МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
УМАНСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ САДІВНИЦТВА

Факультет економіки і підприємництва
Кафедра фінансів, банківської справи та страхування

Методичні матеріали та вказівки для самостійної роботи
з навчальної дисципліни «Основи наукової комунікації іноземною мовою»
для здобувачів вищої освіти другого (магістерського) рівня
денної та заочної форми навчання спеціальностей
072 «фінанси, банківська справа та страхування»

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Методичні вказівки підготовлені викладачем Пономаренко О.В.

ЗМІСТ

ВСТУП

Методичні рекомендації з навчальної дисципліни «Основи наукової комунікації іноземною мовою» призначено для здобувачів другого (магістерського) рівня спеціальності 072 «Фінанси, банківська справа та страхування» і містять необхідну інформацію щодо організації самостійної роботи здобувачів. Можуть бути використані для самостійного опрацювання навчального матеріалу з означеної дисципліни. У рекомендаціях відображено необхідну інформацію щодо мети та змісту самостійної роботи, організації, форм самостійної роботи, основних форм контролю, результативності виконання завдань для самостійної роботи та завдання для самостійної роботи здобувачів.

Мета та зміст самостійної роботи. Самостійна робота - це форма організації навчального процесу, при якій заплановані завдання виконуються здобувачем під методичним керівництвом викладача, але без його безпосередньої участі. Такий вид роботи здійснюється з метою відпрацювання та засвоєння навчального матеріалу, визначеного для самостійних занять; підготовки до майбутніх занять та контрольних заходів; формування у здобувачів культури розумової праці, самостійності та ініціативи у пошуку та набутті знань. Зміст самостійної роботи здобувача визначається робочою програмою навчальної дисципліни, відповідним методичним матеріалом, завданнями та вказівками викладача. Самостійна робота студента з навчальної дисципліни «Основи наукової комунікації іноземними мовами» забезпечується відповідними інформаційно-методичними засобами (навчально-методичними посібниками, методичними вказівками з організації самостійної роботи та виконання окремих завдань), передбаченими робочою програмою навчальної дисципліни. Крім того, для якісної організації самостійної роботи здобувача існує відповідна наукова і періодична література. Самостійна робота здобувача з вивчення навчального матеріалу з конкретної дисципліни може проходити в бібліотеці, навчальних кабінетах, комп'ютерних класах тощо. Відповідальність за якість самостійної роботи безпосередньо несе сам здобувач.

Організація самостійної роботи. Важливою умовою ефективної самостійної роботи є організація та етапність. Організація самостійної роботи вимагає від викладача наступних дій, а саме: сформулювати тему; визначити її мету; обрати необхідну кількість студентів, продумати можливі варіанти проблем та питань, які необхідно дослідити у межах поставленої тематики, стимулювати самостійну роботу учасників, умінь планувати й нестандартно виконувати свою роботу, підібрати цікаві методи та прийоми для засвоєння лексичного та граматичного матеріалу. Самостійна робота здобувачів складається з таких видів

робіт, як: опрацювання матеріалу і рекомендованої літератури; підбір і огляд літератури і електронних джерел інформації з індивідуально заданої проблеми навчального курсу; виконання домашніх завдань; самостійна творча робота ; □ самостійне прослуховування автентичних записів; вивчення матеріалу, винесеного на самостійне опрацювання; підготовка до практичних занять; підготовка до написання контрольних (тестових) робіт, інших форм поточного контролю; систематизація вивченого матеріалу перед семестровим заліком.

Форми контролю самостійної роботи. Основними формами контролю самостійної роботи здобувачів з дисципліни «Основи наукової комунікації іноземною мовою» є: проведення заліку ; письмові та усні опитування; перевірка домашніх завдань; перевірка індивідуальних завдань; перевірка творчих завдань.

Теми самостійної роботи.

№ з/п	Тема	д	з
1	English academic style and language (2, pp.25-31)	5	6
2	Academic vocabulary (2, pp. 32-47)	5	6
3	Grammar peculiarities (2, pp. 48-68)	5	6
4	Important Features and Elements of Academic Texts (2, pp. 69-77)	5	6
5	Citation (2, pp. 78-87)	5	6
6	Lists of References (Bibliographies) (2, pp. 88-92)	5	6
7	MAJOR ENGLISH ACADEMIC GENRES (Summaries)(2, pp. 96-103)	6	6
8	MAJOR ENGLISH ACADEMIC GENRES (Research Papers) (2, pp. 104-114)	4	6
9	Methods. Results. Conclusions (2, pp.115-127)	5	6

10	Research Paper Abstracts (2, pp. 129-135)	5	6
11	Conference Abstracts (2, pp. 136-142)	5	6
12	Research Projects (2, pp. 158-167)	5	6
Разом		**60**	**78**

ЗАВДАННЯ ДЛЯ САМОСТІЙНОЇ РОБОТИ.

Теми доповідей.

1. The Role of Foreign Languages in Economy Career Establishment.

2. The Role of Conferences and Discussions in the Carrier of a Future Economist.

3. The Role of Presentations in the Discipline Class «Fundamentals of Scientific Communication in Foreign Language».

4. Role Plays and Role Situations in the Discipline Class «Fundamentals of Scientific Communication in Foreign Language».

5. Foreign Language and International Communication in Modern People's Life.

6. What is the Essence of the Carrier Development Perspective?

7. Do you agree that each language is beautiful, individual and melodic in its own way?

8. Advantages and disadvantages of discussions in modern students' life

9. Tactic of Role Behaviour, its Peculiarities and Importance for the Personality's Professional Development.

10. The Ways of Psychological Barriers Overcoming During a Speech

11. Is it Necessary for Everybody to Strive to be a Leader?

12. Do you agree that creative thinking always helps future professionals to be foremost and successful?

13. Leader qualities is the key to success.

14. Young people's character formation owing to versatile talents of managers (tutors)

РОЛЬОВІ ІГРИ

1.
You have an annoying co-worker who puts all her/his calls on speaker, spends a lot of time discussing personal problems, invades your personal space, peeks on your computer screen over your shoulder; and jumps into your conversations without invitation. You have toleratedhis behavior long enough and now you will talk to your co-worker and make an end to it.

2.
You work in an open space office and share a cubicle with an older co-worker. You have afeeling that your co-worker does not like you but you have no idea why. You are friendly, laid back, and chill. You spend a lot of time on your mobile phone, talking to your family, checking your Instagram because you usually finish your work fast and are bored soon afterward. Your co-worker wants to chat.

3.
You are a project manager who has been assigned to a new project. One of the members of your new team is not co-operating with the other team members. He opposes every idea, causes conflict, and is generally difficult to work with. Talk to him and solve the problem.

4.
You have worked for this company for 10 years and you feel unappreciated. You started to work on a new project with co-workers who are not so experienced as you are and you think your manager is incompetent. You complain a lot because things do not work as they should. Your manager wants to talk to you.

5.
You are a good employee, you have great results and everybody likes you. The problem is that you think your boss is stealing your ideas and presenting them as his/her own and you do not get the deserved credit. Talk to your boss.

6.
You are the department manager of a large company. You have great employees and your department has the best results. You know you could get promoted soon if you keep coming up with great ideas. Your employee wants to talk to you.

7.
You maintain a healthy diet and prepare a fresh lunch for work every day. There is no restaurant near your workplace and you have no time to drive somewhere for lunch during your break. Last week somebody stole your lunch every day. You suspect a certain co-worker. Talk to him/her.

8.

You started to work in a new company. There is no canteen and you have no time to drive somewhere for lunch during your break but luckily there are free snacks in the staff kitchen and you helped yourself to a free lunch a couple of times. Your co-worker wants to talk to you.

9.
Your co-worker is rude and thinks that she does not value your opinion. You think that she is irresponsible and unreliable. Talk to her and express your concern.

10.
 Recently, you have been overworked, your diary is full, and you have no time for personal life. You are about to have a breakdown when your co-worker stops you to have a chat.

ТЕМИ ДЛЯ ДИСКУСІЙ.

1.   What can businesses do to succeed?
2.   What is your idea of a "business"?
3.   What businesses are successful in your country/industry? Why?
4.   Why do you think some businesses fail?
5.   "Business is a combination of war and sport." Do you agree? Why/why not?
6.   How good are you at negotiating?
7.   What are some good negotiation tactics?
8.   Do you do negotiations in your work, personal like or while shopping?
9.   What have you had to negotiate for in your life? (Examples: House, car, items at a bazaar)
10.   Do you think men or women are better at negotiations? Why?
11.   How do you feel about job interviews?
12.   What is the most important part of a job interview?
13.   What advice do you have for a successful interview?
14.   What questions are common in job interviews in your company/industry/country?
15.   What was the worst interview you have ever had?
16.   Have you ever worked in another country?
17.   What difficulties can working abroad have?
18.   If you could choose, where would you like to work abroad?
19.   What work experience have you had with colleagues from abroad?
20.   What are some cultural differences between your country and foreign countries your company does business with?
21.   How do you manage crises?
22.   What kinds of crises occur in your workplace?
23.   What sorts of crises have affected your country?
24.   What is your back-up plan for a major crisis?
25.   What have you learned from past crises?
26.   What is your definition of a leader?
27.   What makes an excellent leader?

28. How is the leadership in your company/industry/country?
29. Describe the best leader you have worked for/with Zolpidem.
30. How good of a leader do you believe you are?
31. What makes a good presentation?
32. What makes a bad presentation?
33. Do you have to give any presentations at work? If so, what are they about?
34. How do you feel about giving presentations?
35. How do you feel about watching presentations?
36. How often do you have meetings at work?
37. Do you like meetings at work? Why/why not?
38. What is often discussed at your meetings?
39. What are the advantages/disadvantages to having meetings?
40. "If you must have a meeting, lose the chairs." Do you agree? Why/why not?
41. What is your opinion on investing?
42. What investments do you have? Why?
43. Are you a conservative or risky investor? Why?
44. What do you consider to be a bad investment? Why?
45. If you had $1000 to invest, what would you do?
46. What hard times is your industry/country going through?
47. What hard times have you experienced?
48. What have you learned from hard times?
49. What are the benefits of hard times?
50. Tell me about what you did when you went through some hard times.

ТЕМИ ДЛЯ НАПИСАННЯ ПИСЬМОВИХ РОБІТ ТА ЕСЕ

1. Is there too much pressure on teenagers to go to college?

2. Should more rights be given to immigrants?

3. Do TV shows and movies have the responsibility of being more diverse?

4. How "fake news" changes political and social life?

5. How do reality shows impact society?

6. Should the United States make English the official national language?

7. Can Money Motivate to Work Better? How to Lead a Light-hearted Life without Being Terrified about Your Income?

8. Should Children in High School Learn Religious Studies as a part of the Curriculum? How to Make It Work for All Religions?

9. In What Ways Does Educational Process Depends on Both Students and Teachers? How Can Students and Teachers Make the Education Process More Effective?

10. Why Do We Take Misunderstanding for Hatred: Ways to Cope with Excessively Strong Emotions in Relationships between Parents and Children?

11. Does Society Treat People with Disabilities Well? Can We Change Anything to Improve the Lives of People with Disabilities?

12. Do We Still Need to Bother with Environmental Protection? What Can We Do Every Day to Change the Situation?

13. How Should Corporations Reward Employees, Apart from Paying Money?

ТЕКСТИ ТА ЗАВДАННЯ ДЛЯ ОПРАЦЮВАННЯ

Task 1. Reading

The following text is an excerpt from the article "Brave New English?" by Barbara Seidlhofer from University of Vienna. It was published in The European English Messenger, the newsletter of the European Society for the Study of English (ESSE). While reading, pay attention to the main matters the author considers in this article and try to scan the information as to the reasons for popularity of English and its importance for intercultural, scientific and formal communication.

The English Language and the others

Barbara Seidlhofer University of Vienna

The status of English is clearly a matter of much current debate, disturbing comfortable traditional assumptions about what it is we teach in its name. We only need to look at the articles making up the section 'The Boundaries of English' in The Messenger of Autumn 2000 to see most of the contentious issues mentioned that confront the areas of linguistics and literature within 'English' Studies at the beginning of the 21st century. Indeed, some of their headings and subheadings read like an agenda for addressing questions and

consequences arising from the global spread of English: Mufwene's 'the ecology of linguistic contacts' (p. 12) and 'extending the franchise' (p.14), Alexander's 'does nationality matter?' (p.17) and 'who's in, who's out?' (p.18) and Ickstadt's 'globalisation and the national paradigm' (p.19). Another issue is, of course, the use of English as an international language, or English as a lingua franca. The two quotations above sum up the main opposing positions regarding this role of the language. On the one hand, the British government sees the use of English as a lingua franca as a national achievement, believing that they should 'capitalise' on the 'advantage' of 'native speakers'. On the other hand, there is the view that English as an international language has, by definition, become independent of its origins.

In academia (as opposed to the domains of business and politics) it is the latter view that predominates: the current discourse of English Studies is characterised by notions of multiculturalism, polymodels and pluricentrism (cf. Bergonzi 1990, Bhatia 1997, Kachru 1992, Smith & Forman 1997), and 'English' has taken on new meanings when talking about literatures in English' and 'World Englishes'. Indeed, the leaflet announcing the first ESSE conference in

1991 stated that "The European Society for the study of English has been founded to encourage European understandings of English languages, literatures and cultures". (qu. in McArthur 1998: 67).

On the whole, 'English' has indeed become 'Englishes' (at least to a certain extent) in many literature and linguistics courses since the arrival of postcolonial literatures and World Englishes on the curriculum, but 'English' is still a rather fixed entity in the singular when it comes to teaching and using the language as such. The changed status of the language is thus something that Anglicists are aware of, but are not expected to reflect in their own language use. The language 'English' is still largely considered the main knowledge base and reference point, and indeed it is often the only unifying element in departments inhabited by scholars who research and teach – if I take my own department as an example – in such diverse areas as American road movies, the Irish country house, travesties of Shakespeare's plays, cognitive semantics, 'selfish memes', macaronic texts, it-clefts, and content-based language teaching. What these have in common is that they deal with English as it is used by its native speakers, usually either in the UK or in the US. And it is this which also provides the yardstick against which students' work is judged, in essays about topics in linguistics, literature, cultural studies as well as in their language proficiency examinations.

Discussions of the fundamental issues arising from the global spread and use of English have, at long last, found their way into European university courses, and I have witnessed many a lively seminar debate about cultural, ecological, socio-political and psychological questions arising from 'English as a global language'.

In my own department, there are courses on World Englishes familiarising students with research into 'indigenised varieties'. Students read about 'the future of English' and learn that those who speak English alongside other languages outnumber first-language speakers and so 'will determine its world future' (Graddol 1997:10). In our applied linguistics courses, many students get interested in 'the cultural politics of English as an international

language' (Pennycook 1994) and 'linguistic imperialism' (Phillipson 1992), discuss proposals for 'resisting linguistic imperialism in English teaching' (Canagarajah 1999) and are encouraged to question native speakers' 'ownership of English' (Widdowson 1994) and to recognise the strengths of 'the non-native teacher' (Medgyes 1994). But then, these very same students go from their applied linguistics course to a room next door for their English language class, where they are taught, and are usually eager to learn, English idiomatic expressions and proverbs originating in the UK and the US as well as American English and English English intonation patterns, th-sounds and flapped t's; and they consult the Longman Dictionary of English Language and Culture, which, the advertisement claims, will enable them to 'get into the Head of the Native Speaker'.

What constitutes a valid target in most classroom English language teaching is still fletermined with virtually exclusive reference to native-speaker norms.

a) Vocabulary development

1)   Find these words and word combinations in the text. Suggest proper translation of them into Ukrainian. Use them in the sentences of your own. Memorize them.

Global lingua franca; native speakers; irrelevant; headings and subheadings; consequences; extend the franchise; sum up the main opposing positions; on the other hand; the latter / former view predominates; multiculturalism; core area; to be aware of; reference point; content – based language teaching; language proficiency examinations; fundamental issues; recognize the strengths of non-native teacher; idiomatic expressions; will enable them to …; expose students to new ideas about researching; constitute a valid target; reference to native-speaker norms; to sharpen the focus on; provide the basis for; the scope of descriptions; the first large-scale effort to study …; importance of intercultural communication; hitherto; actually used worldwide; for historical and socioeconomic reasons; are regarded as; complementary linguistic research.

b) Write a short summary of the text.

c)   Discussion

1)   Read the information about learning English.

People who speak English fall into three groups: those who have learnt it as their native language; those who have learnt it as their second language in a society that is mainly bilingual and those who are forced to use it for a practical purpose – administrative, professional or educational. One person in seven of the world's population belongs to one of these three groups.

2)   In group of 3-4 discuss what group of people you belong to.

3)   To have a good command of English, it is necessary to learn and improve it constantly. In groups of three, discuss "What are your ways of learning English?"

o   What are you strategies of learning grammar (learning grammar rules, doing exercises, practicing grammar phenomena in oral speech)?

o   What are your strategies of learning vocabulary: resisting words in vocabulary,

differentiate the class of words, explain the meaning or the definition of words), etc.?
o   Which of the language activities do you find the most useful (practicing speaking in groups, listening to the teacher, listening to a cassette, reading texts (newspapers) literature, doing exercises)?

4)   Read the excerpt from a newspaper article. Write down possible arguments for and against the role of English as the Latin of modern world. Discuss your arguments in the group.
Tedd Wragg, Professor of Education at Exeter University said: "The Internet has hammered the final nail in the coffin of language teaching. It has made English the Latin of the modern world. This generation realizes that English is increasingly the world language".

Task 2. Reading

English as the World Language of Research and Education

Read the newspaper article and answer the questions that follow. While reading, try to insert the omitted words that are above the text. Sentence numbers have been added here for ease of reference.

interpreted claimed   varieties
customize   expertise   dominant
ambiguities prerogative converse

a) **Scientific Prose Style**

The following text gives you certain important information about the language of science and its most noticeable features. Memorize this information and do the assignments given after the text.

Scientific style is employed in professional communication to prove a hypothesis, to create new concepts, to disclose the laws of phenomena. etc.
"The proper medium of scientific prose is … a generalized language that may be defined as a symbolic algebra of which all known languages are translations. One can adequately translate scientific literature because the original scientific expression is itself a translation" (E. Sapir).
The first and most noticeable feature of this style is the logical sequence of utterances with clear indication of their interrelations, and interdependence. It will not be an exaggeration to say that in no other functional style do we find such a developed system of connectives (logical connectors) as in scientific prose. Logical connectors (transitional expressions) are linking words and phrases which establish the logical relationship between ideas within a sentence or between sentences. They are thus guideposts for readers that help them to better follow the text. As transitional expressions they may be grouped according to their meaning

and function (Time: first, next, finally; Space: above, what is more, next to, etc.; Addition: moreover, furthermore, etc.; Contrast: however, besides, etc.; Comparison: likewise, similary, etc.; Conclusion: thus, therefore, etc.).

The second feature, perhaps, the most conspicuous, is the use of terms specific to each given branch of science. No other field of human activity is so prolific in coining new words as science is.

The third characteristic feature of scientific style is what we call sentence – patterns. They are of three types: postulatory, argumentative and formulative.

The next feature, which makes scientific style distinguishable from others is frequent use of foot-notes.

The impersonality of scientific writings can also be considered a typical feature of this style. This quality is mainly revealed in the frequent use of passive constructions. The impersonal passive constructions are frequently used with the verbs suppose, assume, presume, point out, infer, etc. as in 'It should be pointed out', 'It must not be assumed', 'It must be emphasized', 'It can be inferred', etc.

Formal academic English will normally avoid:
- contractions (won't = will not)
- addressing the reader directly e. g. (The data can be seen)
- phrasal verbs (find out = discover)
- adverbs in the initial of final positions (the middle position is preferable)
- inappropriate negative forms (not … many → few, not … much → little)
- short forms of the words or slang (exam → examination)
- figures at the beginning of the sentence (97 people → ninety-seven people)

Academic writing tends to avoid personal pronouns (I or we) for framing a piece of writing and shows preference toward impersonal style.

The characteristic features enumerated above do not cover all the peculiarities of scientific prose, but they are the most essential ones.

b) Assignments for checking up comprehension of the text and self-control
Task 1. Consider the research papers titles given below and decide which of them were written by an English professor and which by a Ukrainian colleague? Give your arguments.
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.

c) Compare the following pairs of sentences. What features of formality or informality can you find in these sentences?

1. Will you write me back as soon as possible?
I'm waiting for your reply.   1. I would greatly appreciate hearing from you
at your earliest convenience.
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. If you need any further details, please let me
know.   3. I should be pleased to provide any further
details you request.
4. What can be done to improve the state of our
economy.   4. We now need to consider what can be done
to improve our economy.
5. The book doesn't raise many important
issues.   5. The book raises few important issues.

d) Reduce the informality of each sentence.
1.   Then it will be shown how teachers can utilize this method.
2.   The investigation didn't yield any new results.
3.   The experiment will be over in three months.
4.   You can clearly see the difference between these two sets of data.
5.   This approach does not promise much effect.
6.   1,500 papers listed in the journal Linguistic Abstracts in 2005 were in English.
7.   This lab is a research site of biologists and chemists.
8.   Our new research assistant is a nice guy.

e) Below is a list of some widespread logical connectors. As far as possible group them
into their functions according to the classification presented in the section "Reading".

accordingly consequently   in conclusion
although   despite   in contrast
as   due to in fact
as a matter of fact finally   in other words
as a result   firstly in spite of
as far as   for example nevertheless
as long as   furthermore on the contrary
as to hence on the other hand
as the same time   however   that is (i.e.)
because of in brief   therefore

f) Scan the text "Brave New English?" in Unit 1 and copy out all the logical connectors the
author uses in her article. Classify them according to their meaning and function.

 Task 3. Vocabulaty Task.
Make up a vocabulary of linguistic terms used in the text of this Unit. Try to compile a short
vocabulary of the terms most frequently used in your field / subject.

A)
1.   accept 1. put in order
2.   accomplish 2. reach by effort

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

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

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

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

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

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

Task 4. Translation.
Translate into English using the academic collocations given in Task 2.

1. Дослідження в галузі біохімії є досить актуальними і мають велике як теоретичне, так і практичне значення.
2. Щоб стати рівноправним членом міжнародних наукових спільнот, студент повинен зосередитися на вивченні „Основ наукових комунікацій англійською мовою". А як Ви вважаєте?
3. При написанні резюме слід особливу увагу звернути на опис своєї освіти.
4. Стаття не була опублікована, оскільки її автор знехтував правилами опису бібліографічних даних.
5. Я вважаю, що це наукове дослідження є досить актуальним.
6. Висновки випливають із аналізу та систематизації теоретичних положень.
7. Дозвольте підтвердити цю концепцію даними експериментального дослідження.
8. „Основи наукових комунікацій іноземною мовою" забезпечують студентів базовими знаннями, необхідними для написання наукового проекту.
9. Я не довіряю цьому джерелу інформації.
10. Дані, опубліковані в останньому номері наукового збірника, підтверджують методологію нашого дослідження.

11. Заповнюючи “Application form” не забувайте про відмінності вчених звань в Україні та за кордоном.
12. Я не довіряю цьому авторові, оскільки його висновки є необґрунтованими.
13. Додатки до наукової роботи включають таблиці, малюнки та діаграми.
14. Результати дослідження та їх апробація забезпечують основу їх впровадження в життя.
15. Наші точки зору на цю проблему не співпадають.
16. Ці факти не впливають на загальну картину експерименту.
17. Автор статті підкреслює, що цей період в історії України є найменш дослідженим.
18. Ви підтримуєте пояснення цього явища, запропоновані Вашим опонентом?
19. Визначення цього поняття випливає із аналізу відповідних явищ.
20. Кожен вчений повинен мати базові знання у своїй галузі.

Task 5. The following sentences contain wide-spread academic collocations. However one component has been omitted. Fill in the blanks with the missing word.

1. The data he has found will shed on theoretical assumptions.
2. The author of the article on recent research to show how the goal of learning English vocabulary can be integrated into speaking activities.
3. Discourse analysis is a relatively new area / field of   .
4. Few facts   the theory of virus nature of cancer.
5. Social and ideological crises usually give   to non-traditional religions and beliefs.
6.   of consistency in obtained data has led to their wrong interpretation.
7. Many scholars think that humankind   the problem of overpopulation.
8. Ecologists lay   on the consequences of air pollution and human utilization of natural resources.
9. Traditionally, Ukrainian higher education   importance on the development of wide erudition of students.
10. Philological research requires wide   knowledge in such related fields as history and philosophy.
11. The participants of the conference have raised many burning   .
12. If you try to be as accurate as possible when learning a foreign language you   into a category of the analytic learner.
13. Recent research into virus nature has provided   to the causes of pneumonia.
14. The article offers   into the history of Ukrainian emigration to Canada.
15. Practical consequences of the research lie outside the   of this paper.
16. To arrive at valid conclusions, sociologists must use only sources and data.
17. Space exploration in the second half of the 20-th century has essentially   to our understanding of the Universe.
18. For the purposes of this research this conception will be taken for   .
19. Political and economic changes in Ukraine have _ the need of society for highly qualified specialists.
20. The key   of the study suggest that high cortisol level in an individual may cause

the symptoms of depression.
21. Cloning of animals further opportunities for biological research.
22. Ancient philosophers laid of educational principles of bringing up children in the family.
23. The conception of globalisation is a hotly   issue in many countries.
24. Professor Wise's theory has been chosen as a   framework of this investigation.
25. The tests have allowed the scientists to draw about its possible risks and benefits.
26. You may try to   the paper to an international journal.
27. When investigating the origin of different disease, researchers take into   both hereditary and environmental factors.
28. To explain the new phenomena some researchers   the theories that already existed.
29. There is   relationship between the attraction of the moon and sea tides.
30. Political forces managed to maintain the

Task 6. Grammar Tasks.

Task 1. Fill in the correct article where it is necessary.

1) … Great Wall of China is said to be   only man made structure seen from space.
2)   Princess of Wales visited – shelter for homeless yesterday.
3) When we arrived at   Manchester Airport, Rachel was waiting for us at arrivals gate.
4) Margaret Thatcher, who was   Prime Minister of Great Britain for 12 years is now known as   Baroness Thatcher of Kesteven.
5) In office where I work _   most people have degree in   English, but my boss has   PhD in   astronomy.
6) When government makes bad mistake of judgement, electorate turns against it as soon as it feels   effect.
7) They sent me to   Amsterdam to try for   scholarship and I won it.
8) There is   great difference.
9) Sometimes there is   impression that   IMF is on – same side of the barricades with forces which are out to reverse – course of development back to   Soviet times.
10)   Prime Minister's dismissal had been rumoured from   date of his appointment.
11) He worked for   year at   _ United Nations.
12)   Tate Gallery contains   unique collections of   British art.
13) Richard   Lion Heart lived in England in   Middle Ages.
14) In Britain   newspaper industry, often called   Fleet Street, has   major influence on   public opinion and is   strong force in political life.
15) Old English was   typical Old Germanic Language with purely Germanic vocabulary, and   few foreign borrowings.
16)   CV is like   argument in which you are trying to persuade

reader to give you interview.
17) Americans talk about 'going to colledge' even if   institution they attend is university.
18)   Financial Times published   very interesting article about governmental foreign policy.
19)   basic research is aimed at discovering new knowledge.
20)   result is   complicated interaction of   business and society, and key to understanding this interaction is   systems theory.

II.   Subject-Verb agreement.

Task 2. Identify the sentences with a mistake and correct it.

1.   A number of U.S. lecturers comes to our University next week.
2.   Critically he studied the article on transgenic food products.
3.   As the annual report of the Mesa Garden states, these cactuses grow exclusively in the northern parts of Mexico.
4.   Either the journalist or the witness know the truth about this mysterious event.
5.   Elaborated will be in this paper the model of corrosive destruction of metals under lacquer-paint coatings.
6.   The teacher asked the students if they knew the health effects of insecticides.
7.   The premises of the library is cleaned every day.
8.   Twenty dollars are not enough to buy this book.
9.   Many mathematical symposiums are held in Europe every year.
10.   Bile acids contains significant amounts of cholesterol.
11.   This extremely interesting new Ukrainian historical novel has been favorably reviewed.
12.   In no case the work on the project will be terminated.

Passive Voice

Task 3. The impersonality of scientific writings implies frequent use of passive constructions. Review some general items of formation and use of the Passive Voice in Appendix 3 and put the verbs in brackets into correct passive form.

1.   The comedy Midsummer Night's Dream   (write) by Shakespeare.
2.   Paul's application (still, consider) by the directors.
3.   Next semester, the course of Scientific communication   (teach) by Professor Watson.
4.   This cathedral   (visit) by hundreds of people every day.
5.   Ever since this castle   (build) it   (visit) by hundreds of tourists every year.
6.   When I turned on the radio the speech (make) by the President.
7.   The country (bring) to its knees by economic problems and political instability.

8. Conference handouts as a genre (not investigate) enough.
9. Religious relativism (often, criticize) by Cardinal Ratsinger.
10. Sometimes the central problem can _ (define) only in step-by-step argumentation.
11. What reading rate can (attain) by practice?
12. Selling alcohol to people under 21 (prohibit) in the USA.
13. Who the Mona Lisa _ (paint) by?
14. The museum (open) before the foreign delegation arrived.
15. This question (agree) upon after a prolonged discussion.
16. We (inform) about the report to be made by our Professor at the meeting.
17. Modern architecture (characterize) by simplicity of line, austerity of design and neatness of appearance.
18. To overcome these difficulties a great deal of experimental work (carry

out) by the leading specialists.
19. I (surprise) that I (invite) to this party.
20. What (do) cannot (undo).
21. It is only when we (deprive) of something that we appreciate the true value of it.
22. What (write) without effort, in general, (read) without pleasure.
23. Laws (make) to be broken.
24. We hold these truths to be self-evident, that all men (create) equal.
25. The problem still (discuss).
26. The road to hell (pave) with good intentions.
27. People in some 90 countries (ask) to react to statements concerning the role of the English language.
28. In no case the work on the project (terminate).
29. This theorem already (prove) in Chapter 3.
30. History knows several examples when countries (rule) by de facto kings.

Task 4. Translate the following sentences paying attention to the infinitive or infinitive constructions.

1. The Security Council is so organized as to be able to function continuously.
2. The function of the Trusteeship Council is to supervise the administration of Trust Territories.
3. Subsidiary and ad-hoc bodies are set up to fulfill a special task and are dissolved after completion of the job.
4. The increasing population of the world creates unprecedented waste and the methods used to dispose it – burying it, burning it, or discharging it into streams or lakes.
5. United Nations efforts to rectify this issue have been ineffective because some nations disregard its decisions.
6. In the Charter of the United Nations, the peoples express their determination to save succeeding generations from the scourge of war which has brought untold sorrow to mankind.

7. The Convention on Biological Diversity (also called the «Convention on Life») is not only a legal instrument to protect and manage endangered species and habitats, but it also includes the far-reaching consequences of modern biotechnology.

8. Recently the Conference of the Parties agreed to start negotiations on a protocol on biosafety.

9. We urge the United States to ratify the Basel Convention that regulates the export and import of dangerous waste.

10. In so doing, we are simply trying to shoulder the responsibility that we all share for our common future.

Task 6. Translate the following sentences paying attention to the participles or participial constructions.

1. I wasn't looking for any more difficult jobs in this world, but the near possibility of one coming along allowed me to enjoy my slippered days with a quieter conscience.

2. In developing rules and regulations, care must be taken to insure that the conditions are not changed.

3. It is next to impossible to convey here even an approximate impression of the essence and range of this brilliant, content-packed volume.

4. It is not possible for contamination to occur here.

5. Much more stringent constraints than the requirement of formal consistency associated with formalist philosophies are posed here.

6. My father was watching them with mild blue eyed interest.

7. Numerous articles have appeared dealing with this intricate problem.
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ТЕОРЕТИЧНИЙ ДОВІДНИК.

CV and Cover Letter.

WHAT IS A CV?

A curriculum vitae is a marketing document that gives a summary of a job seekers career history, academic qualifications and also explains their future potential. Indeed the phrase 'curriculum vitae' is Latin for 'the story of your life'. It is also occasionally known as a resume, although this term is more commonly used in America.

A completed CV aims to impress recruiters and is sent as a application to jobs adverts or as a speculative approach to prospective companies.

CVs are valuable and important because they are your first and maybe only direct communication with a potential employer. Presentation is key. For this reason alone it should be carefully thought out, designed and written so that it makes an immediate positive impact on key decision makers. When a reader looks at your resume they should be able to quickly gain a clear indication of your experiences and potential. Bear in mind that the person reading it will never have met you, so keep it grammatically error free and focused, as it will be seen as a reflection of you as a person.

To summarize your CV is essentially a marketing tool that gives you a opportunity to sell yourself and your abilities to employers. It should have:

- A positive outlook.
- Clearly show those strengths and experiences that are most relevant to the job you are applying for.
- Demonstrate your potential as a future potential employee.

What to include?

Title
Have you included your address, email address and phone number at the start?Can you be easily contacted through these?
How about including your LinkedIn profile?

Personal Profile
Is your career objective/personal profile at the start, no more than 6 lines?
Is it short, punchy, strategic, highlighting your current situation and your future career plans(career objective), or outlining key skills and experiences (personal profile)?

Education
Have you listed your most recent/important qualifications first? Have you included expecteddegree classification?
Have you listed any relevant modules/projects?
Have you highlighted any software programmes you have been using?Is there an individual dissertation/ team project you could highlight?
Have you won any awards, prizes, scholarships?

Work Experience
Have you included more detail on more relevant/recent experience?
Have you included a range of experience e.g which could include voluntary, work, work foruniversity societies, work placements?
Have you highlighted your responsibilities and any achievements arising from thisexperience?
Does it run reverse chronologically?

Skills
Does your CV highlight your relevant skills and provide evidence of them?Does it stress your achievements?
Can you speak different languages?

Interests
Can you use this section to demonstrate the skills/competencies the employer is looking for?

Referees
Have you asked your referees for permission, and explained the types of roles you are applying for?

Your resume will be made up of a number of sections, these may vary depending on the length and breadth of a candidates career. The essential and fundamental parts that every CV should include are:

Apart from applying for jobs, a CV is also useful for:

Reminding you of what you have done in your career.
Helping you to identify any weakness in your skills, work experience of qualifications.
Allowing you to reflect on your career to date, for instance seeing if you have achieved any targets you previously set yourself.
Refreshing your mind before a job interview.
Setting the agenda for any future interviews.
In a CV presentation is everything
You could be the best qualified and most suitable applicant for a job, but if your CV is rambling, disorganized and does not highlight your key abilities then you will probably be over looked. To be short listed for a role format your curriculum vitae so it shows:

Quality
Clarity
Relevancy
Usefulness
Keep your CV short and sweet
In the UK it is recommended that your CV be no longer than two pages. However in the USA a resume can typically be a one page document. To help you save space only include factual information that is relevant to the vacancy or accomplishments that you feel the employer would be interested in.

Keep your CV up to date
As you go through your career and working like you will gain new qualifications and skills, it's therefore important that you keep your resume updated. Modify it accordingly by adding any new skills or qualifications that you have gained. This way it will give a modern overview of your achievements.

Rhiannon Eardley

29 Dibinsdale Road, Liverpool, L63 9JX | Home Tel:0151 335 1768 | Mobile Tel: 07846 614322Email: readley@mail.com | LinkedIn Profile: https://www.linkedin.com/feed/

A University of Lincoln final year Biology student demonstrating high performance in bothacademic studies and practical laboratory skills. Keen to use excellent analytical and researchskills, including significant experience of electrophoresis and Western blotting, in a leading scientific research firm.

Education

UNIVERSITY OF LINCOLN, 2017-2019
BSc (Hons) Biology – 2:1 hons
expected gradeRelevant modules & grades:
• Biology of Disease (72%)

- Pathology (74%)
- Clinical Biochemistry (67%)

Final project topic "The electrophoretic analysis of urinary proteins"

- Awarded departmental prize for best dissertation
- Used SDS PAGE to identify unique cancer markers in human urine
- Assessed levels of protein using a variety of immunological methods
- Planned and organised laboratory activities and overcame problems by researching newidentification strategies
- Helped integrate the results into a larger research project

Vale Academy, 2010-2017

- A Levels: Biology (A), Chemistry (C), Mathematics (C)
- 9 GCSEs grade A*-B, including Maths and English

Employment History

Placement Student, Chemical and Biological Researcher Unilever June 2018- Sept 2018
- Analysed survival rates of bacteria in a range of environmental conditions using micro-scopic sample analysis techniques
- Developed aseptic techniques and an understanding of health and safety proceduresthrough careful handling of cultures
- Effective project management skills developed through independent laboratory work

Woolworths PLC, Birkenhead- General Sales Assisstant, July 2016- September 2016
- Assisted customers and re-stocked shelves; responsible for the toy section
- Developed people skills and teamwork through serving customers
- Working long shifts, often under pressure whilst accurately dealing withtransactions

Work Experience

University of Lincoln Entertainment Officer, Sept 2018- June 2019

Member of an 8 person committee with responsibility for entertainment.
- Developed planning skills: organised fortnightly nights out, culminating in the summer ball
- Reached targets: managed a small entertainment budget increased event revenue by 12% onprevious years

Volunteer English Teacher, Belgium, June-September 2017

Teaching English to children aged 8-13 at a summer camp
- Developed communication skills, with class sizes varying from 10 to 50
- Developed team work skills, part of a large multicultural team
- Researched and developed teaching material to suit the diverse needs of pupils

Key Skills

Laboratory Skills
- Preparation and identification of nucleic acids by gel filtration
- Molecular modelling and computer analysis of data
- Use of SPSS for data interpretation and statistical analysis

- Plasmid extraction; purification and DNA strand proliferation by PCR

Communication
- Excellent oral and written communication, presenting papers through academic study
- Presentations delivered to group seminars

IT
- Competent Microsoft Office user, experience with statistical packages

Teamwork
- Experience of working in different teams and in different team roles both academically at universi-ty and as part of the University's netball team
- Noted for enthusiasm and ability to encourage others and keep the team focused.

Full clean driving licence

Hobbies and interests
Enjoys playing the trombone as part of a local jazz band.

References available on request

Writing your Cover Letter.

Addressing your letter.

Address your letter to a named individual within the company to ensure that it is read by the correct person. If you have a named contact, you are able to follow-up with a telephone call or email to exactly the right person. Research the company in order to gain a contact, whether it be on the company website, telephoning their switchboard or asking their HR Department.

If you are given someone's full name, e.g. Joe Bloggs, do not address the letter 'Dear Joe' unless you are very familiar with the person. Rather begin 'Dear Mr Bloggs'.

If you find it impossible to get the name of an individual within the company, use 'Dear Sir/Madam'.

If you have a named contact – you should conclude 'Yours sincerely'. If you use 'Dear Sir/Madam' – you should conclude 'Yours faithfully'

Other tips: style, formatting and more

•　　　If you are submitting your letter on paper, ensure the paper you use is good quality. Your letter should come close to filling one A4 page. Keep fonts and text styling consistent with your CV.

•　　　Email will give you less control over fonts and layout, but treat the body of your email carefully nonetheless – use the subject line to give your name and the job role you are applying for, and remain formal. Don't forget to attach your CV, make sure you double check that it has loaded into the email. It is advisable to also make note that your CV is attached, so the employer is alerted that something has gone wrong if it is not present.

•　　　Use positive, active language in the first person ('I did this' as opposed to 'Joe did this'). While you can let your personality through in a cover letter, remain formal and

professional. This is not a place for slang or acronyms unless they are relevant to the role or company culture.

•　　　Your cover letter is a summary of highlights which an employer can read more about within your CV. Mentions of your experience and skills should be represented in both your CV and cover letter.

•　　　Ensure that you have included a title - for example the job reference number. The company could have several roles available at any one time and you need to make it clear which role you are applying for.

•　　　Have someone check your spelling and grammar before you submit, or read through it out loud as this will allow you to catch mistakes with greater ease. Keep a copy once you are done so you can refer to it before your interview.

CONFERENCE PROPOSAL

Task. *Read the text and learn how to write the proposal.*

Writing the proposal / Abstracts

A conference proposal / conference abstract is to persuade a committee of scholars (usually blind-reviewers) that the project or the topic of your research has the three kinds of merit all disciplines value, namely: ***conceptual innovation, methodological require, and rich, substantive content.***

Writing for committee competition is an art quite different from research work itself. A committee usually has to choose among proposals that possess the three virtues mentioned above.

Choosing your form of writing, you should capture the attention of the reviewer, who constantly scans for clear answers to three questions:

1. What are we going to learn as the result of the proposed research that we do not know now?

2. Why is it worth knowing?

3. How will we know that the conclusions are valid?

The opening paragraph is your chance to grab the reviewer's attention. This is the moment to overstate, rather than understate, your point or question. You can add the conditions and supporting ideas later.

A good way to begin is to state your central point, hypothesis. Interpretation or questions (not rhetorical) are also a good way to begin a proposal. Sometimes the central problem can be defined only in step-by-step argumentation. In this case do not fail to leave the reviewer with something to remember after reading many other proposals and discussing them for hours.

Your proposal should tell the committee not only what will be learned as a result of your project or research, but what will be learned that somebody else does not already know. It is essential that the proposal summarizes the current state of knowledge and provides an up-to-date, comprehensive bibliography. Both should be precise.

Citing the importance of the events that provide the subject matter is another and perhaps less dubious appeal. It's crucial to convince readers that such topics are not merely timely, but that their current urgency provides a window into some more abiding problem.

Good proposals demonstrate awareness of alternative viewpoints and argue the author's position address the field broadly, rather than developing a single tendency indifferent to alternatives.

Many committee members are interested in the interplay of diverse traditions. It is a motive to which proposals can legitimately appeal.

Methodological canons are largely discipline-specific and vary widely even within some disciplines. But two things can safely be said about methodological appeal. First, the proposal must specify the research operations you will undertake and the way you will interpret the results of these operations in terms of your central problem. You have to tell how you will achieve the results in the process of research. Second, a methodology is an argument to why these tasks add up to the best treatment of the problem. Comparing and contrasting ideas has often special appeal. Write a first draft, revise it, and show it to colleagues. Let it gather a little dust, collect colleagues' comments, revise it again. If you have a chance, share it with a seminar or similar group; the debate should help you anticipate what reviewers will eventually think. Revise the text again. Go over the language, style, and form. Sharpen your opening paragraph so that it drives home exactly what you mean as effectively as possible.

Task 1. *Learn the structure of a research article.*

Structure	Language Focus
Introduction	
Statement of the problem	Many researchers / investigators have recently turned to... It is now generally recognized, accepted that... The study of... has become an important
Review the history of the problem, analyse the sources dealing with this research area	Jones (1987) concluded / concludes / has concluded that... Jones's research shows that... (Jones 1987).

Extent the problem by indicating a gap in the previous research, analyzing the trends and approaches to the problem	However, previous research has
	
	     a. concentrated on x
	     b. failed / neglected to consider x
	     c. overestimated /underestimated x.
	 However, little research / few studies

Thesis statement	In this paper an attempt is made to formulate... The purpose of this paper is to... This paper describes and analysis... The aim of the paper is to... This paper reports on the results obtained...
Secondary statements	In addition,... Additionally,... A further reason for...

Methods Description of methods, procedures, approaches used in a research	We examined... Each occurrence was identified... It was classified... The category was interpreted... We included / counted...
Results The findings are described, accompanied by variable of commentary: justifying the methodology, interpreting the results, commenting on the data calling for further research	As can be seen in/ from the Table 1/ the data,... As demonstrated by the graph,... ... are shown/ provide / summarised / demonstrated in Table 2. Figure / Table / Graph 1 indicates / shows / suggests that... Figure / Table / Graph 1 illustrates, presents, reveals...
Discussion Background information on the results of the research	The overall results indicate... In general, this research shows... On the whole, this paper focused on / investigated / explored...
Conclusion Summary of the findings and results Theoretical / practical implications Plans for future research	In the main this research provides implications for... Further research is needed to verify... We advocate further research on...

Task 2. *Answer the following questions about the text 'Writing the proposal'.*

1. How would you persuade a committee members that your proposal should be accepted?
2. How would you begin your proposal?
3. Would you provide a current state of knowledge on the subject and how would you do this?
4. What resource guides are you aware of? Exchange your knowledge with your I classmates.
5. How would you persuade the reviewers that your subject matter is an urgent problem?
6. Are there alternative view points on the subject matter? Which of them do you follow?
7. What methods of research are you going to use?
8. What language and style would you use for your writing?
9. How would you structure your proposal?
10. Who and where would you share your first draft with?

Task 3. *Below there are the conference abstracts written by Ukrainian researchers and accepted at different international conferences in different countries. Some conferences require abstracts to be included in the conference programme. They do not exceed 50 words. Mainly conference abstracts are of one-page length, containing 200 - 500 words and consist of not less than three paragraphs. Read them attentively. Comment on their language, structure and subject matter of presentation.*

Discourse Analysis of Contemporary American Prose
(The USA)

Abstract for program book:

The presenter analyzes the contemporary literary prose of American writers from the point of view of Discourse Analysis. She gives the theoretical observation of Discourse

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Analysis and illustrates the results of her practical research.

Summary for anonymous reviewer:

This paper deals with the Discourse Analysis of the contemporary literary prose of American writers. According to Teun A. van Dijk, Discourse Analysis is considered as a socio-linguistic category, which deals with the study of text and talk in context. On the one hand, the paper considers the theoretical aspects of Discourse Analysis. On the other hand, it is shown how the issues, taking place in the society, such as feminism, ethnic, social relations and racial inequality are reflected in the language and the text structure of the following writers: James Baldwin, Toni Morrison, Joyce Carol Oates.

The results of comparative research of text categories: cohesion, presuppositions, indirectness, forms of quotations, detail or level description, personality and impersonality used by different writers are illustrated.

Analyses of the texts of the contemporary American writers prove that besides the individual style features, their works reflect belonging to either ethnic (black or white) or sexual (women or men) groups, which are observed in their language and text categories usage.

Basic Techniques for Teaching Persuasive
Writing within an Academic Setting
(Britain)

The paper focuses on teaching the elements of good argumentation contributing to creating persuasive writing for in-class and web-based activities. The techniques applied for this purpose lead to production of textual clarity in order to influence the reader to accept a certain idea or argue a specific case.

Within an academic setting in L'viv University the students are taught how to organize persuasive writing applying basic methods and strategies described in textbooks by Fawcett and Sandberg (2000), Hacker (2000) and explored and implemented by L'viv University teachers. The methods can be described as presenting facts, referring to an authority, giving examples, predicting the consequences, and answering the opposition. In addition to providing adequate proof for the arguments in order to convince the reader, it is important to pay special attention to the audience. Besides, a variety of strategies in the form of definitions, comparisons, descriptions, analysis of causes, and judgments are of great help for creating persuasive writing and should be applied for teaching.

Special assignments created for developing persuasive writing skills in class and on teacher's web site were incorporated into teaching students of law and language faculties. The presentation will demonstrate the students' activities and discuss the results.

Interactive Feedback Strategies for Teaching Writing:
Ukrainian Experience (Norway)

The paper focuses on the results of developing interactive assessment techniques and their impact on teaching academic writing to students of language and law faculties in Ivan Franko National University of L'viv, Ukraine. It also demonstrates the effectiveness of the computer technologies usage for elaborating feedback strategies of interactive character.

According to Hacker (2000), Fawcett and Sandberg (2000) and Yakhontova (2002), writing requires adequate skills from the writer to be understood by the reader. To improve writing skills a student-writer should acquire knowledge and gain experience on applying basic techniques of writing to imply clarity of statements and supporting ideas, unity and coherence, good details and well-chosen examples, logical order, conciseness and freshness. The paper shows how self-revising, peer interactions, peer responses and teacher's evaluation through written comments to students, in individual conferences and in teacher's web-site

assignments involving elements of cognitive process are used at L'viv University. The role of teacher's assessment of the development of the students' writing skills is focused on in this paper. The emphasis is put on the interactive feedback strategies characterized by mutual influence of both a teacher and a student on the result of the writing process to promote creating sophisticated realization of the writer's ideas and plans. Besides, it helps the writer to determine new approaches towards expressing the ideas in the most convincing way, to clarify means of creating textual clarity and making writing a persuasive one. When students get teacher's feedback commenting on their drafts' structuring, linking between ideas, describing, defining, exemplifying, classifying, assuming, hypothesizing, comparing, expressing caution, etc. it makes their further writing more sophisticated. To implement described above ideas and to develop the students' writing skills a set of assessment forms and a number of interactive activities for in-class and web-based work have been elaborated by L'viv University teachers. In academic writing classes, both the teacher and the classmates can play the role of a reader of students' writing. The interactive feedback received from students is also significant and should be developed and constantly applied for teaching. Special assignments have also been created by Lviv University teachers for this purpose. The student-student module activities gave successful results.

The usage of interactive feedback strategies of student-teacher and student-student modules helps to intensify the process of teaching the final draft writing and contributes to expanding critical thinking which, in its turn, leads to amplifying teacher's resources and encouraging teaching process. Providing clarity and understanding between a student and a teacher it motivates further writing development by the students.

The presentation will demonstrate the contribution of L'viv University into developing interactive feedback strategies for in-class and web-based teaching writing and discuss the results.

TEXTS FOR READING AND WRITING ASSIGNMENTS

The reading process

The following unit contains texts for reading and classroom discussion and writing assignments. Before that you are given some reading and writing instructions to prepare you for successful completion of the tasks.

You should understand **reading** as not merely a process of extracting meaning from the text; rather, it is a participation, a habitation within a writer's woven world, one to which you respond according to your own experiences, values, depth of insight, and time period. Reading is thus an interactive process, as you attend first to the surface features of a text (e.g. vocabulary, topic, frame of reference), then move on to your own discerning of foundational and nested ideas and their levels of complexity, and on to how the writer has woven them to make meaning. Reading is also both an analytical and synthetic process; that is, while you are separating the text into component parts or classifying its features, you are also attempting to pull things together into some coherent whole.

There are some useful strategies that effective readers use to make connections, identify patterns, sort out the levels of ideas and their effects, and, finally, make meaning. First of all, *one reading is not enough.* Use your initial encounter with the text to gain a general acquaintance with the subject matter and stance of the author in the text. Next, *do a second reading,* in which you employ the five important strategies, identified below, that good readers use to encounter ideas and make sense of them. Finally, *respond in writing with engagement and discernment,* using the activities of observation, evaluation, and responding and applying to help explore the author's world, and then to discover and articulate your own ideas and stance.

Five Strategies for Discerning Readers:

1. Locate the main argument or topic – usually introduced in the title and opening two or three paragraphs of the text;

2. Follow this argument through the subsequent paragraphs and sections by noticing the examples, illustrations that the writer binds or weaves around this argument-listing them and evaluating them;

3. Determine what is new (ideas which you are encountering for the first time or which are presented in a fresh or startling way) or given (ideas with which you are familiar or count as conventional wisdom) in the text and how they affect your experience as a critical thinker;

4. Characterize this argument at critical junctures in your reading by highlighting significant sentences, words, or phrases;

5. Evaluate the overall credibility and force of the author's ideas and experience. In what position are you placed by the text?

Critical Writing Strategies
for Exploring and Understanding Your Own Ideas

Close, active reading alone will not necessarily result in a knowledgeable and authoritative ability to demonstrate what you have discovered to others. Reading and writing are independent and

mutually beneficial activities that together provide your best opportunity for understanding and evaluating the texts you read. Writing – along with public, classroom discussion – allows you to articulate and evaluate your discoveries, all the while measuring them against the readings others have given of the same material. In addition, it will allow you to become more aware of the strategies the successful authors use to create meaning and achieve effects they have on their readers.

At the end of each text you will find three sets of questions, each set designed to provoke a particular kind of reflection upon the perspectives of the text and writing assignments that will assist you in synthesizing the varied ideas and contexts of the readings you've been assigned and in drawing conclusions about the cogency, impact, and relevance of these ideas for our times. These tasks thus allow you to explore, expand, and explain to yourself (as well as debate with your groupmates) the meanings and implications suggested by the texts you've been asked to read.

The three modes or kinds of writing task you can employ are: *observing, evaluating,* and *responding* and *applying.* Writers use *observative questions* to probe a text, to clarify its meaning and intention, and to determine its main thesis. An *evaluative questions* are employed by the writers to argue in behalf of or against a particular point of view that is promoted or prompted by the text. *Responsive* and *application questions* allow the writer to respond directly to the readings in a personal way, deliberately examining his or her own feelings and associations, foregrounding them in the text, and applying the selection out of individual conviction and belief. Note that these categories for questions provide the basis for sound reading and interpretation of the text: *observative questions* ask for close reading, analysis, synthesis; *evaluative questions* ask for judgments, inferences, implications; *responsive questions* ask for personal thoughts and application of your discoveries – all these variations can be easily used in writing responsive essays to the suggested texts in case you are not provided with a specific writing assignment.

Text 1.

Study Says Society Fails 19 Million Youths*

Peter Applebome

At a time when there is widespread concern about the well-being of young children and the social problems of teenagers, some 19 million young adolescents in between are increasingly falling between the cracks of society, according to a report by the Carnegie Corporation that was made public yesterday.

The report, entitled "Great Transitions: Preparing Adolescents for a New Century", said that young adolescents are facing critical decisions about their health, education and safety at ever younger ages and that society is failing to help them avoid dangers ranging from AIDS to suicide and from teen-age pregnancy to dropping out of school.

"What we tried to do was marshal statistics, push this out front and try to get people to really focus on the problems of early adolescence", said Ruby Takanishi, executive director of the Carnegie Council on Adolescent Development, which prepared the report over the last 10 years. "Everything in it argues that early adolescence, the years from 10 to 14, are much more risky business than they used to be".

The report says that one-third of 13-year-olds acknowledge that they have used illicit drugs, that educational achievement levels of eighth graders have remained stagnant while the educational needs of the workplact have increased, that the homicide rate for those 10 to 14 years of age more

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*Applebome P. Study Says Society Fails 19 Million Youths // New York Times. — October 12.—1995.

than doubled from 1985 to 1992 and that self-destructive violence, particularly the suicide rate, more than doubled from 1980 to 1992.

The report found that one of five adolescents are growing up in poverty and that one in two will live with only one parent at home at some time in their lives.

It calls for changes in schools, community services and family involvement to better meet the needs of young adolescents.

But David A. Hamburg, president of the Carnegie Corporation, said the main purpose of the report was to focus attention on what he said was the least studied and least understood phase of human development.

"This is the first comprehensive study of this age group", he said. "It has been the neglected phase, low on research priorities, low on educational priorities, low on service priorities. If I had to sum up what it's about, it would be in two words: neglected opportunities.

In education, the report called for smaller, more personal middle schools, even if that only meant breaking up large impersonal school buildings into smaller, more manageable units. It cited the successes of educational programs that use interdisciplinary approaches to study broad areas and integrate various disciplines rather than narrowly focused ones.

The report called for a much stronger life sciences program that could" meet both the intellectual and the personal health needs of young adolescents. It called the health and life science curriculum "the weakest link in middle grade school reform", and urged the development of "one-stop" centers for counseling or health information at or near schools.

Smoking among eighth graders, defined as those who had smoked al cigarette within 30 days of the time they were polled, rose by 30 percent from 1991 to 1994, to 18.6 percent. Marijuana use more than doubled, to 13 percent. The firearms homicide rate more than doubled from 1985 to 1992, to 1.9 per 100,000 from eight-tenths of 1 percent. For black males, the rate increased to 8.4 per 100,000 from 3 in the same period.

Dr. Hamburg said it was clear that youngsters in inner areas and poverty areas are far more vulnerable than those in more affluent areas. The report noted that by the year 2000, more than one-third of all young adolescents will be members of racial or ethnic minorities.

But he said the concerns and risks were common to all youths, particularly at a time of rising economic displacement, when parents are increasingly likely to work outside the home and only half of the nation's children can expect to grow up in an intact two-parent household.

Dr. Hamburg said that most of the report's recommendations could be put into effect through the redeployment of existing resources rather than the addition of new ones, and that rigid analysis of which programs work would be necessary to justify additional expenditures in the current environment.

"We didn't put this in terms of Utopian or hypothetical ideals", he said. "Generally, we can cite 5 or 10 or 20 examples of things that work, but it's on a scale that's much smaller than the nation requires".

Questions for Writing and Discussion

Observing
1. What are the most critical conclusions of the Carnegie Study?
2. Why did Carnegie study the young?

Evaluating
1. What forces and events in our history do you think might have led to those changes? Which are cited in the article?
2. Why do you think adolescents have been neglected when it comes to search studies?
3. What solutions does Dr. Hamburg suggest and do you find them realistic?

Responding and Applying
1. Where would you put local, state, or national resources to solve the problems cited?

Text 2.

What is the New History*

Peter Burke

The phrase "the new history" is best known in France. What is *nouvelle histoirel* A positive definition is not easy; the movement is united only in what it opposes, and the pages which follow will demonstrate the variety of the new approaches. It is therefore difficult to offer more than a vague description, characterizing the new history as total history or structural history.

The new history is history written in deliberate reaction against the traditional "paradigm". We might also call this paradigm the common-sense view of history, not to praise it but to make the point that it has often – too often – been assumed to be the way of doing history, rather than being perceived as one among various possible approaches to the past. For the sake of simplicity and clarity, the contrast between old and new history might be summed up in seven points.

1. According to the traditional paradigm, history is essentially concerned with politics. In the confident Victorian phrase of Sir John Seeley "History is past politics: politics is present history". Politics was essentially concerned with state; in other words it was national and international rather than local. However, it did include the history of the Church as an institution and also what the military theorist Karl von Clauserwitz defined as "the continuation of policies by other means", that is, war. Although other kinds of history – the history of art, for example, or the history of science – were not altogether excluded by the traditional paradigm, they were marginalized in the sense of being considered peripheral to the interests of "real" historians. The new history, on the other hand, has come to be considered with virtually every human activity. "Everything has a history", as the scientist J. B. Haldane once wrote; that is, everything has a past which can in principle be reconstructed and related to the rest of the past. Hence the slogan "total history" appears. The first half of the century witnessed the rise of the history of ideas. In the last thirty years we have seen a number of remarkable histories of topics which had not previously been thought to possess a history, for example, childhood, death, madness, gestures, femininity, reading and even silence. What have previously been considered as unchanging is now viewed as a "cultural construction", subject to variation over time as well as in space. The cultural relativism implicit here deserves to be emphasized. The philosophical foundation of the new history is the idea that reality is socially or culturally constituted. The sharing of this idea, or assumption, by many social historians and anthropologists helps explain the recent convergence between these two disciplines, referred to more than once in this chapter. This relativism also undermines the traditional distinction between what is central in history and what is peripheral.

2. In the second place, traditional historians think of history as essentially a narrative of events, while the new history is more concerned with the analysis of structures. One of the most famous works of history of our times, Fernand Braudel's *Mediterranean,* dismisses the history of events as no more than a foam on the waves of the sea of history. According to Braudel, economic and social changes over the long term and geo-historical changes over the very long term are what really matter. Although there has recently been something of a reaction against this view and events are no longer dismissed as easily as they used to be, the history of structures of various kinds continues to be taken very seriously.

3. In the third place, traditional history offers a view from above, in the sense that it has always concentrated on great deeds of great men, statesmen, generals, or occasionally churchmen. The rest of humanity was allocated a minor role in the drama of history. The existence of this rule is revealed by reactions to its transgression. When the great Russian writer Alexander Pushkin was working on an account of a peasant revolt and its leader Pugachev, Tsar Nicholas's comment was that "such a man has no history". On the other hand, a number of the new historians are concerned

with "the history from below", in other words with the views of ordinary people and with their experience of social change. The history of popular culture has received a great deal of attention. Historians of the Church are beginning to examine its history from below as well as from above. Intellectual historians too have shifted their attention away from great books, or great ideas – their equivalent of great men – to the history of collective mentalities or to the history of discourses or languages, the language of scholasticism, for example, or the language of the common law.

4. In the fourth place, according to the traditional paradigm, history should be based on the documents. One of Ranke's greatest achievements was his exposure of the limitations of narrative sources – let us call them chronicles – and his stress on the need to base written history on official records, emanating from governments and preserved in archives. The price of this achievement was the neglect of other kinds of evidence. The period before the invention of writing was dismissed as "prehistory". However, the "history from below" movement in its turn exposed the limitations of this kind of document. Official records generally express the official point of view. To reconstruct the attitudes of heretics and rebels, such records need to be supplemented by other kinds of source. In any case, if historians are concerned with a greater variety of human activities than their predecessors, they must examine a greater variety of evidence. Some of this evidence is visual, some of it oral. There is also statistical evidence: trade figures, voting figures, and so on. The heyday of quantitative history was probably 1950s and 1960s, when some enthusiasts claimed that only quantitative methods are reliable. There has been a reaction against such claims, and to some extent to the methods as well, but interest in more modest quantitative history continues to grow. In Britain, for example, an Association of History and Computing was founded in 1987.

5. According to the traditional paradigm, memorably articulated by the philosopher-historian R.G. Collinwood, "When an historian asks 'Why did Brutus stab Ceasar?' he means 'What did Brutus think, which made him to stab Ceasar?'" This model of historical explanation has been criticized by more recent historians on number of grounds, principally because it fails to take account of variety of historians' questions often concerned with collective movements as well as individual actions, with trends as well as events.

According to traditional paradigm, History is objective. The historian's task is to give readers the facts, or as Ranke put it in much-quoted phrase, to tell "how it actually happened". His modest disclaimer of philosophical intentions was interpreted by prosperity as a proud manifesto for history without bias. In a famous letter to his international team of contributors to the *Cambridge Modern History,* published from 1902 onwards, its editor, Lord Acton, urged them that "our Waterloo must be one that satisfies French and English, Dutch and Germans alike" and that readers should be unable to tell where one contributor laid down his pen and another took it up. Today, this ideal is generally considered to be unrealistic. However hard we struggle to avoid the prejudices associated with color, creed, class, or gender, we cannot avoid looking at the past from particular point of view. Cultural relativism obviously applies as much to historical writing itself as to its so-called objects. Our minds do not reflect reality directly. We perceive the world only through a network of conventions, schemata and stereotypes, a network which varies from one culture to another. In this situation, our understanding of conflicts is surely enhanced by a presentation of opposite viewpoints, rather than by attempt, like Acton's, to articulate consensus. We have moved from the ideal of the Voice of History to that of heteroglossia, defined as "varied and opposing voices".

The whole concern with the range of human activity encourages historians to be interdisciplinary in the sense of learning from and collaborating with social anthropologists, economists, literary critics, psychologists, and so on. Historians of art, literature and science, who used to pursue their interests more or less in isolation from the main body of historians, are now making more regular contact with them. The history-from-below movement also reflects a new determination to take ordinary people's point of view of their own past more seriously than professional historians used to do.

Questions for Writing and Discussion

Observing

1. Burke starts off trying to define the old approach to doing history – the traditional paradigm. From your own experience in history lessons and from what Burke says, what do you think he means by the old history?
2. Write a one-line summary for each of the six points. Which do you think is/are most important?
3. Burke talks of the old history in terms of marginalization. What does he mean? What is "total history"?

Evaluating

1. What do you think the significance is of the change Burke describes, from the "view from above" to including the rest of humanity? What political implications, as far as the distribution of power is concerned, do you see?
2. Describe some of the challenges the new history might face. What happens when history is no longer assumed to be objective?

Responding and Applying

1. Describe your own history education in the terms Burke presents.
2. Examine a history text you've used or found. What model of history does it represent?

Text 3.

The Emerging Third Culture*

John Brockman

The third culture consists of those scientists and other thinkers in the empirical world who, through their work and expository writing, are taking the place of the traditional intellectual in rendering visible the deeper meanings of our lives, redefining who and what we are.

In the past few years, the playing field of American intellectual life was shifted, and the traditional intellectual has become increasingly marginalized. A 1950s education in Freud, Marx, and modernism is not a sufficient qualification for a thinking person in the 1990s. indeed, the traditional American intellectuals are, in a sense, increasingly reactionary, and quite often proudly (and perversely) ignorant of many of the truly significant intellectual accomplishments of our time. Their culture, which dismisses science, is often nonempirical. It uses its own jargon and washes its own laundry. It is chiefly characterized by comment on comments, the swelling spiral of commentary eventually reaching the point where the real world gets lost.

In 1959 C.P. Snow published a book titled *The Two Cultures.* On the one hand, there were the literary intellectuals; on the other, the scientists. He noted with incredulity that during the 1930s the literary intellectuals, while no one was looking, took to referring to themselves as "the intellectuals", as though there were no others. This new definition by the "men of letters" excluded scientists such as the astronomer Edwin Hubble, the mathematician John von Neumann, and the physicists Albert Einstein, Niels Bohr, and Werner Heisenberg.

How did the literary intellectuals get away with it? First, people in the sciences did not make an effective case for the implications of their work. Second, while many eminent scientists, notably Arthur Eddington and James Jeans, also wrote for a general audience, their works were ignored by the self-proclaimed intellectuals, and the value and importance of the idea presented remained

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invisible as an intellectual activity, because science was not a subject for the reigning journals and magazines.

In a second edition of *The Two Cultures,* published in 1963, Snow added a new essay, "The Two Cultures: A Second Look", in which he optimistically suggested that a new culture, a third culture, would emerge and close the communication gap between the literary intellectuals and the scientists. In Snow's third culture, the literary intellectuals would be on speaking terms with the scientists. Although I borrow Snow's term, it doesn't describe the third culture he predicted. Literary intellectuals are not communicating with scientists. Scientists are communicating directly with general public. Traditional intellectual media played a vertical game: journalists wrote up and professors wrote down. Today, the third culture thinkers tend to avoid the middleman and endeavor to express their deepest thoughts in a manner accessible to the intelligent reading public.

The recent publishing successes of serious science books have surprised only the old-style intellectuals. Their view is that these books are anomalies – that they are bought but are not read. I disagree. The emergence of this third –culture activity is evidence that many people have a great intellectual hunger for new and important ideas and are willing to make effort to educate themselves.

The wide appeal of the third-culture thinkers is not due solely to their writing ability; what traditionally has been called "science" has today become "public culture". Stewart Brand writes that "Science is the only news. When you scan through newspaper or magazine, all the human interest stuff is the same old he-said-she-said, the politics and the economics the same sorry cyclic dramas, the fashions a pathetic illusion of newness, and even the technology is predictable if you know the science. Human nature doesn't change much; science does, and the change accrues, altering the world irreversibly". We now live in a world in which the rate of change is the biggest change. Science has thus become a big story.

Scientific topics receiving prominent play in newspapers and magazines over the past several years include molecular biology, artificial intelligence, artificial life, chaos theory, massive parallelism, neural nets, the inflationary universe, fractals, complex adaptive systems, superstrings, biodiversity, nanotechnology, the human genome, expert systems, punctuated equilibrium, cellular automata, fuzzy logic, space biospheres, virtual reality, cyberspace. Among others. There is no canon or accredited list of acceptable ideas. The strength of third culture is precisely that it can tolerate disagreements about which ideas are to be taken seriously. Unlike previous intellectual pursuits, the achievements of third culture are not the marginal disputes of a quarrelsome mandarin class: they will affect the lives of everybody on the planet.

The role of the intellectual includes communicating. Intellectuals are not just people who know things but who shape the thoughts of their generation. An intellectual is a synthesizer, a publicist, a communicator. In his 1987 book the Last Intellectuals, the cultural historian Russell Jacoby bemoaned the passing of a generation of public thinkers and their replacement by bloodless academicians. He was right, but also wrong. The third culture thinkers are the new public intellectuals.

America now is the intellectual seedbed for Europe and Asia. This trend started with the prewar emigration of Albert Einstein and other European scientists and was further fueled by the post-Sputnic boom in scientific education in our universities. The emergence of the third culture introduces new modes of intellectual discourse and reaffirms the preeminence of America in the realm of important ideas. Throughout the history, intellectual life has been marked by the fact that only a small number of people have done the serious thinking for everybody else. What we are witnessing now is passing of the torch from one group of thinkers, the traditional literary intellectuals, to a new group, the intellectuals of the emerging third culture.

Questions for Writing and Discussion

Observing

1. If literary intellectuals are culture one and scientists are culture two, what constitutes the third culture as C.P. Snow defined it in 1963? The third culture as Brockman defines it today?

2. In what sense, according to Brockman, has what traditionally has been called "science" become "public culture"?

Evaluating

1. Though science has become "public culture", according to Brockman it has done so largely in spite of the literary intellectuals, who are still "not speaking to scientists". Do you agree that science remains isolated from other aspects of intellectual culture?

2. Implicit in Brockman's discussion are a number of fundamental issues with regard not only to scientific ideas but to all the great ideas: Where do they come from? Who initiates them? Who transmits them? Who are their audiences? How do we identify them? And, of course, why should we study them, or perhaps better, do we have any responsibility to seek to understand them? Do you think Brockman illuminates these issues?

Responding and Applying

1. From your own experience, how would you describe the attitudes of your teachers of the traditional humanities toward science? Interested, fascinated, ignorant?

2. How would you describe your own attitude toward science? To what extent do you think your attitude was shaped by teachers, parents, media you are exposed to?

3. Consider the list Brockman provides of "scientific topics receiving prominent play in newspapers and magazines over the past several years". Do any of these topics especially interest you? If so, would you describe the motivation behind your interest as intellectual curiosity or something more practical?

Text 4.

The Global Village*

Andrew Todhunter

To gain a sense of how much life has changed over the last several hundred years, contrast that kind of life immersed in information to the role of a serf who lived 500 years ago, thinking mainly about where his next meal was from. Our serf didn't live entirely in uncertainty and fear, however, for in religious and political terms, things were pretty fixed, stable, sometimes routine. During the interval of over a thousand years that we call the Middle Ages, the Christian cosmos was so thoroughly charted that there seemed to be little room for uncertainty about his role and proper conduct in societal shown in our essay on the origins of democracy in Chapter Seven, obedience and conformity were the very foundations of the lives of the masses. For most of the time from the Middle Ages to the nineteenth century, humans in the Western world lived within one belief system, the Christian cosmos. That belief was controlled by a lord or bishop, and it existed under the economic of a manor or the religious control of a priest or minister. Thus, one lived within one's religion or politics as if in a fishbowl; just as the fish is the last to see the water, the serf was the last to think carefully about the rules of the human game. The Bible was interpreted as saying that priests and kings inherited power from God. Such a cosmology was largely unquestioned and therefore unseen. It was assumed that there was a Truth, one Truth, and it was Supreme.

At the same time in artistic and intellectual circles in the fourteenth century, at the beginning of the Renaissance, the Greek optimism towards the perfectibility of the individual was renewed and continued through the seventeenth century Enlightenment, and into the eighteenth century with its emphasis on human reason, in particular the scientific method. Confidence in the supposedly unlimited human capacities to solve problems and the inevitability of progress grew steadily. This confidence continued into the late eighteenth century, when the Industrial Revolution began in

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*Todhunter A. The Taming of the Saw. — Brant Publications, 1995.

England, and into the nineteenth century, with the discovery of the biological principles of evolution. (Some would say it continues today – computer magnate Bill Gates looks bright. In his book *The Road Ahead,* he shares his belief that a computer-networked world will make people happier, richer, healthier, and smarter.)

With modern communications making nearly instant worldwide contact readily available, creating what Marshall McLuhan called a "global village", the belief in a fixed and unquestioned Truth in an ordered and fully discoverable cosmos becomes questionable, tentative, and highly unstable. In little towns all over America, where a conservative politics and ethos used to set the controlling tone of life, convenience stores are open 24 hours a day, while CNN and MTV play on cable. Sixteen-year-olds get their first job at McDonalds and soon save enough for their first car. The Playboy channel is available for a few extra dollars a month. Thus, the new technologies make war with the older values of family, church, and state. The more information one gets, the more likely one will reflect on and often question what was blindly accepted before. The Internet, television, the cell phone, the fax, and email lead us to ask, How can my truth, my lifestyle, my beliefs be so right if there are so many others who think so differently, but with equal passion?

Some say that all this saturation of information has given our culture an "appetite for ambiguity" and that we don't seem to know what is right or wrong. Ask people what they think of many of the critical issues of the day: welfare, abortion, illegitimate birth, gun control, and capital punishment. Deep in the American psyche there are conflicts about most of these troubling issues-between mercy and justice, between tradition and a hard-nosed, no-nonsense wish to demand change. Notice the frequency of white-collar crime and the increasing violence among the young. Where has our unambiguous sense of right gone?

These cultural changes, so many of which are brought on by technology, especially the demise of the single belief system, have been charted by many scholars, especially by historians, anthropologists, and linguists. By studying many cultures and language systems, many have concluded that what we once thought of as fixed truths are really "social constructions". (We should emphasize the word *many* here, since there is a backlash among anthropologists against postmodernism.) A social construction is a belief created out of the particular circumstances of a particular culture. Theorists like Thomas Kuhn, Richard Rorty, and Mikhail Bakhtin think of knowing as a process mediated by language and, therefore, believe knowledge is the product of a social consensus. Two fields in particular, semiotics in linguistics and deconstruction in literary criticism, accelerated changes even more. French scholars like Jacques Derrida and Michel Foucalt argued that because we could not depend on a certain, fixed relationship between the word (signifier) and its referent (the signified), the conceptual picture we draw of the world with our minds.

Assignment 1. *Write a short summary of the text.*

Assignment 2. *Write a conference proposal on one of the major problems the author mentioned in his article:*
    1) Increasing violence among the young.
    2) Humanistic ideas in artistic and intellectual circles in the 14th century.
    3) Will computer networked world make people happier, richer, healthier or smarter?

FINAL TESTS

VARIANT 1.

I.   **Below are some of the most frequently used "scientific words" (in the left column). Match them with the descriptions of their meaning in the right column.**

1.	clarify	a) turn to for information, etc.
2.	concern	b) become greater in size
3.	increase	c) make clear
4.	refer to	d) pay no attention to
5.	neglect	e) have relation to

II.   **Pick out the synonyms to words from the list provided:** concern, consider, depend

   supply, give, regard, rely on, provide.

III.   **Complete the sentences with one of the most suitable academic collocation from the list:**
   a. maintain the status quo
   b. lay the foundations of
   c. hotly debated issue

   1. N. Bohr, the outstanding Danish physicist_____the nuclear phenomena theory.
   2. The reforming of the Ukrainian system of education is_____in the Ministry of Education.
   3. The recent elections have shown that political forces managed to_____.

IV.   **Choose the most suitable logical connector out of the two given in each sentence (underline it).**
   1. Writing is especially difficult for nonnative speakers (***because / even though***) they are expected to demonstrate mastery of all the aspects of a foreign language.
   2. A crucial event in the historical evolution of scientific English was (***due to / in spite of***) the birth of a scientific journal.

V.   **Below is the list of some the most frequently used Latin abbreviations and expressions (in the left column). Match them with the meanings and explanations in the right column.**

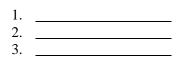|	
1. cf.	a) genuine(ly), sincere(ly), in good faith
2. ibid.	b) something considered alone
3. bona fide	c) compare
4. a priori	d) reasoning that precedes experience
5. per se	e) the same as previous reference

VI. Having studied carefully the referencing formats of the items in the list of references, define, which of them is:

    a) **reference to a book;**
    b) **reference to a chapter in a book;**
    c) **reference to an article in a journal**

1. Reid, W. V. (1992). "How many species will there be?" In Whitmore, T. C. and J. A. Sayer, (eds.), Tropical Deforestation and Species Extinction. – London: Chapman and Hall.
2. Galtung, J. (1971). "A structural theory of imperialism". Journal of Peace Research, 8 (2), 81-117.
3. Kus'ko, K (Ed.) 1996. Linhvodydactychna Organizatsiya Navchal'noho Protsesu z Inozemnykh Mov [Linguistic and Didactic organization of Teaching Foreign Languages]. – Lviv: Svit.

1. _____
2. _____
3. _____

VII. Identify the sentences with a mistake and correct it:

1. I have not got many luggage with me prefer to travel light.
2. Five me more pencil, this is two small.
3. When he was a ten-years-old boy, he became interested in singing and writing poetry.

VIII. Write a short summary of the article, following all the steps of summarizing process.

VARIANT 2.

I. Below are some of the most frequently used "scientific words" (in the left column). Match them with the descriptions of their meaning in the right column.

1.	accept	a)	agree or recognize with approval
2.	conclude	b)	to find out the value of
3.	evaluate	c)	make a careful study of
4.	investigate	d)	concentrate on
5.	focus on	e)	arrive at an opinion

II. Pick out the synonyms to words from the list provided: *finish, affect, regulate*

assume, keep away, complete, adjust, influence

III. Complete the sentences with a suitable missing word in the widespread academic collocations:

> a) status quo, b) clues, c) rise, d) account, e) light

1. Social and ideological crises give_____to nontraditional religions and beliefs.
2. The data he has found will shed_____on theoretical assumptions.
3. Researchers took into_____both hereditary and environmental factory.

IV. Choose the most suitable logical connector out of the two given in each sentence

(underline it).

Writing is a difficult skill for native speakers and nonnative speakers (*alike / accordingly*), (*thus / because*) writers must balance such issues as content, purpose, audience, vocabulary, spelling.

V.   Below is the list of some the most frequently used Latin abbreviations and expressions (in the left column). Match them with the meanings and explanations in the right column. Match them with the proper explanation.
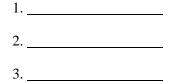
1. A. D.	a) by a more convincing argument
2. vs.	b) according to law
3. de jure	c) against
4. a fortiori	d) in the year of our Lord
5. ab ovo	e) from the beginning

VI.   Having studied carefully the referencing formats of the items in the list of references, define, which of them is:
   a) reference to a book;
   b) reference to a chapter in a book;
   c) reference to an article in a journal

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

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

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

1. _____

2. _____

3. _____

VII.   Identify the sentences with a mistake and correct it:

1) People choose the names of the week long, long ago in the days when they worshipped a different god each day.
2) He felt quite lost and slow walked along the streets not knowing what to do.
3) There's one programme which they claim has ten millions viewers and it is worth seeing on TV.

VIII.   Write a short summary of the article, following all the steps of summarizing process.

ГЛОСАРІЙ

1. abstract (annotation) – анотація
2. adult education – освіта для дорослих
3. all-rounder – різностороння людина
4. alumnus (alumni) – випускник (випускники)
5. aim (purpose) – мета
6. carrier – кар'єра
7. conclusion – висновок
8. conference – конференція
9. contents – зміст
10. collective work – колективна робота
11. creative activity – творча робота
12. defect (deficiency, drawback, shortcoming, fault) – недолік
13. discipline – дисципліна
14. discussion – дискусія
15. educative activities – навчальна діяльність
16. emotional problems – емоційні проблеми
17. essay – есе
18. essence – сутність
19. essential qualities – основні якості
20. Fundamentals of Scientific Communication in Foreign Language – основи наукової комунікації іноземною мовою
21. identity formation (formation of the personality, development of a person, development of the personality) – становлення особистості
22. image of a leader (manager) – образ керівника (менеджера)
19
23. in-class work – аудиторна діяльність
24. independent work – самостійна робота
25. individual conversation – індивідуальна бесіда
26. in-service training – курси підвищення кваліфікації
27. an intensive course – інтенсивний курс
28. interactive methods – інтерактивні методи
29. introduction – вступ
30. management – керівництво, управління, адміністрація
31. manager – менеджер, керівник, адміністратор
32. manuscript body – основна частина
33. master – магістр
34. master's degree – ступінь магістра
35. master's work – магістерська робота
36. mental problems – розумові (психічні) проблеми
37. to meet the requirements – відповідати вимогам
38. merit – недолік
39. modern education – сучасна освіта
40. modern society – сучасне суспільство
41. module teaching – модульне навчання
42. motivation – мотивація
43. an online course (distant learning/education)– дистанційна освіта
44. optimal student (college) age – оптимальний студентський вік
45. out-of- class work – позааудиторна діяльність
46. paper – реферат
47. point – суть (to the point – по суті, off the point – не по суті)
48. position of manager (leadership/management position)– посада керівника, керуючого
49. post of chief – посада керівника
50. postgraduate – аспірант
51. postgraduate studies – аспірантура

52. presentation – презентація
53. Professional Communication in Foreign Language – професійна комунікація іноземною мовою
54. professionally-oriented teaching – фахове/ професійно-орієнтоване навчання
55. promotion – просування, заохочення, підтримка
56 rank – ранг, звання
57. recognized managers – видатні менеджери
58. references – список використаних джерел
59. report – звіт, доповідь
60. results – результати
61. role play – рольова гра
62. role situation – рольова ситуація
63. round table – круглий стіл
64. scientific work – наукова робота
65. self-esteem – самооцінка
66. source – джерело
67. state establishment – навчальний заклад
68. structure – структура
69. subordinates – підлеглі
70. successful leader (manager) – успішний керівник (менеджер)
71. to summarize (summary) – робити підсумки (підсумки)
72. tables (appendix) – додатки
73. thesis, dissertation – теза, дисертація
74. Title Page – титульна сторінка
75. topical issues – актуальні питання (проблеми)
76. top-manager – топ-менеджер
77. training technologies – тренінгові технології
78. to update knowledge – поновити знання

79. urgent (actual, acute, burning, crucial) problems (questions) – нагальні питання
80. vocational course – професійний курс
81. vocational training – професійна підготовка
82. ways of motivation – засоби мотиваці

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