

# **ENGLISH IN THE ACADEMIC DISCOURSE**



## **GUIDELINES**

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**Державний заклад  
«Південноукраїнський національний педагогічний університет  
імені К. Д. Ушинського»**

**А. І. ДЕМЧУК**  
**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З НАВЧАЛЬНОЇ**  
**ДИСЦИПЛІНИ «АНГЛІЙСЬКА МОВА В АКАДЕМІЧНОМУ**  
**ДИСКУРСІ»**

**для здобувачів другого (магістерського) рівня вищої освіти**  
**спеціальності 014.021 Середня освіта (англійська мова і зарубіжна**  
**література)**

**Одеса 2024**

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Демчук А. І. Методичні рекомендації з навчальної дисципліни «Англійська мова в академічному дискурсі» (англійською мовою) для аудиторної та самостійної роботи здобувачів другого (магістерського) рівня вищої освіти спеціальності 014.021 Середня освіта (англійська мова і зарубіжна література). Державний заклад «Південноукраїнський національний педагогічний університет імені К.Д. Ушинського». Одеса. 2024. 51 с.

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### **А. І. Демчук**

Методичні рекомендації з навчальної дисципліни «Англійська мова в академічному дискурсі» (англійською мовою) розроблено для здобувачів II-го курсу магістерського рівня вищої освіти факультету іноземних мов спеціальності 014.021 Середня освіта (англійська мова і зарубіжна література)

Методичні рекомендації містять завдання різного типу, що спрямовані на розвиток навичок академічного усного та писемного мовлення, а також закріплення лексичного матеріалу за темами програми навчальної дисципліни.

Методичні рекомендації призначено для аудиторної та самостійної роботи студентів, для підготовки до практичних занять, а також до поточного та підсумкового контролю знань.

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## INTRODUCTION

Dear students,

These guidelines in “English in the academic discourse” aim at helping you to improve your academic English level, enlarge your academic vocabulary and develop your academic writing skills, offering various in-class activities as well as the tasks for your independent work.

“English in the academic discourse” is an optional discipline that focuses instructions on developing skills required to perform in an English-speaking academic community across core subject areas generally encountered in your university setting. a more

The tasks are given in accordance with the course programme which you can find at the beginning. In-class tasks and activities as well as the tasks for your independent work are divided in two units: unit 1. Morphological peculiarities of the English academic discourse; unit 2. Linguistic means of the academic discourse organisation. Each unit is made up of three modules so that one can easily find necessary topic or task. In the second unit there are a lot of scientific article you are supposed to work with. All the articles have a narrow focus on the specific linguistic demands of your major that will help you in developing your second language personality of an EFL teacher.

The guidelines comprise a sample test that will help you to prepare for the tests and the lists of basic and optional text books, the list of on-line resources which will definitely be useful in obtaining professional knowledge in Academic English.

## **COURSE PROGRAMME**

### **Unit 1. Morphological peculiarities of the English academic discourse**

#### *1.1. Key nouns and their combinations in the English academic discourse.*

Key nouns. Nouns and the words they combine with. Adjective and noun combinations. Noun and verb combinations. Noun and adverb combinations.

#### *1.2. Key verbs and their combinations in the English academic discourse.*

Key verbs, their combinations with nouns and adverbs. Verbs and prepositions they combine with. Phrasal verbs in the academic discourse.

#### *1.3. Key adjectives and adverbs in the English academic discourse.*

Key adjectives. Key adverbs. Key quantifying expressions. Fixed expressions in the English academic discourse. Vocabulary check (test).

### **Unit 2. Linguistic means of the academic discourse organisation**

#### *2.1. Research and study aims and tasks. Opinions and ideas.*

Talking about ideas, hypotheses, points of view. Organizing your writing: literature review. Reporting what others say. Degrees of certainty.

#### *2.2. Describing classifications, procedures and methods of research.*

Classifying. Describing research methods. Processes and procedures. Analysis of results. Writing a summary and conclusions.

#### *2.3. British and North American academic vocabulary.*

Academic courses at British and American universities. Study habits and skills. Online learning: British and American experience. Vocabulary check (test).

## IN-CLASS TASKS AND ACTIVITIES

### Unit 1. Morphological peculiarities of the English academic discourse

#### *1.1. Key nouns and their combinations in the English academic discourse:*

1) Work with scientific articles (read to find key nouns and their combinations, compile the vocabulary):

- W. Rimmer (2019) Questioning practice in the EFL classroom. URL: [https://www.researchgate.net/publication/332518947\\_Questioning\\_practice\\_in\\_the\\_EFL\\_classroom](https://www.researchgate.net/publication/332518947_Questioning_practice_in_the_EFL_classroom)

#### *Abstract*

Questioning has been identified in the literature as a key teaching and learning activity with the quantity and quality of questions directly linked to language acquisition and a general positive learning experience. The purpose of this empirical study was to explore patterns of questions used by EFL teachers in a classroom environment. Using an observation methodology, four teachers were observed in class and a transcript made of the questions they each asked their learners. The teachers were then asked to attempt a classification of the question types in order to gain an insight into the strategy from the perspective of teacher cognition. The results confirmed that questioning is a major teaching technique that is appreciated by teachers and manipulated for a variety of pedagogical purposes. Questions most valued by teachers as instrumental in achieving quality learning were those which guided learners to the pursuit of meaningful and motivating goals with a high degree of cognitive and linguistic challenge.

- F. Hamid et al. (2022) Teaching Strategies in EFL Hybrid Classroom: A Case Study in a Junior High School. URL: [https://www.researchgate.net/publication/364217033\\_Teaching\\_Strategies\\_in\\_EFL\\_Hybrid\\_Classroom\\_A\\_Case\\_Study\\_in\\_a\\_Junior\\_High\\_School](https://www.researchgate.net/publication/364217033_Teaching_Strategies_in_EFL_Hybrid_Classroom_A_Case_Study_in_a_Junior_High_School)

### *Abstract*

This study aimed to find out which teaching strategies found in the EFL learning during this pandemic situation, where hybrid classrooms has begun to flourish as one of the strategies in learning process. This case study research with qualitative approach was conducted at one private Junior High School in academic year 2021/2022 where the subjects were 3 English teachers of grade 7-9. In this study, the data was compiled by doing direct observation as well as interview session with the participants. The data were analyzed by using the Miles and Hubberman flow model was used to analyzed the data. The findings showed that the EFL teaching strategies during this Hybrid class were mostly conducted using discussion, co-operative learning, small group discussion and some direct instructions. Even though no totally fully used, the teachers emphasize the use of English as a daily conversation in the school environment, including language learning in the classroom, both in online and offline sessions.

- Tavoosy Y., Jelvesh R. Language teaching strategies and techniques used to support students learning in a language other than their mother tongue. URL: [https://www.researchgate.net/publication/336978531\\_Language\\_teaching\\_strategies\\_and\\_techniques\\_used\\_to\\_support\\_students\\_learning\\_in\\_a\\_language\\_other\\_than\\_their\\_mother\\_tongue](https://www.researchgate.net/publication/336978531_Language_teaching_strategies_and_techniques_used_to_support_students_learning_in_a_language_other_than_their_mother_tongue)

### *Abstract*

This research attempts at exploring language teaching strategies and techniques that can be used in classroom settings to improve student learning in a language other than their native languages. This paper aims to investigate the previous research on models of learning and raise teacher awareness of language learning and create a resource bank of language teaching strategies, ideas and techniques for teachers to use when implementing units of inquiry. Keywords: Language teaching, learning strategies and techniques, mother tongue, student learning.



2) Unit 15. Nouns and prepositions, p. 38-39 (Academic vocabulary in use).

*1.2. Key verbs and their combinations in the English academic discourse:*

3) Work with extracts from academic texts (p. 14-15 Cambridge Academic English), find and analyze functions of the key verbs and their combinations.

4) Unit 14. Verbs and prepositions, p. 36-37 (Academic vocabulary in use).

5) Unit 6. Phrasal verbs in academic English, p. 20-21 (Academic vocabulary in use).

*1.3. Key adjectives and adverbs in the English academic discourse.*

6) Unit 4. Key adjectives, p. 16-17 (Academic vocabulary in use).

7) Unit 7. Key quantifying expressions, p. 22-23 (Academic vocabulary in use).

8) Work with cards (vocabulary work).

9) Unit 16. Fixed expressions, p. 40-41 (Academic vocabulary in use).

10) Work with scientific articles (read to find key adjectives, adverbs and their combinations, continue compiling the vocabulary):

- W. Rimmer (2019) Questioning practice in the EFL classroom. URL: [https://www.researchgate.net/publication/332518947\\_Questioning\\_practice\\_in\\_the\\_EFL\\_classroom](https://www.researchgate.net/publication/332518947_Questioning_practice_in_the_EFL_classroom)
- F. Hamid et al. (2022) Teaching Strategies in EFL Hybrid Classroom: A Case Study in a Junior High School. URL: [https://www.researchgate.net/publication/364217033\\_Teaching\\_Strategies\\_in\\_EFL\\_Hybrid\\_Classroom\\_A\\_Case\\_Study\\_in\\_a\\_Junior\\_High\\_School](https://www.researchgate.net/publication/364217033_Teaching_Strategies_in_EFL_Hybrid_Classroom_A_Case_Study_in_a_Junior_High_School)
- Tavoosy Y., Jelvesh R. Language teaching strategies and techniques used to support students learning in a language other than their mother tongue. URL: [https://www.researchgate.net/publication/336978531\\_Language\\_teaching\\_st](https://www.researchgate.net/publication/336978531_Language_teaching_st)

ategies and techniques used to support students learning in a language  
other than their mother tongue

**Unit 2. Linguistic means of the academic discourse organisation**

*2.1. Research and study aims and tasks. Opinions and ideas:*

- 1) Group discussion: “Independent learners: who are they?” (discuss the points from ex. 1, 2, p. 10-11; do ex. 3, p. 12-13, Cambridge Academic English).
- 2) Writing a summary (ex. 10, p. 20-23, Cambridge Academic English).
- 3) Unit 37. Degrees of certainty, p. 81-82 (Academic vocabulary in use).
- 4) Writing summaries from multiple sources (ex. 7, p. 33-34, Cambridge Academic English).

*2.2. Describing classifications, procedures and methods of research:*

- 5) Unit 42. Classifying, p. 92-93 (Academic vocabulary in use).
- 6) Read the given fragments, write out academic discourse clichés to describe classifications.

- *Rimmer, W. (2019). Questioning practice in the EFL classroom. Published in Training, Language and Culture Vol 3 Issue 1 (2019) pp. 53-72 doi: 10.29366/2019tlc.3.1.4*

The problem of classification becomes apparent if one attempts what appears the straightforward task of classifying questions formally, i.e. by their syntax. Every schoolchild learns that a question is something which ends in a question mark but the examples of non-canonical questions, ones that are not fully-formed independent interrogative clauses (Carter & McCarthy, 2006, p. 716), show the category to be mixed:

You hungry? (a reduced clause) And what about Leeds? (a phrase) Why? (a single word)

So you like the people around here? (a declarative sentence)

Tell me what time you're arriving again? (indeterminate between an imperative and an indirect question)

In speech and in absence of punctuation, the prime indicator of a question would be the intonation, albeit with a great deal of variation as to the pitch movement according to its pragmatic function (cf. Cruttenden, 2014, p. 294-286). Noncanonical questions are just as valid in the classroom as 'proper' interrogatives but they defy categorisation on grammatical grounds. Of course, teachers do not use formal criteria for putting questions unless the actual language point is a specific interrogative construction or they feel they need to use a restricted range of language with a less proficient class. They select questions according to pedagogical goals and such is the rate of questioning that they must do this largely automatically and unconsciously. Even for the teacher most punctilious in their preparation, it would be impossible to script such a volume of prompts in advance. A categorisation scheme based on form would not reveal the motivation for questions. Only lesson observation and a postobservation reflection process could link language to function through two sets of eyes, those of the researcher and the teacher. The former may be in a privileged position, the observer assuming the mantle of judge and expert, but it is the teacher as the instigator in the classroom process who holds the true key to the question of questions. For this reason, the teachers in the study were invited to present their own categorisations of their own questions and hold these up as points of departure for discussion and analysis.

Types of Questions. Teachers' questions have been categorized in a number of ways. Firstly, questions are classified into three types based on the purpose of questions in classrooms—procedural, convergent,

and divergent (Richards & Lockhart cited in Qashoa, 2013:53-54; Yan, 2006:19 & Ma, 2008:100). Procedural questions relate to classroom procedures, routines and classroom management. They are used to ensure the smooth flow of the teaching process. Unlike procedural questions, convergent and divergent questions are designed to engage students in the content of the lesson, facilitate their comprehension, and promote classroom interaction. Convergent questions encourage similar student responses and short answers like yes/no or short statements. They require students to recall the previously taught material to answer the questions without getting involved in high level thinking skills.

TEACHER'S QUESTIONS IN EFL CLASSROOM. Available from:  
[https://www.researchgate.net/publication/338257977\\_TEACHER'S\\_QUESTIONS\\_IN\\_EFL\\_CLASSROOM](https://www.researchgate.net/publication/338257977_TEACHER'S_QUESTIONS_IN_EFL_CLASSROOM).

7) Writing up research: the method section: ex. 8, p. 105-107 (Cambridge Academic English). Analyse the method section given below, write out the methods employed. Which of them would you use in your research?

- L. Olusiji (2024) Using Strong Teacher Evaluation System to Assess the Effectiveness Level of Mr. Brown as an EFL Teacher in the Mind Your Language TV Show: An Attempt to Validate a Reflective Tool to Train Preservice EFL Teachers.

URL:

[https://www.researchgate.net/publication/355135606\\_Using\\_Strong\\_Teacher\\_Evaluation\\_System\\_to\\_Assess\\_the\\_Effectiveness\\_Level\\_of\\_Mr\\_Brown\\_as\\_an\\_EFL\\_Teacher\\_in\\_the\\_Mind\\_Your\\_Language\\_TV\\_Show\\_A](https://www.researchgate.net/publication/355135606_Using_Strong_Teacher_Evaluation_System_to_Assess_the_Effectiveness_Level_of_Mr_Brown_as_an_EFL_Teacher_in_the_Mind_Your_Language_TV_Show_A)

*MATERIALS AND METHODS*. Research Design. Previous studies on movie rely on researcher's interpretation. The methodology used by the investigator is qualitative descriptive research. In a qualitative research design, the meaning is not explicitly revealed, but it is constructed (Schreier, 2012). The study is intended to decode the signs that cause the

main character “Mr. Brown” to be a real representation of an effective EFL teacher in the TV show “Mind Your Language.” Sandelowski (2000, p. 4) says that qualitative descriptive designs are typically an eclectic but realistic and well-considered mix of sampling, and data collection, evaluation, and representational techniques.

- P. Hudson et al. (2008) Challenges for preservice EFL teachers entering practicum.

URL:

[https://www.researchgate.net/publication/27473780\\_Challenges\\_for\\_preservice\\_EFL\\_teachers\\_entering\\_practicum](https://www.researchgate.net/publication/27473780_Challenges_for_preservice_EFL_teachers_entering_practicum)

*Research methods.* Ninety-seven Vietnamese preservice teachers, completing a four-year undergraduate course, will finalize their education with a six-week field experience in upper secondary schools in Hanoi. An open-ended questionnaire was designed to gather data from these preservice EFL teachers at the beginning of their last field experience (i.e., practicum, professional experience). The ten open-ended questions aimed to investigate preservice EFL teachers’ thoughts and expectations before entering their practicum, and as a means of understanding respondents’ views (Polonsky & Waller, 2005). These questions covered the following issues: perceptions and motivations for learning to teach EFL writing, expectations of their mentors and mentoring support for teaching EFL writing, and perceptions of potential difficulties related to learning about teaching EFL writing in their practicum. The completed responses (93 female; 4 male) provided descriptors of the participants (preservice EFL teachers). Most of these mentees (67%) were 22 years of age, 16% were at the age of 21 and the rest were between 22 and 24 years of age. In the data analysis, themes and categories were coded for each of the questions, and descriptive statistics were used to quantify the data (Hittleman & Simon, 2006).

- Mehrdad Rezaee, Majid Farahian (2012) An exploration of discourse in an EFL classroom: teacher talk.

URL:

<https://www.sciencedirect.com/science/article/pii/S1877042812025426>

*Methodology.* This research is both quantitative and qualitative in design and aims to explore the quality of classroom discourse in an EFL classroom with the purpose of analyzing the kind of teacher talk used by an EFL teacher with 6 years of experience done in five consecutive sessions. Meanwhile, the type of student talk with the teacher and the way they are asked to respond to the teacher talk (questions) are studied here.

2.1. The participants. Twelve upper-intermediate students (8 male and 4 female) form the subjects of the study. Their age range is between 25 to 31. The class is held for 90 minutes in the afternoon three times a week. All of the students have started their English classes together and have been classmates for some 14 months.

2.2. Data collection. The data gathered for this study was through observation and also recording the voices of both the teacher and students (their class interaction) for five consecutive sessions. Of course, it should be mentioned that some 45 minutes of the whole class time was recorded in each session due to the limitations posed by the teacher for the authors of this paper. Moreover, an open-ended interview with 8 questions was used with the teacher to get his opinion about teacher talk.

(Rezaee & Farahian, 2012)

8) Unit 33. Analysis of results, p. 74-75 (Academic vocabulary in use).

9) Work with scientific articles (write out clichés used to describe results and conclusions):

- Berezenko V., Cherkhava, O., & Musiienko Y. (2022).  
COMMUNICATIVE LANGUAGE TEACHING APPROACH IN

PROMOTING THE LINGUISTIC COMPETENCE OF EFL LEARNERS. URL: <https://ae.fl.kpi.ua/article/view/224016>

- Odehova N., Nevska Y., & Perlova V. (2022). THE EFFECTIVENESS OF COOPERATIVE LEARNING IN DEVELOPING GRAMMAR SKILLS. URL: <https://ae.fl.kpi.ua/article/view/239888>
- Matalines A. M. (2023) Teachers' Linguistic Competence, Teaching Skills and Students' Linguistic Competence: Bases for a Training Design. URL: [https://www.researchgate.net/publication/368375467\\_Teachers'\\_Linguistic\\_Competence\\_Teaching\\_Skills\\_and\\_Students'\\_Linguistic\\_Competence\\_Bases\\_for\\_a\\_Training\\_Design](https://www.researchgate.net/publication/368375467_Teachers'_Linguistic_Competence_Teaching_Skills_and_Students'_Linguistic_Competence_Bases_for_a_Training_Design)

10) Unit 50. Summary and conclusion, p. 108-109 (Academic vocabulary in use).

### 2.3. *British and North American academic vocabulary:*

11) Group discussion: “Academic courses in the UK and USA: systems compared”:

- Terms with different meanings in Us and UK university systems.
- Different US terms.
- Course descriptions (US and UK compared).
- University websites in US and UK.

12) Unit 20. Academic courses, p. 48-49 (Academic vocabulary in use).

13) Unit 21. Study habits and skills, p. 50-51 (Academic vocabulary in use).

14) Work with American and British students’ blogs (choose one British and one American students’ blog, compare their vocabulary in the form of a table).

15) Seminar-discussion of the presentations: “Online learning in US and UK”

## INDEPENDENT WORK

### Unit 1. Morphological peculiarities of the English academic discourse

**Task 1.1. Unit 10. Nouns and the words they combine with (Academic vocabulary in use).** Study the information on p. 28, do ex. 10.1, 10.2, 10.3, 10.4 on p. 29.

**Task 1.2. Match the nouns with the definitions.**

1) theory	a) a main characteristic of something
2) aspect	b) a basic idea or rule that explains how something happens or work
3) nature	c) statement of the rules on which a subject of study is based or, more generally, an opinion or explanation
4) feature	d) arguments, facts and reasons in support of or against something
5) scope	e) a representation of something as a simple description which might be used in calculations
6) principle	f) one individual part of a situation, problem, subject, etc.
7) issue	g) way of considering something
8) pattern	h) a system of ways of studying something
9) model	i) range of a subject covered by a book, discussion, class, etc.
10) approach	j) subject/problem which people are thinking/talking about



11) methodology	k) showed a regularly repeated arrangement
12) case	l) a typical quality of something

**Task 1.3. Insert the prepositions.**

- 1) From the perspective \_\_\_\_\_ practice, teachers’ language usage ability can be enhanced, which can help their students improve their language proficiency.
- 2) Therefore, this research is \_\_\_\_\_ great practical and theoretical significance.
- 3) Currently, however, there is insufficient research \_\_\_\_\_ how English discourse markers are used in oral discourse in an EFL classroom by pre-service EFL teachers in Norway.
- 4) The novelty \_\_\_\_\_ the study further presented and described in this article involves a computer-assisted analysis \_\_\_\_\_ the questionnaire that is designed to assess the use of English discourse markers by a group of pre-service EFL teachers after their teaching practice at a range of lower secondary schools in Norway.
- 5) In particular, oral discourse is characterised by a limited number \_\_\_\_\_ discourse markers that “tend to be used with a relatively wide range of meanings and where context is a key-element in discourse production and processing”.
- 6) Specifically, the study aims at analysing written responses \_\_\_\_\_ the questionnaire that is associated with the use of English discourse markers by the participants during their teaching practice.
- 7) It follows from these findings that the participants’ use of DMs appears to be guided by the linguo-pragmatic instructional contexts of EFL teaching and learning in Year 8 that factor in the students’ potential difficulties \_\_\_\_\_ the formal discourse markers.
- 8) There are other reasons \_\_\_\_\_ the absence of student questions in classrooms.

9) In the 1990s, more empirical studies \_\_\_\_\_ language features \_\_\_\_\_ teacher talk such as speech, speed, vocabulary, syntax, and discourse have been explored.

10) Linguistic challenges can arise from differences \_\_\_\_\_ grammar, vocabulary pronunciation and idiomatic expressions between French and English.

11) A critique of seven assumptions \_\_\_\_\_ psychological trauma programmes in war-affected areas.

**Task 1.4. Make up sentences using the following groups of words.**

1) contact, valuable, to establish

2) elements, constituent, to differentiate

3) phenomena, common, to observe

4) way, efficient, to work out

5) results, preliminary, to question

**Task 2.1. Unit 12. Verbs and the words they combine with (Academic vocabulary in use).** Study the information on p. 32, do ex. 12.1, 12.2, 12.3, 12.4, 12.5 on p. 33.

**Task 2.2. Unit 14. Verbs and prepositions (Academic vocabulary in use).** Study the information on p. 36, do ex. 14.1, 14.2, 14.3, 14.4 on p. 37.

**Task 3. 1. Fill in the gaps with the most appropriate key verb.**

1) Questioning practice in the EFL classroom

Questioning \_\_\_\_\_ in the literature as a key teaching and learning activity with the quantity and quality of questions directly linked to language acquisition and a general positive learning experience. The purpose of this empirical study was \_\_\_\_\_ patterns of questions used by EFL teachers in a classroom environment. Using an observation methodology, four teachers were observed in class and a transcript made of the questions they each asked their learners. The teachers were

then asked to \_\_\_\_\_ question types in order to \_\_\_\_\_ the strategy from the perspective of teacher cognition. The results \_\_\_\_\_ that questioning is a major teaching technique that is appreciated by teachers and manipulated for a variety of pedagogical purposes.

## 2) THE EFFECT OF TEACHERS' QUESTIONING BEHAVIOR ON EFL CLASSROOM INTERACTION: A CLASSROOM RESEARCH STUDY

This qualitative-quantitative study is \_\_\_\_\_ as a classroom research. Focusing on two question types, display and referential, it \_\_\_\_\_ recurring patterns of questioning behavior and their interactive effects were \_\_\_\_\_ through non-participant observation. Forty reading comprehension classes in Tehran universities were \_\_\_\_\_ by the investigator. The findings \_\_\_\_\_ that display questions were used by teachers more frequently than referential questions. Also, it was \_\_\_\_\_ that NOT all referential questions could create enough interaction.

### Task 3.2. Match the key verbs with their definitions.

1) to classify	a) to try
2) to be involved	b) to recognise someone or something and say or prove who or what they are
3) to establish	c) to explain
4) to conduct	d) to show, make clear
5) to examine	e) divide things into groups according to their type
6) to account for	f) to accept something to be true
7) to attempt	g) look at or consider carefully and in detail
8) to identify	h) to organise and do
9) to demonstrate	i) to be a part of / included in
10) to assume	j) discover or get proof of

**Task 3.3. Now choose 5 key verbs from the table and use them in the sentences of your own. Stick to the academic style.**

**Task 3.4. Use phrasal verbs instead of the verbs in italics in the following sentences:**

1. This qualitative research *aims* to investigate the EFL teaching methods, approaches and strategies which would be found in English as foreign language classes.
2. The article *highlights* the student-teachers' responses to Discourse Analysis.
3. The literature review *discusses* three dimensions of CDA (critical discourse analysis) approach.
4. Norman Fairclough (2005) *presented* the framework theory of critical discourse analysis transdisciplinary with joining language theory analysis and social practice analysis.
5. Furthermore, Fairclough (1995,2005) *observed* that the model discussed in CDA analysis process *consists of* three interconnected with one another so-called three-dimensional discourse.
6. The experiment *was conducted* to rate key factors affecting the quality of English-speaking competence in Ukraine.
7. We *reviewed* scientific sources on building the English-speaking competence of intending university teachers.

**Task 4. Make up sentences using the verbs and the nouns / adverbs they combine with.**

- 1) to identify, properties, correctly;
- 2) to base, hypothesis, mainly;

- 3) to demonstrate, the effects, convincingly;
- 4) to establish, connection, clearly;
- 5) to associate, term, generally;
- 6) to examine, aspects, thoroughly;
- 7) to discuss, topic, briefly;
- 8) to pose, challenge, inevitably;
- 9) to suggest, approach, strongly.

**Task 5. Answer the questions:**

*How would you call*

- 1) a sample chosen by chance / typical of others in a larger group of things?
- 2) the results you didn't expect?
- 3) an element of great importance?
- 4) a contact you'd like to maintain
- 5) a phenomenon having little in common with others?

*What would you do*

- 1) if your colleagues falsified their research results?
- 2) to prove your research results are reliable?
- 3) if you doubted your colleague's conclusions?
- 4) to show your findings are significant?
- 5) to make sure the facts are true?

**Task 6. Unit 5. Key adverbs (Academic vocabulary in use).** Study information on p. 18, learn the adverbs, do ex. 5.1, 5.2, 5.3, 5.4 on p. 19. Find an article of interest

to you in any of your major or optional discipline, underline all the key adverbs, make sure you understand their meanings.

**Task 7. 1. Find the following adverbs in the article** “Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Project” (URL: [https://www.researchgate.net/publication/359596426\\_Data\\_Collection\\_Methods\\_and\\_Tools\\_for\\_Research\\_A\\_Step-by-Step\\_Guide\\_to\\_Choose\\_Data\\_Collection\\_Technique\\_for\\_Academic\\_and\\_Business\\_Research\\_Projects](https://www.researchgate.net/publication/359596426_Data_Collection_Methods_and_Tools_for_Research_A_Step-by-Step_Guide_to_Choose_Data_Collection_Technique_for_Academic_and_Business_Research_Projects)):

- 1) in a way that is suitable or right for the situation;
- 2) in large degree or amount;
- 3) in disregard of specific instances and with regard to an overall picture, as a rule;
- 4) used when you are giving or asking for information that is completely correct;
- 5) at the end of a long series of events or actions;
- 6) (esp. in negatives) in all cases; as an expected result;
- 7) according to rule, general custom, etc.; as a rule; ordinarily; usually;
- 8) usually, ordinarily;
- 9) in a way that is easy to understand;
- 11) in a manner unlike another in character or quality; dissimilarly;
- 12) in a bad or harmful way;
- 13) in a way that relates or belongs to each of the separate people or things you have just mentioned;
- 14) happening in addition to an intended result, often in a way that is complicated or not obvious;
- 15) to a large degree;

16) in a way that is free from error or defect and consistent with a standard, rule, or model;

17) without anything coming in between;

18) for a particular reason, purpose, etc.;

19) or the most part;

20) describes something done with complete accuracy or perfection.

**Task 7.2. Choose five adverbs from task 7.1 and use them in the sentences of your own. Stick to the academic style.**

**Task 8.1. Match the adjectives with their definition.**

1) relative (to)	a) important or noticeable
2) typical (of)	b) suitable or right for a particular situation or occasion
3) significant	c) true to a particular degree when it is being compared with other things
4) principal	d) only found in; relating to one thing and not others; particular
5) rough	e) careful to look at or consider every part of something to make certain it is correct
6) characteristic (of)	f) first in order of importance
7) specific (to)	g) seeming to exist or be true; clearly visible or understood; obvious
8) appropriate (to)	h) combining or exhibiting the essential characteristics of a group

9) rigorous	i) fairly correct but not exact or detailed; opposite: exact and accurate
10) apparent	j) (rather formal) typical of

**Task 8. 2. Fill in the gaps using key adjectives from the box.**

<i>appropriate (2)</i>	<i>inaccurate</i>	<i>specific (2)</i>	<i>qualitative</i>	<i>essential</i>	<i>apparent</i>
<i>random</i>	<i>reliable</i>	<i>conclusive</i>	<i>common</i>	<i>complex</i>	<i>quantitative</i>

1. Numerical data which is mathematically generated and computed is recognized as \_\_\_\_\_ data.
2. Both nominal and descriptive non-numerical data which cannot be shown as numbers are known as \_\_\_\_\_ data in words or sentences format.
3. Therefore, alongside a good design for the study, plenty of quality time should be spent in the collection of data to gain \_\_\_\_\_ results since \_\_\_\_\_ data prevents assuring the accuracy of findings.
4. Different methods for gathering information regarding \_\_\_\_\_ variables of the study aiming to employ them in the data analysis phase to achieve the results of the study are referred to as data collection.
5. On the other hand, more \_\_\_\_\_ methods are attitude scales that determine the predisposition of people toward any individual, phenomenon, or object.
6. These approaches employ structured data collection methods and are based on \_\_\_\_\_ sampling.
7. Nevertheless, these methods also can face \_\_\_\_\_ discrepancies and some difficulties as the implementation and investigation capacity.
8. It is not possible to achieve a \_\_\_\_\_ result without using primary data.
9. Thus, secondary data is an \_\_\_\_\_ part of research that can help to get information from past studies.



10. However, it should be noted that researchers need to re-examine the validity and reliability of these backgrounds to gain \_\_\_\_\_ results.

11. The questionnaire is one of the \_\_\_\_\_ devices for collecting information and a form or instrument including a set of questions and secure answers that respondents (from a specific population) fill to give the researcher information needed for the study.

12. There are also \_\_\_\_\_ challenges and concerns that may be faced through designing an \_\_\_\_\_ questionnaire.

**Task 8.3 Now use the key adjectives from the box in your own sentences. Stick to the academic style.**

## **Unit 2. Linguistic means of the academic discourse organisation**

**Task 9. 1. Analyze clichés in the literature review sections, make a list of these clichés.**

### *NONVERBAL COMMUNICATION IN THE CLASSROOM AND ITS ROLE IN THE TEACHING AND LEARNING FROM EDUCATIONAL PROCESS*

*Zanyar Nathir Ghafar, Hemn Mohammed Ali*

#### LITERATURE REVIEW

According to (Miller, 1988), vocal communication begins after a kid has mastered the art of nonverbal communication. According to (Pan, 2014), studies on nonverbal communication often center on instructional practices for use in the classroom that are adaptable to any field of study. Because of the considerable importance of these signals, a teacher who wants to communicate with their students successfully must be aware of their pupils' body language, gestures, gaze, facial expressions, and presentation. Effective teachers can develop a relationship with

their students by communicating with them via body language, which helps them feel more safe and supported. In order to provide adequate education, this article will concentrate primarily on nonverbal cues and the nonverbal communication of the instructor. Another study conducted by (Burroughs, 2007) attempted to determine whether or not there is a connection between the nonverbal communication of instructors and the standardized learning metrics of pupils. His research included the participation of 564 undergraduate students from a university in the middle Atlantic region. These students were asked to complete a survey on their views of learning, which also contained two questions designed to evaluate standardized metrics of learning. The findings of the research conducted by (Burroughs, 2007) showed that instructors' nonverbal communication was connected to both students' judgments of their own learning and to standardized assessments of their level of education. Additionally, (Mark et al., 2011) stated that even if a singer becomes disoriented amid a song, whether or not they speak the right words is inconsequential; instead, what counts is how to seem as if they are singing it correctly since "all that people care about is the look" (Izard, 1994).

Along with the importance of nonverbal interpersonal communication, people should consider what happens when the receiver needs to receive both verbal and nonverbal cues. The receiver is more likely to accept nonverbal signals than spoken ones. Thus, human behavior is connected to the proverbial saying, "Action speaks louder than words," which is a saying. According to (Kinsey & Dumas, 2008), the speechless message of nonverbal communication is a person's desire to express hidden intentions and sentiments, such as fear, honesty, excitement, hesitation, and unhappiness. Minor actions, like how your coworkers stand or approach a room, may reveal a lot about their self-assurance, credibility, and worth. The extent to which others may deduce your genuine intentions from how you position yourself or gaze at them may also astound you. Miller said that nonverbal signals are conveyed consciously and subconsciously, in contrast to Zoric et al., who stated that specific nonverbal actions, like a wink, are taught while others, like a feel ashamed, are natural. (Zoric et al., 2007) Gender and culture must also be considered

in nonverbal communication since they affect both the sender and the receiver. The students' age ranges and cultural backgrounds must also be considered by the teacher and instructor. The definition of culture given by Hartley and Karinch is “nothing more than accepted social norms for a group”.

The way our nonverbal behaviors merge, according to Matsumoto is greatly influenced by culture. Culture has an influence that we as educators must understand and recognize. It is critical to differentiate between nonverbal signals that are considered universal and those that have specific cultural implications when predicting behavior. The immediately identifiable smile is a global expression of delight (Caswell & Neill, 2003), and unintended or spontaneous facial emotions are universal (Matsumoto et al., 2006). Women communicate nonverbally differently than males, but this does not mean one gender is more skilled at communicating. We are urged to remember the importance of understanding classroom dynamics. Also acceptable are gender characteristics. Women tend to touch themselves during conversations more than men do. Women prefer to communicate via more expressive facial expressions and energetic head, hand, and arm movements than men do.

Full text: <https://joss.al-makkipublisher.com/index.php/js>

### *Critical Discourse Analysis on Medan Newspapers' Editorial*

*Sahlan Tampubolon*

#### Literature review

Newspaper editorial is the expression of comments, opinions, the voice of the newspaper to a certain social issue. It is the place where the editorial staff of the paper takes the opportunity to voice their opinions about local, national, or international affairs. These editorials however are usually less explicit and direct than the comment articles written by contributing specialist writers. (Iedema, 1995). This opinion is supported by van Dijk in Allan Bell and Peter Garret (1998) which is proposed that “editorials are generally expected to express opinions, depending

on the type and the stance of the newspaper. These opinions may vary considerably their ideological presuppositions”. In this case, the ideologies and opinions of the newspapers are usually not personal, but social, institutional or political. Newspaper’s editorial according to Damayanti (2012) is divided into four types, they are: to inform or to interpret, to criticize, to persuade, and to praise. The interpretive editorial is an editorial which interpret or inform an idea or phenomenon which is based on facts. This editorial is the most effective if it gives the clarification of place, with detailed description of the causes of an issue and illuminate the importance of the topic. The critical editorial is an editorial that focuses on a certain action or situation which is supposed to be mistaken. The persuasive editorial is an editorial which offer a specific solution due to the problem and emphasizing direct action due to understand the problem. The praise editorial is a kind of editorial that give a positive comment about a certain people or a certain organization which is assumed did the good action.

Elisabeth Le (2009) elucidated that editorialists rely almost exclusively on sociocultural codes of values (as opposed to expressions of emotions) to convey their mostly negative evaluations of the issues in discussion. appreciation and Judgement values are based on socio-cultural codes of values, but they may still trigger emotional responses by their positive or negative orientations.

The basic difference of Indonesian press from that of liberal press lies in social responsibility. It is Pancasila press that employed on Indonesian constitution no 40 in 1999 that vividly stated the social responsibility. The power of Indonesian press in the last two decades had resulted a very significant change from authoritarian into a democratic one. In the process of democratization, Indonesia have variety of access to express their sociopolitical position, whose context have produced freer discursive expressions. Such a freedom of speech has resulted in different patterns of socio-political discourses in the Indonesian mass media, such as news, editorials, and talk shows. In turn, these have produced different patterns of linguistically-constructed power relation in Indonesian Society. The pattern of power relations can be seen in different registers and genres, (Riyadi Santoso et. al

2014 : 23). News in Indonesian press will give social effect from a certain news while western press do not. Liberal press can not be sued of giving a certain news if it is supported by facts and evidence. The different concept between this two presses is the urgent of the research in this study. The conceptual basis study in this research is adopted from Norman Fairclough,s ideas on discourse and power and discourse and hegemony. It is tried to link social practice and linguistic, as well as micro and macro analysis of discourse. For Fairclough (1992) the three dimensions of discourses respectively correspond to three analytical traditions: linguistic tradition with close textual and linguistic analysis; the micro sociological tradition with an emphasis on social structure; and the interpretive or micro sociological tradition that stresses individual action and agency. A synthesis of these three dimensions is characteristic of Fairclough's CDA approach and he aims at addressing the weakness in each domain. Meanwhile, such theorization locates his CDA in the current sociological debate on structure and agency. By arguing that discourse engages in a dialectical relationship with situation, institutions and social structures, that is, it is shaped by society and goes on to shape it, he takes a constructivist position which emphasizes that social reality is constructed by discourse. However, Fairclough (1992) argues that not all discourses are ideological. The discursive practices are ideologically invested in so far as they reproduce or transform relations of dominations. In this point, he shares Critical Discourse Analysis (CDA) first originated in Britain in 1980s when the work *Language and Control* was published. Critical Discourse Analysis (CDA) is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. With such dissident research, critical discourse analysis take explicit position, and thus want to understand, expose, and ultimately resist social equality (Van Dijk, 1988a). The object of CDA is public speech, such as advertisement, newspaper, political propagandas, official documents, laws and regulations and so on. Its aim is to explore the relationships among language, ideology and power. Again, Fairclough (2010 :11) elucidated that CDA has its characteristics that CDA is not

just analysis or more concretely text but it is a transdisciplinary analysis between discourse and social process, it includes some form of systematic analysis of text and it addresses social wrongs in their discursive aspects and possible ways of righting or mitigating them.

In addition to this thought, Weiss and Wodak (2003: 39) clarified the relationship between Discourse Analysis and CDA by presenting that Discourse Analysis pointed out that CDA treats 'criticism' as if it were intrinsic to the enterprise (and, implicitly, absent from other forms of discourse analysis. Norman Fairclough (2005) developed the critical discourse analysis (CDA) with aim to develop the frame work theory of critical discourse analysis transdisciplinary with joining language theory analysis and social practice analysis. CDA is the descendent of Systemic Functional Linguistics (SFL), of course CDA have differences and similarities with SFL. The salient similarities is both CDA and SFL see that language is social construct that's why assume it is importance to know the concept and context. While the salient difference is that SFL focuses on study the real language with arguing how the meaning is created in many different context, and the SFL is an analysis which explore the relationship between language and power and the way how to maintain the power.

The common dictions used in CDA are power, domination, hegemony, ideology, class, gender, race, discrimination, interest, reproduction, institution, social structure, social regulation. The level of language use is called micro level, while the diction such as power, dominance, group differences are part of macro level The gap between micro level and macro level is called meso level. Furthermore, Fairclough (1995,2005) suggested that the model discussed in CDA analysis process consists of three interconnected with one another so-called threedimensional discourse. Firstly, the object of analysis which includes verbal language (spoken), visual text and verbal text which was then called micro analysis or linguistic dimension. Secondly, the process by which an object is generated and received (writing / speaking/designing and reading / listening) viewing by a human subject. The dimensions are then referred to macro analysis or the interpretation

dimension. Finally, Sociohistorical conditions that determine both the above process. This dimension is then called with meso analysis or explanation dimension.

*Communication and Discursive Strategies. Theory and Practice in  
Training Pre-School and Primary School Teachers  
Angelica Hobjilă*

Literature review

Theory and practice in teacher training.

The present paper follows the path of the actualisation, in activities led by students in the kindergarten and primary education system, of the essential links between theory, practice (Caires & Almeida, 2005; White, 2009 etc.) and experience (Lunenbergh & Korthagen, 2009), links that may help to solve the problems identified by students and mentors and reflected in the literature in the field by the so-called “gap” between theory (university courses, theoretical training, in general) and practice (Nilsson, 2008; Cheng et al., 2010 etc.). Considering that experience characterises teachers who already teach, the aspect considered here is the relationship between theory and practice in the training of future teachers. Specialist literature provides ample and relevant perspectives and examples in this respect. Both predominantly theoretical studies and those dealing with issues identified in concrete training situations, in various education systems, lay emphasis on the need for the bijective relationship of the two realities, theory and practice.

Thus, on the one hand, the theory-practice injective relation consists in the fact that theory assimilated in courses/ seminars can provide students with the support needed to address the challenges they will encounter in the classroom (Lunenbergh & Korthagen, 2009) and offer them pedagogical knowledge and subject matter knowledge (Zeidler, 2002; Nilsson, 2008), which are necessary for them to plan and pursue an instructional-educational undertaking and to relate to it retrospectively, analytically and critically; it is paramount that students are able to translate “required knowledge into effective classroom practice” (Nilsson, 2008, p.

92) and in order to achieve this, students need contextual knowledge (Zeidler, 2002; Nilsson, 2008), which they acquire over time, in addition to the support of practicum mentors who ought “to help the student teachers put their learning from the teacher education programme into practice” (Cheng et al., 2010, p. 91). This points us to the importance of the quality of the mentors – along the lines of slogans such as “Teach as you preach” and “Walk your talk”, mentors must themselves be “good models of the kind of teaching they are trying to promote, in order to support their student teachers’ learning. [...] Teacher educators should not confine themselves to (1) modelling, but should also (2) explain the choices they make while teaching (meta-commentary), and (3) link those choices to relevant theory” (Swennen et al., 2008, p. 531). These last elements are also in focus in the present paper: (1) modelling: students attend activities led by teachers and other student teachers – their peers during practicum – and answer the interview questions, based on these experiences; (2) meta-commentary: in discussions following demonstration activities, students will explain some of their options regarding communication with preschoolers or young school children; (3) linking practice and theory: in discussions between the tutor and the student and during university courses and seminars – an aspect considered in reviewing the curricula and syllabi in addition to certain answers of the interviewees. On the other hand, the injective relationship between practice and theory enables the selection of the most appropriate theoretical directions and even their reconfiguration, based on the particular data of each educational context and on teaching experiences. Just as in communication usage makes/ changes the norm, at the level of activities conducted in school, practice can reshape theory (indeed, the history of pedagogy, of specialised teaching approaches, etc. are evidence of this fact).

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*Using Multiple Questioning Strategies Viewed from Teachers' and Students' Perspectives*

*Associate Professor Dr. Melor Md Yunus*

*Associate Professor Dr. Mohd Hanafi Mohd Yasin*

Literature review

The present research reviewed on the diversity of questioning techniques that were conducted by English teachers based on their gender and teaching experiences. Based on the previous study by Van Dat Tran (2015) revealed that gender plays an important role in determining the pedagogy effectiveness and teaching and learning practices. In addition, the study conducted by Zalizan et.al (2014) found that female teachers are more committed to do something in the learning and teaching process. This situation creates different strategies between male and female teachers in the use of their creativity and diversity in questioning. Besides, experiences play an important role in determining teachers' teaching pedagogy as stated in the study conducted by Zalizan et.al (2014) which revealed that it is easier to use varieties of effective teaching techniques for the teachers whose experience is more than 5 or 7 years as compared to the new teachers. However, in today's technological era, the new teachers were found to be more innovative in contrast with older teachers who mainly prefer conventional methods, ie the teachers give lectures and the students have to memorize them (Norlena, 2000). This is because the new teachers are often equipped with skills in using technologies and obtained latest information as compared to the older teachers (May et.al, 2010).

English proficiency among students in Indonesia nowadays has become a national priority in order to produce more Englishmastering students either at the secondary school or at university level. Therefore, various attempts have been made by the Ministry of Education of Indonesia in improving English achievement among students. Efforts including changing the English curriculum, teacher training and in-service training for English teachers have also been conducted before. However, students' achievement and proficiency in English is still unsatisfactory. This results from pedagogy implemented by the teachers which is still unsuccessful in leaving a

significant impact for English proficiency among students as stated in the studies by Chen Fook Yuen, Gurnam Kaur, Fatin Alianam, Parmjit & Md. Rizal (2012).

Thus, a pedagogy-related research which focuses on diverse questioning techniques and which is a fundamental part in learning English should be studied in detail to improve English proficiency aspect among students. A study published by the Sun (2012) revealed that variations and effective questioning techniques can increase students' motivations, English communication which ultimately leads to mastering English language. On students' aspect, the research demographics background is on the basis of sex. Based on the previous studies conducted by Voyer & Voyer (2014), female students were proven to be better than male students in various learning activities whenin the classroom. Similarly, on the aspects of English language achievement, many studies revealed that the females students have better academic achievement than those male students (Martirosyan, Hwang & Wanjohi, 2015). Hence, studies involving the comparisons of male students in aspects relating to the perceiving of questioning techniques, motivation, English proficiency and critical thinking skill also need to be assessed in this study.

Full text: [Account Suspended \(uinjambi.ac.id\)](http://uinjambi.ac.id)

**Task 9.2. Write a passage (150-200 words) of the literature review in subject you are interested in using the clichés from your vocabulary.**

**Task 10. Analyze the linguistic means of description aims and tasks of research in the articles given below, compile the vocabulary of the useful words and phrases:**

*BUILDING ENGLISH SPEAKING COMPETENCE OF INTENDING HIGHER  
EDUCATION INSTITUTIONS TEACHERS*

AIMS

Despite the attention of scientists to the problem of developing English communicative competence in higher education both Ukrainian and foreign researchers still do not exhaust all aspects of English usage among the educational process participants of higher educational institutions in Ukraine. Therefore, the article aims to study and substantiate the phenomenon of English-speaking competence as an important component of modern higher education in Ukraine. To achieve the aim we should implement some tasks, the solution of which will ensure the step-by-step realization of the result. The tasks are: 1) to identify the main reasons for the necessity of developing English-speaking competence among intending university teachers; 2) to study the main factors affecting the development of English language competence of future higher education institution teachers; 3) to define the ways to improve university teachers' English speaking competence in higher education in Ukraine.

Full text: DOI <http://dx.doi.org/10.14571/brajets.v16.se2.73-82>

*Communication and Discursive Strategies. Theory and Practice in  
Training Pre-School and Primary School Teachers*

In this paper I have settled on identifying the role occupied by the particular dimensions of communication and discursive strategies in the initial training of pre-school and primary school teachers in Romania. In exploring this problem, I aim to: (a) pinpoint the role occupied by communication, in general, and by discursive strategies, in particular, in the curricula and course syllabi pertaining to the initial training of pre-school and primary school teachers; (b) analyse the ways in which teaching practice tutors, on the one hand, and students engaged in practical training, on the other, relate to the issue of communicating with children of pre-school and primary school age; (c) identify avenues for improvement in order to optimise the relationship between theory and practice in the area of communication and of the actualisation of discursive strategies in activities conducted in kindergarten and primary school.

Full text: doi: 10.1016/j.sbspro.2011.11.303

## *Using the Interdisciplinary Approach to Enhance Students' Intercultural Communication Competence in English Language Training Programme*

By utilizing the interdisciplinary approach in this study, it is possible to develop students' language skills and enhance their knowledge of culture which can result in better intercultural communication and overall competence. Results are expected to fulfil students' learning needs in terms of obtaining knowledge from various disciplines, increasing students' intercultural competence, and improving understanding of the world cultures.

### Research Objectives

1. To determine how interdisciplinary approach improves students' intercultural communication competence 2. To investigate students' attitudes towards the use of interdisciplinary approach for students' intercultural communication competence.

### Research Questions

1. How does interdisciplinary approach improve students' intercultural communication competence? 2. What are students' attitudes towards the use of interdisciplinary approach for their intercultural communication competence?

Full text: <https://www.researchgate.net/directory/profiles>

## *AUTOMATIC CLASSIFICATION OF EFL LEARNERS' SELF-REPORTED TEXT DOCUMENTS ALONG AN AFFECTIVE CONTINUUM*

The initial aim of this study is to propose an alternative method, machine learning, in order to place learners along a continuum based on their affective characteristics as EFL (English as a foreign language) learners. Research aiming to reveal affective characteristics of students is carried out with qualitative (interviews,

observations), or quantitative (surveys, questionnaires or scales) approaches (Buissink-Smith, Mann & Shephard, 2011). Although these existing methods are useful for both revealing affective characteristics of students and finding out their relations with various factors, they may require immense time and effort of researchers and practitioners. Unlike these methods, this study aims to present a practical and time-efficient method to define the place of students along an affective continuum and categorize them into two (positive or negative) or three (positive, neutral or negative) groups along this continuum via machine learning. Furthermore, this study displays how the objectivity of affective assessment is increased by means of computerized methods. The affective measurement suggested here could be used for various purposes. For example, a teacher may have a desire to find out the affective stance of his/her learners on EFL learning for designing effective learning courses or for predicting possible affective domain-related difficulties or challenges for the entire year. Defining affective characteristics at the outset of an EFL course or program is highly significant in terms of detecting students' negative feelings and taking precautions to replace these negative feelings with positive ones.

Moreover, the study aims to present a new dataset about affective characteristics of EFL learners. Thus, researchers may conduct further studies by using computerized methods. The study could be evaluated as a first step of analyzing affective variables through computerized methods. In the next subsections, information about the dataset and automatic classification scheme based on machine learning is given in addition to the results of the study including accuracy and feature set analysis.

Full text: DOI: [10.20535/2410-8286.248091](https://doi.org/10.20535/2410-8286.248091)

**Task 11. Analyze linguistic means of describing research methods in the given articles:**

*AN ANALYSIS OF SPEECH ACTS USED BY ENGLISH TEACHERS IN  
CLASSROOM TEACHING AND LEARNING PROCESS AT SMA NEGERI 2  
BANJAR I.*

*A. N. A Swandewi, D.P Ramendra, P. A. K Juniarta*

**RESEARCH METHOD**

The research was conducted by using qualitative approach. Crashwell (2012) states that “a central phenomenon is the key concept, idea, or process studied in qualitative research.” In qualitative, the central phenomenon can be analyzed. According to Best & Kahn (2006), Documents are an important source of data in many areas of investigation. Document analysis is used in Descriptive research. Descriptive qualitative research is kind of research which describes the phenomenon, the data, the situation, as what it is really found. Besides, the qualitative descriptive study is the description of needs presentations of the facts of everyday language. The data which is showed in the finding is the real data that the researcher found during collecting the data and it used to answer all of the research questions that have been formulated by the researcher. The research was conducted in SMA Negeri 2 Banjar. This school is located in Banjar district, Singaraja Regency. The research was done in academic year 2017/2018. The research subjects in this study were two teachers who are teaching English in twelfth grade at SMA Negeri 2 Banjar. Those teachers was chosen as subjects because the researcher wants to discover the use of speech acts in educational field especially in teaching activity by English teachers at SMA Negeri 2 Banjar.

Full text:

[https://www.researchgate.net/publication/348205229\\_An\\_Analysis\\_of\\_Speech\\_Acts\\_Used\\_in\\_English\\_Teaching](https://www.researchgate.net/publication/348205229_An_Analysis_of_Speech_Acts_Used_in_English_Teaching)

*Teacher Talk in Encouraging Students' Participation  
in the EFL Classroom*  
*Yanty Wirza, Ummu Imro'atus Sholihah*

## II. METHOD

This study employed a descriptive case study that will be analyzed through qualitative methods and a combination of simple quantitative, especially in measuring the percentage of each teachers' talk categories. This study was conducted at one of private Junior High Schools in Bandung. An English teacher and 36 students of seventh graders were involved. The data were gathered through six classroom observations and an interview with the teacher and students. The collected data from video recording were transcribed and then coded to categorize teacher talk types found and students' participation encouraged by the talk. Teacher talk types were coded using teacher talk in terms of instructional talk and management talk by Zulfah et al. (2015), while students' participation types were categorized using criteria adopted from Turner and Patrick (2004) and Crosthwaite et al. (2015). After the coding, the data were calculated to see the most types of teacher talk found and how students' participation types were encouraged by the teacher through the talks. Then, the interview data were used to see students' perceptions of the teacher talk and their performances.

Full text:

[https://www.researchgate.net/publication/340485900\\_Teacher\\_Talk\\_in\\_Encouraging\\_Students'\\_Participation\\_in\\_the\\_EFL\\_Classroom/fulltext/5e8c7cab299bf130798435ef/Teacher-Talk-in-Encouraging-Stude](https://www.researchgate.net/publication/340485900_Teacher_Talk_in_Encouraging_Students'_Participation_in_the_EFL_Classroom/fulltext/5e8c7cab299bf130798435ef/Teacher-Talk-in-Encouraging-Stude)

TEACHER TALK AND STUDENTS TALK IN EFL CLASS  
ACTIVITY:SECONDARY SCHOOL CONTEXT

Pricilia Tupalesy, Marcy S. Ferdinandus, Hellien Jequelin Loppies

## RESEARCH METHOD

The researcher used a mixed method (Exploratory sequential mixed method design) to do this study. In other words, the researcher acquired qualitative data in the first phase and then evaluated the data. The results directed the second quantitative phase, a survey or another kind of quantitative data collection. The research took place at a secondary school in Eastern Indonesia. The participants of this study were an English teacher and 32 Students. In this study, two instruments were used for data collection: interviews and observations. The interviews helped gather information about how teachers and students talk in English classes. It used open-ended questions to get detailed answers. After the interviews, observations were done using a structured approach. This helped categorize what was seen, and tally marks (|) were used to keep track. The tallies in each teacher's talk and student talk category were counted and put on a list. Audio and video recordings were also used to capture what happened during the English class. The data were analysed using the thematic analysis method for qualitative data. According to Braun and Clarke (2019), there were six steps in conducting a thematic analysis: Data Familiarization, Initial coding generation, Search for themes based on initial coding, Review of themes, Theme Definition and labelling, and Report writing. The quantitative data was gathered through structured observation by the researcher. The data in a frequency table (tallying) will be analysed using a relative frequency distribution table. The data can be calculated using the formula from Wirawan (2016).

Full text:

[https://www.researchgate.net/publication/379063702\\_TEACHER\\_TALK\\_AND\\_STUDENTS\\_TALK\\_IN\\_EFL\\_CLASS\\_ACTIVITY\\_SECONDARY\\_SCHOOL\\_CONTEXT](https://www.researchgate.net/publication/379063702_TEACHER_TALK_AND_STUDENTS_TALK_IN_EFL_CLASS_ACTIVITY_SECONDARY_SCHOOL_CONTEXT)



*Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR*

*Chutima Intarapanicha*

#### 4. Methods

To obtain the data, two qualitative research methods; Direct Observation and In-depth Interview, were administered with 5 teachers of English from three different schools one primary and two secondary schools. Data collection took approximately 3 weeks during the 2nd semester of the 2009 academic year. EFL Teachers who participated in the study were observed in their teaching and were asked to answer a list of guided interview questions that allowed them to elaborate on their teaching style and clarify the teaching methods done in as a non-participated observer noted down all teaching and learning activities in chronological order on an observation form. In order to supplement the brief handwriting notes, video and audio recordings were used as data collecting tools in both observation and interview sessions that consumed 30 to 90 minutes. To manage the data collected, an A to E alphabet was committed to identify each teacher as participant, who became the primary recourse of the study. Data were collected in the English, Thai and Lao languages depending on each participant's preference and type of research tools.

Full text: doi: 10.1016/j.sbspro.2013.08.510

**Task 12. Write up the aim, tasks and methods of your research. Get ready to introduce your research to the group-mates.**

**Task 13. Analyze linguistic means of writing up the results section:**

*The Effect of In-service English Teachers' Talk on Pre-Service English Teachers:  
A Case Study in Yangtze Normal University*

#### *4. Findings and discussion*

As one can see in table 1, it was shown that a range of 50% to 65% of class time was allocated to teacher talk by first three in-service teachers, while about 70% to 83% of class time has been devoted to teacher talk by the latter pre-service teachers. It is easily found that teacher talk occupies most of the class time. The class, to some extent, is teacher-centered. Because the middle school students are on a preliminary level, the pre-service teachers speak more in class, while the middle school students are inclined to listen.

Table 2 displayed different types of questions asked by teachers in class; we could easily find that the first three in-service teachers mainly focused on divergent questions, which specifically refer to their view on the texts to cultivate their critical thinking; on the contrary, the latter three pre-service teachers attached more importance to convergent questions and procedural questions. From the transcript, the convergent questions asked by pre-service teachers mostly are related to word, phrases and sentence structure from the textbook, and pre-service teachers prefer to ask the following procedural questions “Is that clear?” “Are you ready?” “Understand?”

It has indicated that both in-service and pre-service teachers like to give positive feedback to establish their confidence. The reason for more negative feedback from pre-service teachers is related to the questions they ask. The questions they ask are the spelling of words, the usage of expressions, phrases, and the formation of sentence structure, so the answers are fixed. From the questionnaires, With regard to the communication effect in class, the result shows 88% of pre-service teachers occasionally use the expressions which are used by their in-service teachers, in the same way, about 52.54% of the middle-high school students sometimes use the examples in their daily life listed by their pre-service teachers in class, which indicates that both in-service and pre-service teachers failed to create authentic communication atmosphere.

Regarding the influence of questioning on pre-service teachers' English proficiency, 90% of interviewees held a positive attitude that questioning could help them concentrate in class and keep a good mood for study, especially can urge them to show their ideas critically; 10% of interviewees stated that questioning might increase their anxiety and is harmful to their output. In comparison, 88.14% of middle school interviewees support this way to help them grasp the key and essential points, while 8.47% of middle school interviewees have innocence attitudes toward the questions.

With respect to the feedback, 80% of pre-service participants point out that in-service teachers will give a specific comment on their answers, while 52.54% of middle school participants point out pre-service teachers prefer to use some simple words just like "good" "well done" "ok" "yes" "thank you", which may not be suitable for their motivation for study. About 50.85% of pre-service teachers will follow that way if students face the same problem.

In regard to the wait time, about 66% of in-service teachers and 72.88% of pre-service teachers will give less than 30 seconds for students to think. When students cannot give answers immediately, about 66% of in-service teachers will extend wait time and let students think more, if the students still cannot get the point, in-service teachers will explain the questions one more time to evoke the answers. 62% of pre-service teachers mentioned that the proper feedback on them by in-service teachers occasionally evoke their enthusiasm, in contrast, 73.88% of middle school participants mentioned the proper feedback on their performance by pre-service teachers always build their confidence and elicit their desire for study. Refer to the effect of teacher talk on pre-service teachers, 34% of pre-service participants said in-service teachers' talk has great influence on their talk, 16% of them pointed out their teachers' talk has little effect on their output, 50% of participants are in a middle line. Specifically, Pre-service participants mentioned the way to error correction, and content feedback can facilitate their involvement in class. When they made mistakes, most of their teachers do not correct the errors directly and give a right answer or invite other students instead; in-service teachers would paraphrase

the questions again and help them to repair the answers by themselves, which can construct students learning potential.

With regard to the content feedback, in-service teachers do not give a general comment while making a concrete judge on their content, which makes students think teachers are listening to their voices and they want to show more in class. In-service teachers' talk also has some adverse effects on pre-service teachers. Improper echo (frequently use of "ok") or the improper time of echo students' answer would decrease their involvement.

Full text: <https://www.ijmra.us/>

**Task 14. Read the conclusion sections below, write out all useful phrases and clichés that can help you to write up conclusions of your research.**

### *5. Conclusion*

From the data collected, in-service teachers' talk plays a constructive and obstructive role in pre-service teachers' learning process. In-service teachers should improve the teaching approach to make them have better performance in a trial class. There follow some suggestions: teacher talk should be authentic which is highly related to our real life, and the time allotment of teacher talk should be within 15-20 minutes in 45 minutes' class; the feedback should be diversified to facilitate their emotion and make them know what they have done well and what they should improve.

Full text: <https://www.ijmra.us/>

## *VI. CONCLUSION*

This article provides an overview of different data collection methods, the challenges researchers can face conducting these processes, and finally, the ethical issues that must be considered in data collection processes. For this, we first discussed the most common methods including questionnaires, interviews, focus

groups, observation, surveys, case studies, and experimental methods. The merits and demerits, as well as the situations each method can be utilized, were also reviewed. Then, the less common methods were explained shortly.

The most important points that were considered to investigate the advantages and disadvantages of these methods are required cost, time, and training factors as well as bias issues, reliability, and validity of the processes. The general issues and challenges that may occur during data collection processes were explained then and some recommendations were also added to address the issues. Finally, the ethical commitments were studied including the issues that can happen as a result, how the process can be implemented ethically, and also the list of documents that should be provided for the committees to obtain the ethical commitments.

Full text:

[https://www.researchgate.net/publication/359596426\\_Data\\_Collection\\_Methods\\_and\\_Tools\\_for\\_Research\\_A\\_Step-by-Step\\_Guide\\_to\\_Choose\\_Data\\_Collection\\_Technique\\_for\\_Aca](https://www.researchgate.net/publication/359596426_Data_Collection_Methods_and_Tools_for_Research_A_Step-by-Step_Guide_to_Choose_Data_Collection_Technique_for_Aca)

### *Conclusion*

This article has provided a comprehensive overview of various data collection methods, the challenges researchers may encounter, and the ethical considerations that are essential to the data collection process. We began by exploring the most commonly used methods, including questionnaires, interviews, focus groups, observations, surveys, case studies, and experimental techniques. The advantages and disadvantages of each method were discussed, with particular attention given to factors such as cost, time, required training, potential biases, and the reliability and validity of the data. Following this, we addressed the general challenges that may arise during the data collection process, offering practical recommendations for overcoming these obstacles. These challenges include issues

related to the location of data collection, participant literacy, timing, researcher exhaustion, and the handling of sensitive data. Finally, we delved into the ethical commitments that are crucial to ensuring that data collection is conducted responsibly. This included a discussion of confidentiality, legal considerations, the importance of obtaining informed consent, and the need for ethical clearance. We also highlighted the necessary documentation for ethical review committees to ensure that research is conducted in a manner that protects participants' rights and well-being. In sum, successful data collection requires careful consideration of both practical and ethical factors. By understanding the methods available, anticipating potential challenges, and adhering to ethical guidelines, researchers can ensure that their data collection processes are robust, reliable, and respectful of participants' rights.

Full text:

[https://www.researchgate.net/publication/383155577\\_Data\\_Collection\\_Fundamentals\\_A\\_Guide\\_to\\_Effective\\_Research\\_Methodologies\\_and\\_Ethical\\_Practices](https://www.researchgate.net/publication/383155577_Data_Collection_Fundamentals_A_Guide_to_Effective_Research_Methodologies_and_Ethical_Practices)

## Sample test

### 1. Choose the most appropriate word to complete the sentence.

1) Dety \_\_\_\_\_ an intertextual phenomenon but was not able to come to any significant conclusions.

a) invalidated    b) collated    c) investigated    d) discovered

2) An instance of actual CDA studies on mass media discourse is reviewed in \_\_\_\_\_ of topics of obviously popular interest among society.

a) roles    b) terms    c) issues    d) samples

3) The \_\_\_\_\_ process steps in a case-study method are shown in Figure 6.

a) common    b) considerable    c) explicit    d) major

### 2. Fill in the gaps with a correct preposition.

1) This is a case \_\_\_\_\_ rethinking approaches to teacher education.

2) The article is \_\_\_\_\_ the subject \_\_\_\_\_ data collection.

3) S. Brown analyses the list of documents that should be provided \_\_\_\_\_ the committees to obtain the ethical commitments.

### 4. Use a noun phrase instead of a key verb or adjective

1) to explore

2) to emphasise

3) very relevant

4) extremely broad

### 5. Match the words to their definitions.

1) to challenge                      a) to have an influence on someone or something, or to cause a change in someone or something

2) ultimately                      b) true to a particular degree when compared with other things

- 3) scope
  - 4) relative
  - 5) subject  
etc.
  - 6) to affect
- c) thing which is being discussed, considered or studied
  - d) finally, after a series of things have happened
  - e) the range of a subject covered by a book, discussion,
  - f) dispute the truth or validity of



### Points for all kinds of work to get a credit

Practical classes, independent work, individual projects			IP	Total
Topics	Points	Total	0-10	0-100
Topic 1	0-10	0-90		
Topic 2	0-10			
Topic 3	0-10			
Test paper	15			
Topic 4	0-10			
Topic 5	0-10			
Topic 6	0-10			
Test paper	15			

## **Recommended literature**

### **Basic**

1. Hewings M., Thaine C. Cambridge academic English: an integrated skills course for EAP (advanced). Cambridge: Cambridge University Press, 2018. 172 p.
2. McCarthy M., O'Dell F. Academic vocabulary in use. Cambridge: Cambridge University Press, 2017. 178 p.
3. Rogers L. Writing skills (advanced). Delta Publishing, 2020. 190 p.

### **Optional**

4. Єременко Т. Є., Трубіщина О. М., Юмрукуз А. А. Ефективне академічне та наукове письмо: від теорії до практики: навчальний посібник для студентів магістратури. Одеса: Південноукраїнський нац. пед. ун-т імені К. Д. Ушинського, 2018. 204 с.
5. Boyle M. Skillful listening and speaking. Level 4. Macmillan, 2020. 180 p.
6. McCarthy M., O'Dell F. English phrasal verbs in use: advanced. Cambridge: Cambridge University Press, 2020. 170 p.
7. Templeton M. Public Speaking and Presentations. USA: The McGraw-Hill Companies, 2020.
8. Wyatt R. Check your English vocabulary for phrasal verbs and idioms. Bloomsberry, 2019. 80 p.
9. Yeremenko T, Lukyanchenko I., Demchuk A. Development of prospective EFL teachers' questioning skills in classroom discourse: interdisciplinary approach. Advanced education. Issue 9 (21). Kyiv, 2022. 22-39.
10. Yeremenko T., Lukyanchenko I., Demchuk A. Cross-cutting training in pre-service English teacher's classroom discourse acquisition. Інноваційна педагогіка, 46. 2022. 51-58.

### **Internet resources**

1. Gillett A. Using English for academic purposes: a guide for students in higher education. URL : <http://www.uefap.com/>
2. Journal of English for academic purposes. URL: <http://www.journals.elsevier.com/journal-of-english-for-academic-purposes/>

3. Mc Combes Sh. How to quote in academic writing. URL:  
<https://www.scribbr.com/citing-sources/how-to-quote/>
4. Prewitt J., Caswell A. The Gendering of Language: A Comparison of Gender Equality in Countries with Gendered, Natural Gender, and Genderless Languages. URL:  
[https://www.researchgate.net/publication/257663669\\_The\\_Gendering\\_of\\_Language\\_A\\_Comparison\\_of\\_Gender\\_Equality\\_in\\_Countries\\_with\\_Gendered\\_Natural\\_Gender\\_and\\_Genderless\\_Languages](https://www.researchgate.net/publication/257663669_The_Gendering_of_Language_A_Comparison_of_Gender_Equality_in_Countries_with_Gendered_Natural_Gender_and_Genderless_Languages)
5. Presentation Tips for Students: How to Give a Great College Speech.  
<https://www.youtube.com/watch?v=js5W1K39H24>
6. Types of academic misconduct. URL:  
<https://students.wlu.ca/academics/academic-integrity/types-of-academic-misconduct.html>