words and no more than three hundred. It is our recommendation, however, that the paragraph be long enough to develop a single idea without boring your reader. Through practice you will learn to vary the length of your paragraphs in order to communicate your ideas with clarity and interest.

Paragraph Writing Evaluation Form

General

1. What is the best feature of this paragraph?

Paper Format

2. Is the format correct?

Organization and Content

3. Topic sentence: Is there a clear topic sentence? Does it have a controlling idea?

4. Supporting sentences: Is the main idea clear? Does the writer need to add more details to explain it?

5. Concluding sentence: Is there a concluding sentence? Does it begin with an appropriate end-of-paragraph signal?

6. Unity: Do all of the sentences support the topic sentence?

7. Coherence: Do the sentences flow smoothly? Are there any inconsistent pronouns? Are transition signals used?

Sentence Structure

8. Are there any unclear sentences? Can you suggest a way to improve them?

Grammar and Mechanics

9 Are there any errors in grammar and mechanics?

Writing a Definition.

The Structure of the sentence definition

term + verb + class + [WH-word] + specific detail

EXTENDED DEFINITIONS

In some cases, one sentence may be enough. It may be relevant and important to expand your definition. In this way you can demonstrate your knowledge of a concept more fully. An extended definition usually begins with a general, one-sentence definition and then becomes more specific as additional details are provided:

- an analysis of components;
- a sense of historical change and development;
- a knowledge of applications;
- assertion of what a notion is not.

Sample Classification Paragraph

The following paragraph establishes its subject, scientific frauds, and then goes on to classify frauds into three categories

Scientific Frauds

Charles Babbage, an English mathematician, reflecting in 1830 on what he saw as the decline of science at the time, distinguished among three major kinds of scientific fraud. He called the first "forging," by which he meant complete fabrication—the recording of observations that were never made. The second category he called "trimming"; this consists of manipulating the data to make them look better, or, as Babbage wrote, "in clipping off little bits here and there from those observations which differ most in excess from the mean and in sticking them on to those which are too small." His third category was data selection, which he called "cooking"—the choosing of those data that fitted the researcher's hypothesis and the discarding of those that did not. To this day, the serious discussion of scientific fraud has not improved on Babbage's typology. (Morton Hunt, New York Times Magazine)

Writing a Comparison/Contrast Paragraph

Step 1: Choose a topic

Step 2: Brainstorm for similarities and differences

Step 3: Figure out what criteria you want to focus on in comparing the items

Step 4: In block style, you consider all of A, then all of B.

In point-by-point, you alternate points about A with comparable points about B.

Step 5: Write the topic and supporting sentences together in a paragraph form

Step 6: Finish the paragraph with a summarizing sentence.

For example, if you were comparing SUV's (Sports Utility Vehicles) and compact cars using as criteria gas mileage, handling, and passenger space, your consecutively developed comparison paragraph (block style) might look like this:

When the average American family goes to buy a new car, it is faced with a difficult decision because of the variety of automobiles. After weeding out the impossibilities, most families have to choose between the SUV and the compact, both of which have good and bad features. The compact gets excellent gas mileage, from thirty to forty miles per gallon. With the price of gasoline climbing toward \$2.00 per gallon, this is no small consideration. Handling is another positive factor of a compact car. Its size almost guarantees excellent maneuverability and the ability to squeeze into those half spaces in the parking lot. Space for people and cargo, however, is limited. For the large family, the car pool, or the long vacation, these cars are not ideal. The SUV, on the other hand, would be excellent for these types of families and activities. It has plenty of room to seat six adults with space left over for luggage, the family dog, or more people. Obviously this large size means handling is somewhat awkward. Also, owing to its largeness, the SUV does not get the gas mileage a compact does, and the owner can count on more frequent and more expensive stops at the pump. The family buying a new car should certainly consider these two and carefully weigh the characteristics of each.

A paragraph comparing the same two types of automobiles using the simultaneous method of organization (point by point) might look like this:

When the average American family goes to buy a new car, it is faced with a difficult decision because of the variety of automobiles. After weeding out the impossibilities, most families have to choose between the SUV and the compact, both of which have good and bad features. The compact gets excellent gas mileage, from thirty to forty miles per gallon. With the price of gasoline climbing toward \$2.00 per gallon, this is no small consideration. On the other hand, the SUV, because of its largeness, does not get such good mileage, and the owner can expect to make more frequent and more expensive stops at the pump. Handling is another

positive feature of the compact. Its size almost guarantees excellent maneuverability and the ability to squeeze into those half spaces in the parking lot. Since at least one compact car would fit into an SUV, it is easy to see that handling this larger vehicle is going to be somewhat awkward. For the large family, the car pool, or the long vacation, a compact car is not ideal. The SUV, conversely, would be excellent for these types of families and activities. It has plenty of room to seat six adults with space left over for luggage, the family dogs and cats, or other people. The family buying a new car should certainly consider these two kinds of automobiles carefully and weigh the characteristics of each.

Contrast/comparison paragraph

Many authoritative authors say that any kind of an organization or business is a system, which can be compared with an organism of a human. In case of this, it has a point comparing a doctor and a manager of organizations. Managers are responsible for inspecting of a company in the part of their field of activity, determine what is happening, and then take every measure for business process functioning. This is very similar with activities of doctors, who want to make perfect functioning of a human body. On the other hand, a manager is a part of an organization on a parity basis with the other occupations so that one can influences on the operation of an organization. Otherwise, a doctor cannot influence on patients' body or mind. In short, we are able to research the ability of these professions by comparing one another.

Argumentative paragraph

The brand is the most valuable part of the company and it should be taken into account calculating the company price. One reason is that market price of the company is strongly interacted by the price of the brand. Values of the tangible assets of the "Ukrzaliznucja" are estimated in 5 billion EURO, the intangible assets (value of the brand) are estimated in 35 billion EURO[1]. It should be admitted that other wide spread approaches to the company value (the economic value method or the break-up value method) does not take into account value of the brand. However, examples from the market illustrating that company with the strong brand like Coca-Cola or Pringles have preponderating company value than producers with analogical goods without strong brand. Therefore, if company thinks about vista and wants to increase price of the company in future, it should increase value of the brand.

Classification paragraph

Health care professionals are distinguished among three types such

as physicians, nurses and health care managers. The first group is physicians, who are required to treat diseases, perform a surgery, and examine a general state of patients' health. Nurses have some other responsibilities. They are not able to treat people by themselves but they have to support all process of medical treatment acting by physicians, and also serve patients during their stay into a bed. The last type is health care managers do not intervene in the process of medical treatment and supporting process instead they administrate it. They conduct personnel of hospitals, clinics, nursing homes or public health departments, coordinate work of departments, provide all needed materials, account expenditures and plan the budget as well. As you can conclude, all types of health care professionals are very important in providing medical services.

Developing a Comparison/Contrast Essay

This is NOT a comparison/contrast paragraph:

Families going to buy a new car face a tough decision. After the completely unsuitable cars have been weeded out, the choice will be between a compact car and an SUV. The compact is a nice car for a small family or as a second car. It gets good gas mileage and would be excellent to let the teenager take out on a date so that he wouldn't use up too much of his money on fuel. The SUV is quite large and would be a good car to take on a vacation because the entire family and all their gear could fit in easily. One of these two cars would be a good choice for any family.

Task 10.

1. Write a short title (6 words or fewer) that captures the topic and focus of the text.
2. Write a short (1 -2 sentence) introduction that includes a thesis statement. Make sure that the thesis sentence is not too general and not too specific for the contents of the paragraph.
3. For each supporting paragraph add a transition to give the paragraph order. Fill in the rest of the blanks with transitions.
4. Write a conclusion that logically restates and ties together the idea of the thesis. Remember not to add new supporting information (details & specifics) into the conclusion. Add your insight.

(T I T L E)

(intro-thesis)

.....

.....
 _____ small cars are more affordable. _____ consumers want to save money, small cars offer them a good opportunity to spend less. _____ a small vehicle (car) will get the driver to his/her destination just as well as a large one will with a higher price tag. _____ small cars are more economical to operate ____ use less gas. A large, heavy car needs to use more fuel to move the car, _____ the driver has to spend more money to buy gasoline. _____ finding a parking place is always easier when driving a small car. _____ small cars can fit into many small-sized spaces that large cars cannot. _____ there are so many cars crowding the streets in the cities, drivers have to share the limited space. Drivers with big dinosaur-sized cars block the narrow streets in the city, _____ they add to the traffic congestion. _____ small cars can be just as comfortable as large cars. _____ they can be ordered with custom seats with electronic memory positions, lumbar support and heaters. _____ the interior air can be cooled, heated or filtered automatically. _____ large cars have a luxury image, many small cars have been designed and equipped with just as many comforts.
 (conclusion).....

Structure of the Argumentative Essay

A good argumentative essay has several paragraphs that should be concentrated on different aspects of the essay. 1. Introduction (The reader is introduced to the analyzed phenomenon and the opinion is revealed through a strong thesis statement). 2. Previous attempts to solve the argument (provided from literature). 3. The consequences of the problem (its negative or positive impact). 4. Repercussion of the argument in case it is not finally solved (supported with sources). 5. Connecting the argument with the provided facts. 6. Summary (a conclusion including main ideas and the thesis restatement).

LIST OF REFERENCES (BIBLIOGRAPHIES)

Lists of references normally include:

- > books;
- > papers in volumes;

- > papers (articles) in journals;
- > unpublished work (conference presentations, dissertations, work in press);
- > World Wide Web publications and works on CD-ROM.

A list of references includes the following information:

- a) author's last name and initials;
- b) title of work (book or paper in a journal or collection; the distinction between these two kinds of titles must be shown);
- c) publication date;
- d) volume number (for journals);
- e) issue number (for journals);
- f) editor's last name and initials (for collections only);
- g) place of publishing
(for books and collections);
- h) publisher's name (for books and collections).

Sequence of references in the list:

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

Test Yourself

The following last names (and initials) are those of authors of books. Arrange them correctly in strict alphabetical order from 1 to 10 in the spaces provided.

Dawson, E.

Davidson, D.

Davey, A. C.

Davies, C. T.

Day, D. A.

Davis, A.

Davidson, G. D.

Davies, C. W.

Davy, A.

(From: Jordan, *Academic Writing Course*)

ACKNOWLEDGMENTS

- > Acknowledgments are usually placed at the end of the paper, or, in case of books, at the beginning before the main text.
- > They are usually written in the first person—/for a single author and we for co-authors.
- > Acknowledgments allow the author to demonstrate that he/she is a member of a certain academic community.

Financial support

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

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

Thanks to colleagues

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

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

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

Thanks to editors and reviewers

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

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

Sources

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

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

Disclaimers

The responsibility for any shortcomings rests with me alone.

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

TYPICAL STRUCTURE OF THE ENGLISH RESEARCH PAPER

OUTLINE OF THE SESSION:

1. Types of research papers.

2. Structure of research papers (research reports).
3. Introduction Sections.
4. Methods Sections.
5. Results Sections.
6. Discussion and Conclusions Sections.
7. Abstracts.
8. Key words.
9. Submitting a paper to a journal.

Types of Research Papers.

- > Theoretical papers
- > Review papers
- > Research reports

The Procedure of Writing a Research Paper

How to Write a Research Paper

- 1) Choose a subject area.
- 2) Narrow to a focused topic.
- 3) Consult your supervisor.
- 4) Draft a research question.
- 5) Postulate a thesis.
- 6) Develop a research "plan of attack."
- 7) Start researching.
- 8) Develop index cards.
- 9) Create an essay organizational outline.

Structure of Research Papers (Research Reports).

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

John Piggy, Ivan Salo

National Food and Academic Performance: Is there any Correlation?

introduction

Recently, there has been an increase of interest in studies focusing on national food and its possible influence upon academic abilities of natives of this or that culture. A number of researchers have shown that there is a causal relationship between consumption of the most popular foods within a culture and the level of high school grades. For example, Kobayashi (2001) has convincingly demonstrated that a cup of yellow rice a day heightens the average school grade of 12-year old Japanese teenagers by 20 per cent. However, little is yet known about the impact of lard upon academic performance of Ukrainian students, even though the energizing role of this national product has already been recognized in the literature (Nepiyvyvo, 1997; Varenyk, 2002). This paper presents a breakthrough study of the influence of lard upon the academic achievements of Ukrainian youth and provides interesting theoretical and applied implications. First, we will outline our research method, then describe the findings and, finally, discuss the results.

Methods

The subjects in this study were students majoring in Management and Marketing at Central Ukrainian University. All students were of Ukrainian origin. There were a total of 100 students in the original subject sample. The subjects were randomly selected from students of the Economics Department. Fifty students were assigned to the experimental group and 50 to the control group. The students of both groups had to pass five exams within a fortnight. During this period of time, they received standard meals three times a day consisting of fried eggs, borshch, holubtsi, and mashed potatoes. However, the students of the experimental group additionally consumed a slice of lard with garlic and rye bread every day.

Results Table 1 shows examination results of both groups.

As seen from Table 1, the experimental group outperformed the control group on all examinations. The grades received by the experimental group were significantly higher than the grades obtained by the students of the control group. Also of interest is the observation that the students of the experimental group continued to improve from one exam to another, while their counterparts from the control group received different grades ranging from low to high during the experimental period.

Discussion

These results are generally consistent with empirical observations provided by Nemyipyvo as early as in 1997.

The impressive findings of the study thus suggest that consumption of lard positively influences intellectual abilities and academic performance of Ukrainians. However, these results should be treated with certain caution, since only a limited number of students participated in the study. Also, a question remains as to the possible correlation between an amount of lard consumed and the degree of academic achievement.

Conclusions

While further research is needed with larger groups of young people, this study provides implications for students, their parents and all those concerned with problems of higher education in Ukraine.

INTRODUCTION SECTIONS.

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

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

Step 3c	and/or c. by outlining the structure of the research paper (<i>optional</i>)
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Move 1, step 1a Recently there has been an increase of interest in studies focusing on national food and its possible influence upon academic abilities of natives of this or that culture. ^{step 1b} A number of researchers have shown that there is a causal relationship between consumption of the most popular foods within a culture and the level of high school grades. For example, Kobayashi (2001) has convincingly demonstrated that a cup of yellow rice a day heightens the average school grade of 12-year old Japanese teenagers by 20 per cent.

Move 2, Step 2a However, little is yet known about the impact of lard upon academic performance of Ukrainian students, even though the energizing role of this national product has already been recognized in the literature (Nepyipyvo, 1997; Varenkyk, 2002). ^{Move 3, Step 3a} This paper presents a breakthrough study of the influence of lard upon academic achievements of Ukrainian youth and ^{step 3b} provides interesting theoretical and applied implications. ^{Step 3c} First, we will outline our research method, then describe the findings and, finally, discuss the results.

Task 11.:

Please compose an introduction (based on the given models) to the paper reporting the following case study

Americans now want to put on more weight. According to the newest data, high-fat foods, such as chocolate, do not stimulate gaining extra weight. Nestle conducted such a case study: 10 bars of chocolate were given daily during 15 days to each of the 50 participants of the Miss US Competition. Each beauty queen reported a 2kg-weight loss. Furthermore, 17 of the participants withdrew from the competition, because their weight dropped below 50 kg weight requirement. Therefore, previous assumptions on obesity inhibitors (products that slow down weight gain) have been challenged.

1. It is now generally accepted /recognized that.
2. In recent years, researchers have become increasingly interested in ...
4. Several studies have shown the role/influence /impact of
5. However, little research has been undertaken to study ...
6. In this paper, we report on ...
7. Our results clearly show that
8. We recommend that...

Useful Phrases: Establishing a Research Territory

A central issue in ... is ...

In recent years, researchers have become increasingly interested in ...

Recently, there has been an increase of interest in ...

Many recent studies have focused on ...

One of the most important/promising aspects/tasks of... is ...

One of the characteristic/important features of... is ...

Over the last decade, research on ... has increasingly demonstrated that...

The development of... has led to ...

The relationship between ... has been investigated/explored by many researchers.

Useful Phrases: Establishing a Niche

Although considerable amount of research has been devoted to ..., few attempts have been made to investigate ...

Despite the importance/significance of..., little attention has been paid to ...

However, few investigations have focused on ...

However, little research has been undertaken to study the problem of...

However, little is known about the ...

None of these data/results/findings provide the evidence for ...

Further investigations are needed to ...

It remains unclear whether ...

It would be thus of interest to study/learn/investigate ...

This method proved to be efficient for solving a number of various problems.

In this paper, we demonstrate its application to ...

Useful Phrases: Occupying the Niche

In this paper, I discuss ...

In this study, we present the preliminary results of...

In this paper, we report on ...

The major task of this study is to provide ...

The paper examines ...

The present study analyzes ...

The purpose of this paper is to give ...

This paper focuses on ...

This study expands the model of... to ...

This study seeks to understand ..

METHODS SECTIONS

Characteristics of the Methods sections in social sciences:

- > They are explicit about details and procedures.
- > They are slow paced since they do not presume much background knowledge.
- > They contain justifications, explanations, and (sometimes) examples.
- > The terminology is often repeated.

(From: Swales & Feak, *Academic Writing for Graduate Students*)

RESULTS SECTIONS

Rhetorical structure of the Results sections:

1. Move 1 indicates the location of the data to be discussed (e.g., "The major results are given in Table 1.");
2. Move 2 states the most important findings (e.g., "According to the results of the survey, 70 per cent of students experienced serious problems with listening comprehension in English.");
3. Move 3 comments on the results (e.g., "These results are consistent with the findings of available studies.").

(From: Weissberg & Buker, *Writing Up Research*)

Linguistic characteristics of the Results sections:

- > the present tense in the Locating the data move (Move 1);
- > the past tense in the Statement of results (Move 2);
- > instances of a cautious style of writing in the Commenting on the results move (Move 3).

Task 12.

Analyze the rhetorical structure and linguistic features of the Results section below.

¹⁾ Table 1 shows examination results of both groups. ²⁾ As seen from the Table, the experimental group outperformed the control group on all examinations. ³⁾ The grades received by the experimental group were significantly higher than the grades obtained by the students of the control group. ⁴⁾ Also of interest is the observation that the students of the experimental group continued to improve from one exam to another, while their counterparts from the control group received different grades ranging from low to high during the experimental period. ⁵⁾ The obtained results are generally consistent with empirical observations provided by Nepyipyvo as early as in 1997.

DISCUSSION AND CONCLUSIONS SECTIONS.

Rhetorical structure of the Discussion sections:

- > points to consolidate your research space;
- > points to indicate the limitations of the study;
- > points to identify useful areas of further research.

Rhetorical structure of the Conclusions sections:

- > summary of the results;
- > implications (theoretical and/or practical);
- > plans for future research or possible further research in the area.

Task 11

Analyze the rhetorical structure of the final part of a paper below.

¹The impressive findings of the study thus suggest that consumption of lard positively influences intellectual abilities and academic performance of Ukrainians. ²However, these results should be treated with certain caution, since only a limited number of students participated in the study. ³Also, a question remains as to the possible correlation between an amount of lard consumed and the degree of academic achievement. ⁴While further research is needed with larger groups of young people, this study provides implications for students, their parents and all those concerned with problems of higher education in Ukraine.

Results, Discussions, and Conclusions: Some useful phrases

As can be seen in/from Table 1, ...

As demonstrated by the graph ...

X is completely/entirely/quite different from Y.

Both X and Y are/have ...

The data clarify the relationship between ...

The data indicate/suggest that there is a connection between ...

In general, this analysis/research/investigation/description shows ...

This paper focused on/investigated/explored/showed ...

These results are consistent .with ...

With one exception, the experimental data confirm ...

However, the results/findings described are fairly general ...

We are not yet in a position to offer explanations for ...

We advocate further research on ...

ABSTRACT (SUMMARY, PRÉCIS)

Functions of a research paper abstract:

- > serves as a short version of the paper, which provides the most important information;
- > helps, therefore, the potential audience to decide whether to read the whole article or not;
- > prepares the reader for reading a full text by giving him an idea of what to expect;
- > serves as a reference after the paper has been read.

Textual and linguistic characteristics of a research paper abstract:

- > consists of a single paragraph;
- > contains 4-10 full sentences;
- > tends to avoid the first person and to use impersonal active constructions (e.g., "This paper reports ... ") or passive voice (e.g., "The data were analyzed ...");
- > rarely uses negative sentences;
- > uses meta-text (e.g., "This paper investigates ...");
- > avoids using acronyms, abbreviations, and symbols (unless they are defined in the abstract itself);
- > does not cite by number or refer by number to anything from the text of the paper.

Rhetorical structure of research paper abstracts:

1. Move 1 situates the research (e.g., by stating current knowledge in the field or a research problem).
2. Move 2 presents the research (e.g., by indicating its main purpose or main features).
3. Move 3 describes its methodology.
4. Move 4 summarizes the results.
5. Move 5 discusses the research (by drawing conclusions and/or giving recommendations).

(From: Santos, *The textual organization/research paper abstracts in applied linguistics*)

Indicative versus informative abstracts

- A) Recently, there has been an increase of interest in the studies focusing on national food and its possible influence upon academic abilities of natives of this or that culture. It has already been shown that there is a causal

relationship between consumption of the most popular foods within a culture and the level of high school grades. However, little is yet known about the impact of lard upon academic performance of Ukrainian students, even though the energizing role of this national product has already been recognized in the literature. This paper presents a breakthrough study of the influence of lard upon academic achievements of Ukrainian youth and provides interesting theoretical and applied implications.

- B) This paper reports on a breakthrough study of the influence of lard upon academic achievements of Ukrainian youth. The subjects in this study were students majoring in Management and Marketing at Central Ukrainian University. There were a total of 100 students in the original subject sample consisting of experimental and control groups. The students had to pass five exams within a fortnight. During this period of time, they received standard meals three times a day. However, the students of the experimental group additionally consumed a slice of lard every day. The experimental group outperformed the control group on all examinations. The impressive findings of the study suggest that consumption of lard positively influences intellectual abilities and academic performance of Ukrainians.

Task 12

Analyze the rhetorical structure of the abstract below.

^{Move ?} A crucial event in the historical evolution of scientific English was the birth of the scientific journal. This event and its early rhetorical consequences have been well described in recent research. In contrast, few details are known concerning subsequent developments in scientific writing from the eighteenth century onward. ^{Move ?} In this paper, the changing language and rhetoric of medical research reporting over the last 250 years are characterized and the underlying causes of these changes investigated.

^{Move ?} Research articles from the *Edinburgh Medical Journal*, the oldest continuing medical journal in English, constitute the corpus in this study. Sampling took place at seven intervals between 1735 and 1985, with two types of data analysis being performed—rhetorical text analysis focusing on the broad genre characteristics of articles; and linguistic analysis of these articles registrar features using Biber's system of text analysis.

^{Move₁} Results indicate that the linguistic rhetorical evolution of medical research writing can be accounted for on the basis of the changing epistemological norms of medical knowledge, the growth of a professional medical community, and the periodic redefinition of medicine vis-a-vis the

non-medical sciences.

Summaries

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

Requirements for Summaries

A good summary satisfies the following requirements:

1. It condenses the source text and offers a balanced coverage of the original. Avoid concentrating upon information from the first paragraph of the original text or exclusively focusing on interesting details.
2. It is written in the summary writer's own words.
3. It does not evaluate the source text and is written in a generally neutral manner.
4. The first sentence of the summary contains the name of the author of a summarized text, its title, and the main idea.
5. The summary uses enough supporting details and transition devices that show the logical relationship of the ideas.
6. It satisfies the requirements set to its length (which may be quite different; however, for a rather short text, the summary is usually between one-third and one-fourth of its length).

Steps in Summarizing

1. Skim the original text and think about the author's purpose and main idea of the text.
2. Try to divide the text into sections, or, if it has subheadings, think about the idea and important information that each section contains.
3. Now read the text again highlighting with a marker important information in

each section or taking notes. You may also write an outline of the text.

4. Try to write a one-sentence summary of each section/part of the outline in your own words; avoid any evaluation or comments. Use the words and expressions synonymous to those used by the author of a summarized text.
5. Decide what key details may be added to support the main point of the text and write them down.
6. Write the first sentence of the summary with the name of the author of a summarized text, its title, and the main idea.
7. Add appropriate transition devices (logical connectors) to show the logical relationship of the ideas and to improve the flow of the summary.
8. Go through the process again making appropriate changes if necessary.

Useful Phrases for Longer Summaries

In longer summaries, it is advisable to remind a reader that you are summarizing. For this purpose, you may use the following patterns:

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

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

The author continues/goes on to say . . .

The author (further) states that . . .

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

In longer summaries, the author's name is usually mentioned at least three times—at the beginning, the middle, and the end.

Also, add some logical connectors (such as further, also, in addition, furthermore, moreover, etc.) and use, if necessary, other reporting verbs:

analyze, describe, discover, examine, explain, explore, find out, investigate, revise, study;

affirm, allege, argue, assert, assume, believe, claim, contend, imply, presume.

Task 13

Below is an excerpt from the article "The keys to a civil society—diversity, tolerance, respect, consensus" by Damon Anderson. Write a summary of the text following all steps in the summarizing process. Then compare your summary with the text of your classroom partner and ask him/her to evaluate it according to the

requirements for summaries listed above.

THE KEYS TO A CIVIL SOCIETY—DIVERSITY, TOLERANCE, RESPECT, CONSENSUS

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

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

Throughout history, peoples and societies generally tended toward a more homogeneous approach in their development and were often afraid of or prejudiced against differences. Standards and norms were established according to the beliefs of the dominant group(s) or culture(s). National identities used to be developed on the principle of sameness—sameness of ethnic origin, sameness of language, sameness of religion, and so on. Laws were created to exclude or even punish certain differences. Groups and societies saw anyone (or group) that was different as being automatically suspect and often inferior. Civil wars and world wars have been fought over issues relating to diversity.

With the quickly expanding concept and realization of more interrelated communities, nations and societies have begun to focus more on the variety that diversity brings. It is becoming more evident that differences can add value and quality. For example, Western medicine is beginning to accept such Eastern alternatives as acupuncture. ... And breaking the age discrimination barrier, U.S.

astronaut and Senator John Glenn made his second voyage into space at the age of 77 in order to conduct various experiments related to age. Today's generations are beginning to look for or build common threads around which differences can exist in harmony and the values in the differences can be shared. The concept of sameness is being replaced with unity. ...

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

Checklist for your topic presentation

1. Does your topic formulation (9 words at most) reflect what you want to tell your readers?
2. Why should your readers (teacher, colleagues) be interested in your theme?
3. Do you know what was done in your field before? (10 years ago? 20? 50? Centuries ago?)
4. What have other researchers in your field said about the subject of your research?
5. How does your paper deal with things that are common knowledge? (Are you going to repeat what is obvious?)
6. Will your research use only sources found on the Internet, ignoring print resources published in this field? Will your research rely on one author/one source only?
7. What is the goal of your research? What results do you expect to obtain?
8. How will your research differ from other investigations in this field? Specify your personal contribution to the field of your investigation.
9. How is your research connected with the advancement of Ukraine and Ukrainian science?

PRÉCIS

A précis, pronounced (pray-see), is a summary or abstract of a work. This term is used for the humanities (philosophy, philology, etc.) The Précis required here has a specific format as outlined below. It is important that you follow the format carefully. There are some steps to follow.

1. Read your Classic Text
2. Produce a Précis based on that text.

3. Make sure your Précis follows the prescribed format (below).
4. Comment on at least two other Précis' comparing their reading of the text to your own.

Précis Format

- a) In a single coherent sentence give the following:
 - name of the author, title of the work, date in parenthesis;
 - a rhetorically accurate verb (such as "assert," "argue," "deny," "refute," "prove," "disprove," "explain," etc.);
 - a that clause containing the major claim (thesis statement) of the work.
- b) In a single coherent sentence give an explanation of how the author develops and supports the major claim (thesis statement).
- c) In a single coherent sentence give a statement of the author's purpose, followed by an "in order" phrase.
- d) In a single coherent sentence give a description of the intended audience and/or the relationship the author establishes with the audience.

Précis #1

Arthur Schopenhauer, in his essay "The Vanity of Existence" (1851), claims that human existence has no absolute value and that an absolute value is necessary to an ultimate meaning for life. Schopenhauer supports this claim with several concise arguments, all of them concluding that the absolute value we attempt assign to our lives is either illusion or vanity. His purpose in this essay seems to be to make his readers aware of their own arrogance in order to lead them to a realistic humility about our limited place in the universe. Schopenhauer takes a sharp, even sarcastic, tone in criticizing his readers who are likely to be people who do think that their lives have ultimate meaning, including college students taking a philosophy course

Précis # 2

Charles S. Peirce's article, "The Fixation of Belief (1877)," asserts that humans have psychological and social mechanisms designed to protect and cement (or "fix") our beliefs. Peirce backs this claim up with descriptions of four methods of fixing belief, pointing out the effectiveness and potential weaknesses of each method. Peirce's purpose is to point out the ways that people commonly establish their belief systems in order to jolt the awareness of the reader into considering how their own belief system may be the product of such methods and to consider what Peirce calls "the method of science" as a progressive alternative to the other three.

Given the technical language used in the article, Peirce is writing to an well-educated audience with some knowledge of philosophy and history and a willingness to other ways of thinking.

KEY WORDS

- > Key words are used as an index to the contents.
- > They help to provide efficient indexing, search and retrieval mechanisms thus enabling the reader to quickly find texts on the topic of interest;
- > Key words are usually placed after the abstract before the main body of a text;
- > The number of key words to be provided is in most cases determined by particular editorial requirements.

SUBMITTING A PAPER TO A JOURNAL

Sample submission letter (Swales & Feak, 2000)

Dear.....

I would like to submit to your journal for possible publication the enclosed paper entitled_____ The specific subject of this

paper has not been submitted for publication elsewhere; it is based upon research.... (e.g. "performed for the completion of my Ph.D. dissertation").

As per your journal's instructions, I am enclosing three copies of my paper and also include a 50-word biographical statement.

I would be pleased to give you any further information that you might request.

Sincerely yours,

HOW TO AVOID UNINTENTIONAL PLAGIARISM IN WRITING

OUTLINE OF THE SESSION:

1. Accurate Records
2. Citations.
3. Paraphrases.
4. A "jigsaw" writing technique.

ACCURATE RECORDS

Keeping good records is essential to help you guard against plagiarism. Your records may take the form of note cards, bibliographic cards, your research log, or even photocopies of articles or pages. Whenever you consult a source, make a habit of writing down all the relevant information, from the details about the source to the notes you have taken from it. Always note whether you are quoting, paraphrasing, or summarizing information you found or musing about the information. If you photocopy a source, be sure that you have preserved the correct bibliographic information and page numbers.

Using carefully organized note cards can also help you guard against plagiarism and even help you develop your own ideas while you are researching. Some guidelines for using note cards are listed below:

Use 4-by-6 cards for taking notes—these accommodate longer notes.

Write with ink—pencil often smudges and becomes unreadable.

Write only a single idea on each note card. If your notes require more than one card, staple them together. Staple personal comment note cards to the source card to which they refer.

Write the source of the note in the upper left corner and the topic, context, or general heading in the upper right corner.

Use note cards for summaries, paraphrases, quotations, and personal comments.

The following sample note card contains the pertinent information one writer will need later when he or she has integrated these notes into the final research paper. It's important that the writer introduce the quotation in the context of the idea being developed (systems thinking and organizational change) and then place quotation marks around the exact quotation, noting the author and page number so he or she can easily document the sources later.

Example of a Note Card Combining Paraphrase and Quotation

Senge, et al. 89–90 Systems thinking and organizational change

Systems thinking includes methodologies, tools, and principles used to view common processes in terms of dynamic and related forces. Systems thinking is being used to detect and describe how to achieve

change in organizations. Called "system dynamics," these tools and methods help us to understand "how complex feedback processes can generate problematic patterns of behavior within organizations and large-scale human systems." (p. 90)

You will also want to make note cards with your personal comments to help you recall what you were thinking when you were researching. Personal comments can be your questions, ideas, conclusions, explanations of terms or ideas, clarification of an issue, or even new ideas. Here is a sample note card with a personal comment. Notice that the note card is marked as "personal comment."

Example of a Note Card with a Personal Comment

Personal Comment

System dynamics attempts to discover the positive changes in the organization and describe the complex processes. However, there is no single right answer to any question—the interrelated structural processes are merely illustrated. Also, note that some consequences of change are desired; others are unintended.

The following is a sample of the bibliographic card for these sample note cards. In general, any information used to identify and differentiate editions of a work should be recorded. In addition, to provide an exact reference to the original work, exact page numbers should be noted for both quotations and paraphrasing. The information you need to record for a citation from a book, for example, might look like the following as you are recording it during your research:

Example of Bibliographic Information

Authors: Peter M. Senge, Art Kleiner, Charlotte Roberts, Richard B. Ross, and Bryan J. Smith

Work: The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization

Publisher: Doubleday

Place of publication: New York

Date of publication: 1994

Pages cited: pp. 89–90

Remember the main reasons you are keeping accurate records: first, you are acknowledging your sources, and, second, you are giving your readers a trail to those sources so they can understand and evaluate your thinking.

In summary, here is what is usually required to provide a path to your sources:

author's last name and first name or initials

title of the source and edition

date of publication, along with edition, if appropriate

publisher and location

page number(s) of material cited

For journal articles, you must record the author's name, the title of the article and of the journal in which it appears, the volume and issue numbers, the inclusive pages of the article, and the date of the journal issue.

Example of a Note Card for a Journal Article

Authors: John Barrie and R. Wayne Pace

Title: "Learning for Organizational Effectiveness: Philosophy of Education and Human Resource Development"

Journal: Human Resource Development Quarterly

Volume and issue: Vol. 9, Spring 1998, Number 1

Publisher: American Society for Training and Development and the Academy of Human Resource Development

Pages: pp. 39–54

Date of publication: Spring 1998

Plagiarism within the Ukrainian academic context:

Points of collision with Western assumptions and values

- In Ukraine, plagiarism is exclusively defined as "the conscious copying from the work of others" (and not as a failure to provide appropriate documentation).
- The notion of plagiarism is predominantly applied to published work.
- Ukrainian education generally favors a product approach to learning.
- Ukrainian university students are often required to produce the so-called referats, that is extended summaries of literature on certain themes, which are compiled on the basis of various sources, often

without documentation in the text but with a list of sources at the end. Students are rarely punished for plagiarism, although plagiarism in published work and dissertations is an offense which may result in losing academic degrees.

- In the Ukrainian student environment, cheating (sharing examination answers with classmates) is often regarded as a manifestation of friendship and solidarity.

Task14

Here are some approaches to writing, beginning with a plagiarizing approach and ending with an acceptable quoting technique. Where does plagiarism stop? Draw a line between the last approach that would produce plagiarism and the first approach that would produce acceptable original work.

1. Copying a paragraph as it is from the source without any acknowledgment.
2. Copying a paragraph making only small changes, such as replacing a few verbs or adjectives with synonyms.
3. Copying and pasting a paragraph by using the sentences of the original but leaving one or two out, or by putting one or two sentences in a different order.
4. Composing a paragraph by taking short standard phrases from a number of sources and putting them together with some words of your own.
5. Paraphrasing a paragraph by rewriting with substantial changes in language and organization, amount of detail and examples.
6. Quoting a paragraph by placing it in block format with the source cited.

(From: Swales & Feak, *Academic Writing for Graduate Students*)

CITATIONS

Information -prominent vs. author-prominent Patterns of citing (Swales & Feak, 1994)

Citations with a cited author as an agent (a person who acts) of research activity

Reporting verbs in such citations are often in the past tense, e.g.:

Kobayashi (2001) convincingly *demonstrated* that a cup of yellow rice a day heightens the average school grade of 12-year old Japanese teenagers by 20 per cent.

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

Kobayashi (2001) convincingly *demonstrates* that a cup of yellow rice a day heightens the average school grade of 12-year old Japanese teenagers by 20 per cent.

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

Kobayashi (2001) convincingly *demonstrated* that a cup of yellow rice a day heightens the average school grade of 12-year old Japanese teenagers by 20 per cent.

Kobayashi (2001) *has* convincingly *demonstrated* that a cup of yellow rice a day heightens the average school grade of 12-year old Japanese teenagers by 20 per cent.

Kobayashi (2001) convincingly *demonstrates* that a cup of yellow rice a day heightens the average school grade of 12-year old Japanese teenagers by 20 per cent.

Citations with reference to the activity of a researcher/researchers

In this pattern, the present perfect tense is usually used:

The energizing role of this national product *has* already *been recognized* in the literature (Nepyipyvo, 1997; Varenyk, 2002).

Citations with no reference to the activity of a researcher/researchers

Here, the present tense is used:

This national product *influences* intellectual abilities of learners (Nepyipyvo, 1997; Varenyk, 2002).

PARAPHRASES

A good paraphrase is:

- > accurate;
- > original (the language use is different from the source);
- > grammatically correct.

Task 15

Find the synonyms that are used in the summary instead of the underlined words and expressions

Are Firstborns Better?

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

mention in *Who's Who*.

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

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

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

(From: Morris, *Psychology*)

Summary

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

A "JIGSAW" WRITING TECHNIQUE.

The "jigsaw technique" — an acceptable and useful writing strategy for nonnative speakers

Consists in "lifting expressions from authentic papers, combining them and adding some of the writer's own" (St. John 1987: 118).

HOW TO WRITE A SUCCESSFUL CONFERENCE ABSTRACT OUTLINE OF THE SESSION:

1. Requirements to abstracts at international conferences.

2. Deciding what to present at the conference.
3. Writing a conference abstract.

Requirements to Abstracts at International Conferences

- > They are usually of one-page length (200-300 words).
- > They consist of three paragraphs on average.
- > Some conferences require in addition a shorter version of an abstract for inclusion in the conference program. Such versions do not normally exceed 50 words.
- > Conference abstracts are often "promissory."
- > They may be written in a somewhat promotional, self-advertising manner.

Deciding What to Present at the Conference

What do you know? What do you do well? What would you like to know?:

- 1) classroom practices;
- 2) theory/research.

How could the information best be presented?:

- 1) paper (straight information, shorter times);
- 2) workshop (demonstration of techniques, more audience participation);
- 3) discussion/panel (different points of view; often moderated);
- 4) poster session.

What kind of conference should you present at? Mainly research, or mainly practice?

What kinds of presentations were given in previous years? It is best to submit a proposal to a conference you have already attended, if possible.

Is there someone you could co-present with? Will co-presenting help you or not?

Writing a Conference Abstract

1. Move 1 outlines the research field.
2. Move 2 justifies a particular research.
3. Move 3 introduces the paper to be presented at the conference.
4. Move 4 summarizes the paper by giving its brief overview.
5. Move 5 highlights its outcome by indicating the most important results or their possible applications and/or implications.

(From: Yakhontova, *Selling or telling? The issue of cultural variation in research genres*)

National Food and Academic Performance: Is there any Correlation?

outlining the research field

Recently, there has been an increase of interest in studies focusing on national food and its possible influence upon academic abilities of

representatives of this or that culture. A number of researchers have shown (e.g., Kobayashi, 2001) that there is a causal relationship between consumption of the most popular foods within a culture and the level of high school grades. ^{Justifying a particular research} However, little is yet known about the impact of lard upon academic performance of Ukrainian students, even though the energizing role of this national product has already been recognized in the literature (Nepiykyvo, 1997; Varenyk, 2002).

^{Introducing the paper}

This paper presents a breakthrough study of the influence of lard upon academic achievements of Ukrainian university students.

^{Summarizing the paper}

The research is based upon a unique experimental method suggested by the authors of the paper. The findings of the investigation convincingly show that consumption of this world famous national product strongly increases intellectual potential of learners and their examination successes.

^{Highlighting the outcome} Tentative explanations for the obtained results will be provided, and some important practical recommendations for university administrators will be formulated.

Task 16

Which of the short conference abstracts below do you like most?

- A) Recently, there has been an increase of interest in studies focusing on national food and its possible influence upon intellectual abilities of humans. However, little is yet known about the impact of lard upon academic performance. This paper presents a study of correlation between consumption of lard and academic achievements of Ukrainian university students.
- B) Although influence of national food upon intellectual abilities of humans has been attracting some scholarly attention, little is yet known about the impact of lard upon academic performance. This paper describes a study of correlation between consumption of lard and academic achievements of Ukrainian university students. It then provides important practical recommendations for university administrators.
- C) Many scholars have studied relationship between national food and intellectual abilities of humans. Although this connection is known in general terms, few substantial data have been accumulated. Here we investigate correlation between consumption of lard and academic achievements of Ukrainian university students.

Task 17 Consider the conference abstract written by a Ukrainian economist. Out of six possible changes suggested below, choose the three ones which, in your opinion, can best improve the abstract. Discuss your choices with a partner or in a small group.

Rural tourism is a form of rest and holiday in the country. Nowadays it is viewed as a factor that may positively influence economic and demographic stability in rural regions. It is clear that the development of rural tourism requires planning based on the critical reconceptualization of existing marketing and management strategies. As international experience shows, it is necessary to elaborate a positive approach to the marketing of rural tourism on the basis of interaction of public and private sectors on various levels and with various tasks.

An effective approach to the marketing of rural tourism has been developed in Austria. It is characterized by correlation of organizational levels and goals (farmers, local groups, regional and national associations) of joined public and private structures. The hierarchy of marketing goals includes tourist services, support of farmers, optimization of marketing, and national and international advertising. Such a correlation of levels and goals can serve as a model for the development of marketing schemes of public and private sectors of rural tourism in Ukraine.

1. Add meta-textual phrases (e.g. This paper analyses...)
2. Insert several references into the first paragraph.
3. Add more logical connections.
4. Provide more background information situating the study and include it into the first paragraph.
5. Change a textual format of the abstract by singling out the third paragraph.
6. Switch to a personal style of presentation by using the first person singular pronoun (e.g. In this paper I report)

Task 18 Compose a conference abstract based on the paper on obesity inhibitors

Americans now want to put on more weight. According to the newest data, high-fat foods, such as chocolate, do not stimulate gaining extra weight. Nestle conducted such a case study: 10 bars of chocolate were given daily during 15 days to each of the 50 participants of the Miss US Competition. Each beauty queen

reported a 2kg-weight loss. Furthermore, 17 of the participants withdrew from the competition, because their weight dropped below 50 kg weight requirement. Therefore, previous assumptions on obesity inhibitors (products that slow down weight gain) have been challenged.

Please see the following models:

1. The relationship between has been investigated by many researchers.
2. However, few investigations have focused on...
3. This presentation explores /analyzes/ considers / deals with ..
- 4 Our purpose in this paper ...
5. In this paper I will discuss
6. Finally, implications will be drawn from the results obtained.
7. Tentative explanations for ... are offered.
8. The paper closes with several suggestions on...
9. The paper implies a number of practical recommendations to...
10. The paper will conclude by...
11. As a final point, a conclusion involving will be offered.

CURRICULUM VITAE AND BIO-DATA

OUTLINE OF THE SESSION:

1. Major characteristics of CVs.
- 2 CVs in the sphere of business and management education.
3. Bio-data statements.

Major Characteristics of CVs

Typical structure of the academic CV:

- > first and last names;
- > work and home addresses;
- > education (only higher education with appropriate degrees obtained);
- > work experience;
- > awards/scholarships/grants;
- > publications (provided with full bibliographic information);
- > conference presentations/abstracts (with presentation titles and dates of conferences);
- > memberships of professional societies;
- > knowledge of languages;
- > professional skills.

Major features of CVs:

- > clear structure and format;
- > attractive appearance;
- > presentation of information in reverse chronological order;
- > use of reduced phrases instead of full sentences (e.g., *Conducted experiments* instead of *7 conducted experiments*).

CV writing errors:

- > poorly organized—hard to understand or requires too much interpretation;
- > poorly designed format and unattractive appearance (poorly typed, printed on poor quality paper, includes handwritten corrections, coffee or tea stains, etc.);
- > misspellings, bad grammar, poor punctuation;
- > includes personal information, such as marital status or health condition;
- > includes "red flag" information such as being fired;
- > lacks sufficient contact information (i.e. telephone or fax number);
- > dishonest.

Bio-data Statements

Major characteristics of bio-data:

- > They accompany published work and grant applications.
- ^ They are short (approximately 50 words).
- ^ Bio-data normally include the following information: education, work experience, and relevant qualifications and achievements.

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