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ІМЕНІ К. Д. УШИНСЬКОГО»

Мулик К.О.

методичні рекомендації «Іноземна мова в освітньо-професійній і науковій діяльності» для здобувачів другого (магістерського) рівня вищої освіти спеціальності 011 Початкова освіта.

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Мулик К.О.

Методичні рекомендації «Іноземна мова в освітньо-професійній і науковій діяльності» для здобувачів другого (магістерського) рівня вищої освіти спеціальності 011 Початкова освіта. Одеса. 2024. 55 с.

Методичні рекомендації містять необхідну інформацію щодо мети та змісту курсу, методичного забезпечення основних форм контролю, результативності виконання практичних завдань, завдання для самостійної роботи здобувачів. Посібник презентує добірку текстів і вправ для розвитку навичок писемного і усного спілкування відповідно до стандартів сучасного англомовного наукового дискурсу, виокремлює лінгвостилістичні особливості англомовних наукових текстів, визначає вимоги й основні правила написання наукової продукції.

Зміст

Вступ

Методичні рекомендації відповідають робочій програмі «Іноземна мова в освітньо-професійній і науковій діяльності» для здобувачів другого (магістерського) рівня вищої освіти спеціальності 011 Початкова освіта. Матеріал призначено для здобувачів другого (магістерського) рівня вищої освіти, викладачів, наукових співробітників, а також для всіх, хто бажає удосконалити знання з ведення професійно-наукової комунікації англійською мовою.

Методичний посібник складається з юнітів, що включають спеціальні тексти, вправи, завдання для самостійної роботи спрямовані на формування навичок професійно-наукової комунікації англійською мовою.

Практичне оволодіння іноземною мовою в рамках цього курсу передбачає наявність таких умінь у різних видах іншомовної комунікації: визначення особливості наукового та офіційного стилів мовлення; вільне читання оригінальної літератури іноземною мовою у відповідній галузі знань; оформлення наукової інформації з іноземних джерел у вигляді перекладу чи резюме; повідомлення, доповіді іноземною мовою, пов'язані з науковою роботою та ведення бесіди за спеціальністю; оформлення наукової усної та писемної доповіді.

Матеріали методичних рекомендацій формують знання про сутність та структуру професійно-наукової комунікації і можуть бути використані як під час аудиторних занять так і для самостійної роботи здобувачів освіти другого (магістерського) рівня вищої освіти

UNIT 1

WHY DO WE CHOOSE POSTGRADUATE STUDIES?

Task 1. Learn the words. Read the examples. Think of your own examples with these words.

Abstract of thesis (article) - Автореферат дисертації (статті)

Every postgraduate has to write abstract of thesis before the thesis. The abstract of thesis is published or presented online.

Adviser – куратор, науковий керівник

The adviser has to manage the process of the research and defense. Highly-qualified adviser is very important for each postgraduate student and candidate for Master's degree.

Adviser-consultant – Експерт, Радник-консультант

Each adviser is at the same time adviser-consultant. Mr. Smith is my adviser-consultant. In my opinion, he is the best consultant in University.

Assistant professor - Доцент (нижче ніж Associate professor)

The assistant professor position means the scientific work activity and prosecution of research. Assistant professors carry out the scientific work of their own.

Associate professor – Доцент університету, адьюнт - професор

The associate professor position is higher than that of the assistant professor. Associate professors carry out the scientific work of their own and guide postgraduate studies and their scientific research.

Candidate for Master's degree - Кандидат на здобуття ступеня магістра

Candidates for Master's degree take the course of studies after four years of university studies and graduation. In two years they will get the Master's degree.

Complete – Завершено. Completion - Завершення

My friend has completed the studies for master's degree and would like to take postgraduate course. He would like to become the postgraduate in Applied Mathematics.

Continuing professional development — (CPD) Безперервний професійний розвиток

After graduation one of the ways of the career's promotion is to take the CPD course. Continuing professional development courses gives new job competences.

Doctor of Science=ScD=DSc - Доктор технічних наук

To become Doctor of Science one has to take the course of doctorate. After defense of doctorate thesis my brother will become the Doctor of Science.

Task 2. Read about the reasons for choosing the postgraduate course. What are your personal reasons? Motivate your choice. Discuss the problem in pairs and in groups.

Why Do We Choose Postgraduate Studies?

What does choosing the postgraduate course mean for a person? It is going up the level higher than the first degree. What are the reasons for taking postgraduate studies? The first one is the stimulus of the intellectual challenge: working with concepts, approaches, methods and ideas, developing skills of analysis and research among the researchers and academics.

The second reason is the personal challenge. What is the difference between the undergraduate and the postgraduate level? Undergraduate level develops study skills and the ability of independent studies, and the postgraduate course specifies skills perfection, responsibility, independence in one's own learning, ability to work with complex ideas and concepts and developing them.

Next, there is the serious problem of career prospects, more interesting and highly paid jobs. PhD degree or degree of Doctor of Science can be an obligatory requirement for entering the career, the researcher career or securing promotion to higher levels. In some professional fields the joint programs of universities and employers are undertaken both at undergraduate and postgraduate level and these programs are defined as the first stage of learning for the trainees.

For a number of postgraduates entering academic career as the university teacher and researcher is important. Besides, with rapid extension of higher education in some countries high-status academic position is available only with the Doctorate. It means the increase of the demand for people educated to Doctorate level.

Task 3. Give Ukrainian equivalents to the following words and word combinations:

developing skills of analysis, career prospects, securing promotion to higher levels, an obligatory requirement, rapid extension, the increase of the demand, the undergraduate level, the postgraduate level.

Task 4. Ask all types of questions:

1. Next, there is the serious problem of career prospects, more interesting and highly paid jobs.
2. The second reason is the personal challenge.
3. PhD degree or degree of Doctor of Science can be an obligatory requirement for entering the career, the researcher career or securing promotion to higher levels.
4. It means the increase of the demand for people educated to Doctorate level.

Task 5. Translate into Ukrainian.

The second reason is the personal challenge. What is the difference between the undergraduate and the postgraduate level? Undergraduate level develops study skills and the ability of independent studies, and the postgraduate course specifies

skills perfection, responsibility, independence in one's own learning, ability to work with complex ideas and concepts and developing them.

Unit 2.
Science in the modern English-speaking world. Motivation in science. Science and technology. Prospective fields of science.

University and Higher Degrees in Great Britain

In England, Wales and Northern Ireland the most usual titles for a first degree are Bachelor of Arts (BA) or Bachelor of Science (BSc). A first degree is usually awarded at the end of a three-year course, which most people start at the age of 18/19, after leaving school, a second degree is Master of Arts (MA) or Master of Science (MSc) and a higher degree is Doctor of Philosophy (Master or DPhil).

A higher degree is one which is awarded after further study, usually, although not always, involving research.

After a course of studies lasting from three to four years an undergraduate student sits for a final examination which, if he passes it, entitles him to a first degree. The final exam is the principal criterion for establishing the class of degree.

Uniformity of standards between universities is promoted by the practice of employing outside examiners for all examinations, and the general pattern of teaching (a combination of lectures, small group seminars or tutorials with practical classes where necessary) is fairly similar throughout Britain.

The range of second and further degrees in Britain is huge and complex – and depends on the arrangements of each autonomous university. There are MAs, MPhil, MSc, MBA, and many others. Some of these are obtained by doing another "taught course" and some by writing a thesis. Although some students take their second degree in the same university as their first degree, many more move to another university.

The award of a Master's degree is the culmination of what is normally one-year full time or two-years of part-time taught study and demonstrates the attainment of mastery in the chosen subject area. Higher degrees are sometimes also called *further degrees. Research degree* is also used, but it is not an exact synonym of higher/further degree; it means a degree involving research, and not all (although most) higher degrees are research degrees.

Until recently, Master Master's degrees were awarded without grade or class. Nowadays, however, Master's degrees are classified into categories of *Pass, Merit* and *Distinction* – commonly 50+, 60+, and 70+ percent marks, respectively.

The most common types of research Master Masters are MPhil and MRes. The Master of Philosophy (MPhil) is a research degree awarded for the completion of a thesis. It is a shorter version of the Master but is of a lower standard. The Master of Research (MRes) degree is a more structured and organized version of the

MPhil, usually designed to prepare a student for a career in research. For example, an MRes may combine individual research with periods of work placement in research establishments. Like the Master, the MPhil and MRes degrees are awarded without class or grade.

The Universities of Oxford, Cambridge and Dublin award MA degree to BAs without further examination, when a certain number of years have passed and (in some cases but not all cases) upon payment of a nominal fee. It is commonplace for recipients of the degree to have graduated several years previously and to have had little official contact with the university or academic life since then. The MAs awarded by Oxford and Cambridge are colloquially known as the *Oxbridge MA.*

The doctorate generally requires an outstanding proficiency in some specialised branch of research. It is regarded as the highest degree. The degree of Doctor of Philosophy (Master) – DPhil at Oxford, Sussex and York – is awarded after a minimum of two or three years' research and indicates a higher level of attainment than a Master's degree.

The use of the word *philosophy* does not mean that the degree is restricted to philosophy. The name is the same for all faculties, and one may have a DPhil in English, or mathematics, or geography.

University and Higher Degrees in the USA

An academic degree is a title conferred upon an individual by college or university trustees and faculty that officially recognizes completion of a prescribed academic curriculum undertaken at the undergraduate or graduate academic level.

The bachelor of arts (B. A.) degree is typically conferred by institutions of higher learning that are designated as four-year colleges, many of which are part of universities. In general, completion of a B.A. degree requires that the student successfully complete course work and fulfill elective requirements through personally chosen course work. Most bachelor's degree programs require that the undergraduate student complete at least 120 credits to graduate.

According to the US Department of Education as for graduate education, it falls into the following categories: master's degree education, intermediate graduate awards and post-baccalaureate certificates, professional degree education, research doctoral degree education and postdoctoral training.

The Master's degree

Graduate degrees vary, but the most commonly completed graduate degree is the *master's degree*. The master's degree is awarded upon completion of one to two years of advanced graduate study beyond the bachelor's degree, depending on the field of study and conferring institution. It recognizes heightened expertise in an academic discipline or professional field of study, gained through intensive course work; the preparation of a culminating project or scholarly paper or thesis; or successful completion of a comprehensive examination which tests students on foundational knowledge in the field of study.

A significant number of programs offer students the option of completing a final master's project or paper as an alternative to a scholarly thesis. These projects

or papers typically focus on applied problems, issues relevant to the world of professional practice. As a result the master's degree has evolved into a pragmatic degree, combining theoretical, academic, and practical foci with the goal of preparing the graduate student for advanced practice and positions of leadership in the field of specialization. Such programs are growing in popularity and availability throughout the nation. The appeal of these programs lies in their ability to offer well-grounded training to students, and to do so in a relatively short time. In sum, master's degrees can be separated into two types: *the research master's degree* and *the professional master's degree*.

The primary goal of these degrees is to provide graduate students with advanced post-baccalaureate training, preparing them for advanced doctoral study in a particular field. Although typically these degrees are required for admission into doctoral degree programs in the field of study, there is a growing trend toward offering admission to doctoral programs to students who lack a master's degree, awarding the master's degree to these students en route toward the doctoral degree.

The research doctorate is the highest academic degree conferred upon an individual in the US system of graduate education. Course work and examinations play important roles in the first stages of a research doctoral degree program of study. However, what distinguishes this degree from all others (in particular, from first professional doctoral degrees) is its recognition of the recipient's proven ability to conduct independent research at a professional level in either an academic or professional discipline. This independent research, typically presented in the form of a thesis, dissertation, or other major culminating project, must pass the review of a committee of scholars from both within and outside the field of study. Because of the comprehensive nature of this independent research and because it must be deemed to represent an important contribution to the body of knowledge in the field of study, research doctoral degrees take an average seven years to complete. In some cases, the doctoral candidate must also complete a supervised internship.

The most commonly known research doctoral degree is the doctor of philosophy (Master). However, there are a number of other doctoral degrees that enjoy the same status and represent variants of the Master within certain fields. Examples are the doctor of education (EdD), the doctor of dental science (DScS) and the doctor of architecture (DArch). The doctor of science (DSc), more commonly conferred in England, the British Commonwealth countries, and Russia, is considered to be a higher degree than the doctor of philosophy (Master) with regard to maturity and scientific accomplishment.

Postdoctoral Education

Many persons who have earned Master's or similar degrees enroll in postdoctoral training programs or internships. These occur most often in the allied health and medical sciences, the counseling professions, and the physical and natural sciences. Lasting one or more years, these programs do not usually confer a degree, but they are often considered necessary for those hoping to launch a professional or academic career in a given field of study.

Honorary Degrees

Honorary degrees are awarded by institutions of higher education primarily in recognition of some significant achievement rather than the completion of an academic course of study. For this reason, honorary degrees are not generally considered comparable to their academic counterparts.

Select the word from the texts that best completes each of the sentences below:

1. The requirements for an MA or Master degree usually include the preparation of …
2. An examiner who is invited from another university in order to be present at the final examination and to ensure objectivity is called …
3. A student who has already obtained a first degree and is studying for a higher degree is called …
4. The examination held at the end of a three or four year university or college degree course is called …
5. Master's degrees are classified into categories of …
6. The degree obtained at the end of a more general course is usually called either … or …
7. The degree obtained at the end of a specialized course in a single subject is usually called …
8. The main undergraduate qualification is the first degree such as …
9. The most common types of research Master masters are …
10. The MAs awarded by Oxford and Cambridge are colloquially known as …

Complete each sentence with one of the words or phrases from the box below. Then speak on your own educational background.

apply	graduated	grant	higher degree
honours degree	job	option	Master
place	primary school	scholarship	secondary school
stay on	study	subject	thesis

1. I started at … in London when I was 5.
2. At the age of 11, I went on to …, also in London.
3. At 18, I … to university.
4. I got a … at Manchester to … Engineering.
5. In fact I was awarded a … .
6. But at the end of the first year I changed to another …
7. I … from University in 2003.
8. I have a first class … in Economics.
9. I decided to … at university.
10. So I did a … in business administration at the University of California.

11. During the course, I did an … on small business development.
12. I found the topic so interesting that I applied for a … to do a doctorate on the same subject.
13. Once I had got the money, I had to write a 50,000 word …
14. So now I have a BA, an MBA and a …
15. All I need now is a …

Progress questions.

1. What is an academic degree?
2. What categories does British/American graduate education fall into?
3. Who is the Bachelor's degree conferred to?
4. When is the Master's degree awarded? What does it recognize?
5. What is the research doctorate? What characteristic feature distinguishes this degree from all others?
6. What is the most commonly known research doctoral degree? Do other variants of the Master enjoy the same status?
7. In what cases are honorary degrees awarded?
8. What is a "fellowship"?
9. What do various levels of academic degrees designate?
10. What are the differences and similarities between the systems of post-graduate study in the U.K., in the USA and in Ukraine?
11. What reasons have made you take up further study, do research?
12. What new experience and knowledge do you hope to gain from the Master study?
13.

Now let us discuss the educational policy in Ukraine.

Ukraine: Education in the 21st Century

Many countries consider education a major vehicle of social advancement. Training of highly qualified specialists, capable of solving the most complex problems of modern society is the main priority of higher education. The efforts of our scientists have always been focused on the fundamental problems of humanities, natural and social sciences.

At the end of the century the system of higher and further education in Ukraine underwent a process of great reforms. They were initiated to provide closer links between education and technological needs of industry. The major significance of the reforms was to move toward the democratization of university administration and the "humanitarization" of the educational process in terms of students' individual aptitudes and needs.

A distinguishing feature of our universities is that they are becoming internationally oriented. We have joined the European Cultural Convention which enables us to participate in all projects concerning higher and further education, academic mobility and recognition of qualification. The universities also expand

their cooperation with such authoritative international organizations as UNESCO and the Council of Europe.

The need to make education more democratic and universal arises from the fact that our country is integrating into the European community. Issues such as environment, exchanges rate and economic competition, public health, national security, poverty, population control and human rights affect every country domestically as well as internationally.

The characteristic feature and the main trend in modern higher and further education is not only to check students' knowledge but develop their abilities and creative thinking. Today's scientific and technological progress demands of the university graduates to be prepared to deepen their knowledge individually and adapt themselves quickly to the changes in science or industry.

Much has already been done and is being done to transform the national system of education. A wide range of non-state schools, colleges and institutes have been introduced.

Of course, university education in Ukraine still faces a great variety of problems, connected with introduction of new disciplines, retraining of the faculty, reorienting university policies and programs towards new goals. But if we want to prosper in the new environment of the 21st century, our universities must truly orient themselves around new goals.

Plan your discussion.

1. The role of education in modern society.
2. Reforms of higher and further education in Ukraine.
3. The main trends in the native higher and further education.

In Focus

Expressing tendencies

Phrases	Examples
There is a tendency for (someone) to do (not to do) smth.	*There is a tendency for* university graduates to continue education and take a post-graduate course.
To tend to do smth.	After finishing a master's course young researchers *tend* to work towards a Master. Students *tend* to leave preparation for exams till the last minute.
To be likely to do smth.	Research supervisors *are likely* to create stimulating research environment for their

	postgrads.
To have a tendency to do smth.	Higher educational institutions *have a tendency* to introduce a learner's-centered approach to their teaching strategies.
To be prone to do smth.	Today Masters *are more prone* to accept responsibility for their personal learning and the production of a thesis.

Below you will find different opinions of Master students on supervision. Is research supervisor a boss, or a colleague, or a friend? What is your idea of an ideal supervisor?

A. I found that my supervisor's advice on reading particularly related to geographical theory and methodologies was extremely good. While researching he gave me plenty of encouragement which really boosted my confidence. Once I started to write I found that he read what I gave him fairly promptly and his comments were very pertinent, enabling me to work through my ideas more logically. He has always made time in a busy schedule to discuss any problems. More than this, he went out of his way to be helpful when I was unwell. I have greatly appreciated the time and effort he has put into helping me and also for his encouragement and support throughout the four years I have been in the School. Although I could have felt somewhat isolated because my topic has few connections with other Master research being undertaken, this has been minimised by the good working relationship which has been established with my supervisor.

(first year Master student)

B. My experience has been that this School is a good place to do research on economic geography, because of the high level of staff expertise and their reputation and influence, which extend far beyond the U.K. Both of my supervisors have been helpful, available to answer questions, and interested in my work. I have found a joint supervision arrangement to be especially beneficial to my work, given its holistic and innovative approach, and in my opinion the School's openness to joint supervision is a real strength.

(final year Master student)

Discuss with your groupmates the issue of a good supervisor. You may use the expressions below.

Reproduce the information about a research supervisor making use of the topical vocabulary.

Науковий керівник. Хто він?

Для того, щоб не розгубитися у величезній кількості інформації, у кожного магістра є науковий керівник – досвідчений педагог та вчений, який може допомогти визначитися з темою, вибрати методики дослідження, дати поради щодо організації експерименту, а можливо, порекомендувати певну необхідну літературу. Однак науковий керівник лише спрямовує магістра, допомагає йому зорієнтуватися, але не робить роботу за нього.

Отже, науковий керівник – це той, хто має здійснювати керівництво науковою діяльністю магістра з висоти свого досвіду, допомагати йому рухатися до наміченої мети. Зазвичай їм стає доктор наук (причому тих самих наук, науковий ступінь на здобуття яких збирається здобути магістр). Але в деяких випадках (яких чимало) їм може бути і кандидат наук.

Наукові керівники затверджуються Вченою Радою ВНЗ протягом навчання в магістратурі разом з темою дослідницької роботи.

Існують два типи наукових керівників.

Перший тип найзручніший для магістра – такий науковий керівник у всьому допомагає своєму підопічному: перевіряє дані його експерименту, допомагає їх інтерпретувати, знаходить йому можливості публікуватися, править статті, радить, як сформулювати мету, завдання, гіпотезу дослідження тощо. Магістру, який має такого наукового керівника, живеться легше, але при цьому від нього вимагається і менше творчості. В результаті такий магістр може так і не набути навичок самостійних занять науковою роботою.

Другий тип наукових керівників можна назвати лінивими – вони не спроможні навіть почитати матеріали дослідження, відокремлюються від свого учня загальними порадами. Магістрам з таким науковим керівником дуже важко, особливо на початковому етапі навчання, але надалі, якщо такому магістру все ж таки вдасться написати і захистити роботу, він буде типом сформованого наукового працівника.

Краще, звичайно, якщо ваш науковий керівник є чимось середнім між двома крайніми типами, описаними вище.

> ***Write an essay on the topics suggested below:***

- your idea of a good supervisor
- your experience working with the supervisor

Progress Questions

1. What is the educational background of your research advisor?
2. What is the field of his/her research?
3. What were the main findings in his doctoral research?
4. When did he finish his research to obtain the degree of Doctor of Sciences?

5. As an assistant professor/full professor, is he/she invited to go to other universities in Ukraine and abroad to deliver his lectures?
6. Is he/she known for his/her research only in Ukraine or any other foreign countries? Which ones?
7. Does he/she often go to the international scientific conferences?
8. How many students and future Masters are supervised today by him/her ?
9. How many scientific articles, monograph books, etc. has your research advisor published?
10. What are the main books/articles of your scientific advisor?
11. Did your scientific advisor get any prizes or awards for his/her research?

In Focus
Describing change

Verbs	**Examples**
to modify to transform to convert to fluctuate to adopt to amend	The researcher decided *to modify* the course of the experiment. Literacy *transformed* millions of people's lives. Some European mid-sized factories are *converting* now to using solar power. The exchange rate between the euro and the dollar has *fluctuated* recently. Most employees became dependent on large corporations and had *to adopt* to new social environments. The company's lawyers *amended* the contract to take account of new situations.

UNIT 3

THE WELL-KNOWN UKRAINIAN SCIENTISTS AND THEIR CONTRIBUTION TO THE SYSTEM OF EDUCATION

Task 1. Learn the words. Read the examples. Think of your own examples with these words.

The head of the National Academy of Sciences of Ukraine - Голова Національної академії наук України

The head of the National Academy of Sciences of Ukraine plays a crucial role in shaping the country's scientific research and educational policies.

Remarkable — видатний, значний

Ukraine has produced many remarkable scientists.

Contributions — внески

Scientists have made contributions to global education.

Prominent — відомий, видатний
Mykhailo Drahomanov was a prominent thinker.
Advocated — виступав за, захищав
He advocated for the modernization of the education system.
Civic — громадянський
Civic education promotes democratic values.
Medium of instruction — засіб навчання
Ukrainian became the medium of instruction in schools.
World-renowned — всесвітньо відомий
Borys Paton was a world-renowned scientist in welding technologies.
Fostering — сприяння, заохочення
He helped foster collaboration between universities.
Collaboration — співпраця
Collaboration between scientific institutions is important.
Development — розвиток
Education is key to national development.

Task 2. Read this text. Discuss in pairs and in groups. What other Ukrainian scientists do you know?

The Well-known Ukrainian Scientists and their Contributions to the System of Education

Ukraine has produced many remarkable scientists who have made significant contributions to the global and national education systems. Among them is Mykhailo Drahomanov, a prominent political thinker, historian, and publicist. He advocated for the modernization of the Ukrainian education system, promoting the importance of civic education and the development of democratic values in schools.

Another influential figure is Ivan Ohienko, a linguist and educator. He played a vital role in the development of the Ukrainian language as the medium of instruction in schools and universities. His work in translating religious and literary texts into Ukrainian helped preserve and promote the language in educational institutions.

Borys Paton, a world-renowned scientist in welding technologies, also contributed to the development of engineering education in Ukraine. As the head of the National Academy of Sciences of Ukraine for many years, he helped bridge the gap between scientific research and education, fostering collaboration between universities and scientific institutions.

Alla Bohush is a famous scientist in the field of national pedagogical science, a teacher, the founder of a new scientific branch – Ukrainian preschool linguodidactics. She developed the conceptual bases of speech development of a person (from birth to 7) and the formation of language personality of a preschooler; the essence and structure of children's speech readiness for schooling and preparing the child's hand for writing; the methods of developing children's speech

(in all linguistic aspects) of early and preschool age. She has many medals and honorary awards for her work.

These and many other Ukrainian scientists have greatly influenced the country's education system, ensuring that future generations are equipped with the knowledge and skills necessary for national development.

Task 3. Give Ukrainian equivalents to the following words and word combinations:

significant contributions, democratic values, welding technologies, vital role, promote the language, bridge the gap, fostering collaboration, national development, prominent political thinker.

Task 4. Ask all types of questions:

1. He played a vital role in the development of the Ukrainian language as the medium of instruction in schools and universities.
2. Ukraine has produced many remarkable scientists who have made significant contributions to the global and national education systems.
3. He advocated for the modernization of the Ukrainian education system, promoting the importance of civic education and the development of democratic values in schools.
4. Borys Paton, a world-renowned scientist in welding technologies, also contributed to the development of engineering education in Ukraine.

Task 5. Translate into Ukrainian.

Borys Paton, a world-renowned scientist in welding technologies, also contributed to the development of engineering education in Ukraine. As the head of the National Academy of Sciences of Ukraine for many years, he helped bridge the gap between scientific research and education, fostering collaboration between universities and scientific institutions.

UNIT 4

ENGLISH AS THE WORLD LANGUAGE OF RESEARCH AND EDUCATION

Task 1. Learn the words. Read the examples. Think of your own examples with these words.

Lingua franca — лінгва франка (спільна мова)

English has become a lingua franca for communication.

Access — доступ

The knowledge of English allows professionals to get access to the latest information.

Argumentation — аргументація

There are differences in the ways of argumentation in academic writing.

Academic writing — академічне письмо

The style of English academic writing is formal.

Indirect criticism — непряма критика

Chinese authors prefer indirect criticism.

Attitudes — ставлення

English writers do not hide their attitudes.

Self-advertising — самореклама

Ukrainian authors tend to avoid self-advertising in their research papers.

Eye-catching features — привертаючі увагу риси

Ukrainian authors avoid eye-catching features in their writing.

Conversational features — розмовні особливості

The absence of conversational features is a key characteristic of academic writing.

Appropriate — відповідний

Academic writing requires the use of appropriate vocabulary.

Task 2. Read this text. Discuss in pairs and in groups. Why do you think English is considered the world's language of research and education?

English as the World Language of Research and Education

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

Recent research has demonstrated that there exist certain differences in the organization and the ways of argumentation in academic writing of different languages and cultures. For example, writing specialists Joel Bloch and Lan Chi (1995) came to a conclusion that Chinese authors prefer indirect criticism, while English writers usually do not hide their attitudes. According to Finnish linguist Anna Mauranen (1993), Finns pay less attention to the general organization and structure of their texts than Anglo-Americans. Another study has shown that Ukrainian authors, in contrast to their Anglo-American counterparts, tend to avoid self-advertising, "eye-catching" features in their research papers.

The style of English academic writing is formal. Its main characteristics are the absence of conversational features and the use of an appropriate academic vocabulary.

Task 3. Give Ukrainian equivalents to the following words and word combinations:

The latest information, certain differences, the ways of argumentation, hide the attitudes, "eye-catching" features, pay less attention, counterparts, the absence of conversational features, academic vocabulary.

Task 4. Ask all types of questions:

1. Recent research has demonstrated that there exist certain differences in the organization and the ways of argumentation in academic writing of different languages and cultures.
2. According to Finnish linguist Anna Mauranen (1993), Finns pay less attention to the general organization and structure of their texts than Anglo-Americans.
3. The knowledge of English allows professionals and researchers to get access to the latest information in their fields and to effectively communicate with their colleagues throughout the world.
4. Its main characteristics are the absence of conversational features and the use of an appropriate academic vocabulary.

Task 5. Translate into Ukrainian.

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

Unit 5.
Scientific Conference. Abstracts of the conference. Abstracts for the conference. Oral and written self-presentation.

Academic Conference

Conference as a form of organization of scientific activity has been known for many centuries. The first historically recorded conference was in 416 BC in Greece.

A conference is a meeting of people that “confer” about a topic. An academic conference is a conference for researchers to present and discuss their work. Together with academic or scientific journals, conferences provide an important channel for exchange of information between researchers.

Conferences are usually organized either by a scientific society or by a group of researchers with a common interest.

The meeting is announced by way of a "Call For Papers" or a "Call For Abstracts", which lists the meeting's topics and tells prospective presenters how to submit their abstracts or papers. A call for papers (CfP) is a method used for collecting articles or conference presentations. A CfP usually is sent to interested parties, describing the broad theme, the occasion for the CfP, formalities such as what kind of abstract (summary) has to be submitted to whom and a deadline. Prospective presenters are usually asked to submit a short abstract of their presentation, which will be reviewed before the presentation is accepted for the meeting. (An abstract is a brief summary of a research article, thesis, review, or any in-depth analysis of a particular subject or discipline, and is often used to help the reader quickly ascertain the paper's purpose).

Generally, work at the conference is presented in the form of short, concise presentations lasting about 10 to 30 minutes, usually including discussion. The work may be published in the conference proceedings, the latter being the collection of academic papers that are published in the context of an academic conference. They are usually distributed as printed books after the conference has closed. Proceedings contain the contributions made by researchers at the conference. They are the written record of the work that is presented to fellow researchers.

Often there are one or more keynote speakers (usually scholars of some standing), presenting a lecture that lasts an hour or so, and which is likely to be advertised before the conference. Panel discussions, roundtables on various issues, workshops may be part of the conference.

A large meeting will usually be called a conference, while a smaller is termed a workshop. They might be single track or multiple track, where the former has only one session at a time, while a multiple track meeting has several parallel sessions with speakers in separate rooms speaking at the same time.

Conference activity forms an important part of the career of any academic; for Master it is an important way of participating in academic debate, and "showcasing" their own work. Conference is a way of raising their individual profiles, and a springboard for future publications. "Conference culture" acquisition suggests the development of communication and oral presentation skills of Masters, abilities of delivering material in a public forum and defending their ideas.

> ***As you know, before a conference the so-called "Preliminary Announcement" is sent to all the establishments concerned. Here is one of them.***

The Management and Technology Conference will be held at the Doubletree at the University of Orlando, Florida, USA, on December 8 – 10, 2022.

This conference will focus on all the major areas of business, management and technology. Submitted papers will be peer-reviewed and carefully evaluated based on originality, technical soundness, significance and clarity of thought. Papers should not exceed 10 pages in length (letter size, 11 point type). A style guide can be found here.

Paper submission:

E-mail your abstract or paper to us at editors@triof.org. Please remove the names of all authors and institutions from the paper but include them separately in the same e-mail. Papers should be submitted in RTF, Microsoft Word or Word Perfect Format. We will e-mail you with a notification of acceptance or rejection within three weeks. If your manuscript is accepted, you will receive a letter of acceptance, registration form, and paper style guidelines by regular mail. If you wish to attend without submitting a paper only a registration form will be needed or you may register **online** here.

Authors will have approximately 20 minutes to present their papers. Registration at the conference will entitle the participant to admission to all presentations and workshops, and to receive a copy of the conference program and CD proceedings. **The conference fee is per person and must be received by October 30, 2022 to assure conference participation**. If your conference fee will be late please contact us in advance so we can make suitable arrangements. **To register online click** here.

All selected papers will be published in the conference proceedings and best papers presented will be eligible for inclusion in either the *Management& Business Review* or the *Journal of the Internet and Information Technology*.

Please direct all correspondence to the attention of:
The editors
IMT Conference
PO Box 973073
Miami, FL 33197
Tel (305)971-2312
Fax (305)971-8517
E-mail: editors@triof.org
Dr. Chris Rose. – Conference Chair

Conference Registration Form
(Please complete and e-mail)

First Name:	Last name:
Institution:	
Email:	
Address:	
City:	State:
Zip code:	
Country:	Tel.:
Fax:	

Preferred day and time for presentation: (Please circle): Wed. Dec 8. am pm Thur. Dec. 9. am pm Fri. Dec 10 am pm

While taking part in the discussion the participants are supposed to make use of the following colloquial phrases:

I'm (particularly) interested in this problem.
I should (would) point out (emphasize) that …
I think (suppose, presume) that …
I believe that…
I must say that…
In my opinion…; as for me…; to my mind…
I hold (am of) the same opinion.
I could comment on the question.
If I understand you correctly…
If I am not mistaken…
That's right; exactly; quite so; quite right; quite true.
I (quite, fully, entirely) agree with you; I think so, too.
I can't but agree with you.
I don't think so; I don't agree; I disagree.
I can't agree with you.
I'm afraid, you are wrong there.
I doubt that…
It's unlikely that…
Will you allow me to take the floor, please.
I should (would) like to ask you…
I should (would) like to ask you a question…; I am going to ask you a question…
I have a question…
I have a question and a comment (a remark) to make.

I should (would) like to know…
Could you clarify your point of view?
What is your opinion on..?
What in your opinion is the reason for..?
Do I understand you correctly that..?
Do you agree to that?
Do you consider that…?
Would you tell us how…?
I wonder why…

> ***Below you will find the text contributed by one of the former Masters who wanted to share his experience in attending a conference:***

You know, any scientific conference is an important event in the researcher's life, especially in post-graduate student's activity. It provides an opportunity for exchanging opinions with more experienced colleagues and gives impetus to valuable discussions.

I've taken part in several conferences, both as an organizer and as a participant. But now I'd like to dwell upon my first experience in attending an international conference of young researchers held under the auspices of the BSU. The initiative to convene the conference belonged to the University Academic Council. Thus, an organizing committee was formed which sent the so-called "Preliminary Announcement" to all the establishments concerned with a view of supplying potential participants with general information about the conference. From the announcement I learnt such important things as the main program of the conference, orders of plenary sessions, rules for scientific contributions, requirements to submitted abstracts, information about registration fees, hotel reservations, etc. It was very important for me as a post-graduate student that the abstract would be published in Conference Proceedings.

I immediately filled in the preliminary application form and mailed it without delay. After that I was to submit a short abstract of my paper (one printed page) before the deadline.

Finally, my abstract was accepted and I started preparing my report.

I will never forget the first conference day. The conference started at 9 a. m. with the registration of attendees. Before the plenary session I had some time to get acquainted with other participants, to look through the latest information, to buy some booklets about the conference work. I was particularly interested in the workshop on criminalistics, since it is my special field. There were more than twenty scientific contributions to our workshop, all of them being on topical problems of criminalistics and applied sciences. According to the workshop schedule I was the last to speak. All the reports were followed by discussions, mine wasn't an exception. I was asked several questions and did my best to answer all of them. I spoke without even looking into my notes and tried to make my reasoning very clear.

I also attended a poster session and found it of particular interest because I managed to study numerous texts of the papers supplied with diagrams, drawings, schemes and photographs.

The final session with review papers was truly rewarding for it summarized all that had been going on not only at the conference but also in the field of law for the past twelve months.

In conclusion, I'd like to say that I liked a specific atmosphere of the conference characteristic of any scientific meeting: groups of delegates discussing something, the sight of prominent scholars surrounded by their followers, talks, smiles, greetings, exchange of opinions.

> ***Check the knowledge of the topical vocabulary identifying English equivalents for the following Ukrainian ones:***

отримати запрошення
брати участь у конференції
Поділитися досвідом
під егідою
бути організатором конференції
зацікавлені установи
інформаційний лист
пленарне засідання
секційна робота
робоча мова конференції
організаційний внесок
тези доповіді
зробити повідомлення
обговорення за «круглим столом»
стендові доповіді
культурна програма
підбивати підсумки роботи конференції
заключна промова

> ***Translate the sentences from Ukrainian into English and try to use them while speaking about your personal experience in attending a conference.***

1. Міжнародна науково-практична конференція з забезпечення реалізації нових педагогічних технологій у сучасних умовах пройде у Південноукраїнському національному педагогічному університеті у травні 2022 р.
2. Стороною конференції, що приймає, виступить ПНПУ ім. К.Д. Ушинського.
3. Організаційний комітет вже надіслав інформаційний лист усім зацікавленим установам.

4. Інформаційний лист містить відомості про приблизну програму конференції, дату та місце проведення, вимоги, що пред'являються до оформлення тез, умови оплати витрат на проїзд та проживання.
5. Як правило, сторона, що приймає, надає учасникам конференції житло за мінімально можливою ціною, але не покриває витрати на проїзд.
6. Після закінчення роботи конференції друкуються тези доповідей.
7. На пленарне засідання виносяться найбільш значущі доповіді запрошених учасників, надіслані повідомлення заслуховуються на секціях. За доповідями йдуть дебати, питання.
8. Доповідачу необхідно дотримуватись регламенту, оскільки на доповідь надається не більше десяти хвилин.
9. Сьогодні популярністю користуються так звані стендові доповіді.
10. Будь-яка конференція надає можливість обмінятися думками щодо актуальних наукових проблем, доповісти про отримані результати.

Speak on the latest conference you have attended according to the plan:

– preliminary announcement;
– conference status;
– host of the conference;
– conference sponsors;
– number of participants;
– registration fee;
– accommodation provided;
– problem field of the conference;
– conference agenda;
– ways of presenting one's reports, abstracts;
– plenary session; workshops;
– conference proceedings.

Exchange opinions with your fellow students on the following issues:

– role of conferences in young researchers' lives;
– functions of an organizing committee;
– requirements to submitted abstracts and papers;
– your personal experience in attending conferences;
– your first report delivered at a conference.

Progress Questions

1. What is an academic conference? Who usually organizes/convenes academic conferences?

2. How do prospective participants get to know about the conference?
3. What information does a preliminary announcement contain?
4. Who is the preliminary announcement usually sent to?
5. What is the routine conference agenda? How is the work of the conference organized?
6. What is an abstract? What is the procedure of presenting abstracts or papers to the conference?
7. What are conference proceedings? When are they published and distributed?
8. What is the role of academic conferences in the activity of a young researcher?
9. Have you ever participated in a conference? What kind of conference was it?
10. What workshops did you attend? Did you make a presentation?

In Focus

Expressing difference

Phrases	Examples
oppose to… differ from … (in) contrast with … (in) distinguish between different from… (in) unlike … (in) dissimilar from … (in) opposite to … distinct from…	1. Critics *opposed to* D. H. Lawrence attacked his novels on various grounds. 2. The meaning of many academic words *differs from* specific meanings they have *in* various disciplines where they are used. 3. Academic life and study methods in the UK may *contrast with* what you have experienced in your country in many respects. 4. We should *distinguish between* different meanings of the term "faculty" used in US and UK university systems. 5. Your experience as a Master student may be very *different from* your time as an undergraduate. 6. *Unlike* an old-fashioned rote learning modern education is based on stimulating creative thinking. 7. The researcher's approach is not *dissimilar* from the one applied in our investigation. 8. The results of the first experiment were *opposite to* those got from the repeat experiment. 9. Studying online is *distinct from* face-to-face study in using the Internet as the primary means of communication.

Unit 6.
English-language scientific communication in the era of digitalization. Modern space of English-language scientific communications. Research internship programs.

Exchange Programs

A student exchange program generally could be defined as a program where students from university choose to study abroad in partnered institutions. The term "exchanges" means that partnered institutions exchange their students, but not necessarily the students have to find a counterpart from the other institution to exchange with. Student exchanges became popular after World War II, and have the aim of helping to increase the participants' understanding and tolerance of other cultures, as well as language skills and broaden their social horizons. The participants can either apply for a scholarship or be self-funded. An exchange student can live in a hostel, affordable apartment/house or student lodge. An exchange student typically stays in the host country for a relatively short period of time, often 6 to 10 months. Some students on exchange programs can receive academic credit from the country they study in. Most programs expect the prospective exchange student to demonstrate some ability to speak the language of the country they choose. Objectives of study visits can be described as follows: to enhance the educational experience of student; to strengthen the networking between students and universities; broaden personal and educational perspectives; explore, appreciate and understand different cultures; to enhance the ability of the student in second language learning; to eliminate fear and prejudice among nations; enable student to experience international education.

Students' experience and testimonials

> ***Here are some testimonials of students who have been involved with student exchange programs. Other testimonials could be read on the websites of universities that offer these programs.***

"I spent the semester at the University. I had been studying Spanish prior to going to Mexico but for some reason just could not manage to say a word. For me the best decision I made was to stay with a host family. Together with my host family and my Spanish teachers I was soon speaking Spanish. It was beneficial that classes were small and help was always available. What I enjoyed most about my whole time in Mexico would have to be the wonderful people I met and the new culture I was able to experience."

"I would definitely recommend a study program to other students, but I would emphasize that the success of an exchange depends mostly on yourself and your attitude. A positive attitude and a willingness to adapt and learn are crucial to making the most of your time. And don't be afraid to try new things or befriend people you wouldn't expect."

"Being on exchange… forces you to explore, experiment, to change, grow, and develop. One of the greatest benefits of my participation in the AIIU exchange program was the independence and understanding that I gained while learning to navigate and enjoy a culture and country so different from my own. Whenever I look back on my experience I can't imagine where I would now be in life and who I would be as a person if I hadn't participated."

(Australian Institute of International Understanding (AIIU) Exchange program with Japan.)

> ***Once you have made up your mind to participate in a programme you should contact the office in charge of the documentation for further information and fill in the application form like that.***

<table>
<tr><td colspan="2">UMEA UNIVERSITY
SWEDEN International Summer University 2011
Application form - Fill in with block letters</td><td></td><td>Please include a photo of yourself</td></tr>
<tr><td>Name</td><td>Family name</td><td colspan="2">Date of birth year month Day</td></tr>
<tr><td colspan="2">Nationality</td><td colspan="2">e-mail</td></tr>
<tr><td colspan="4">Current address (where we will send your letter of acceptance)
City
Postcode
Country</td></tr>
<tr><td colspan="4">Please send the letter of acceptance to my work/university [ ]
Send the letter of acceptance by e-mail [ ]
Send it to my current address above [ ]</td></tr>
<tr><td colspan="2">Occupation</td><td colspan="2">If student, discipline:</td></tr>
<tr><td colspan="2">1 apply for the course:</td><td colspan="2"></td></tr>
<tr><td colspan="2">If student, number of years of studies in relevant disciplines:</td><td colspan="2">Total number of years of univ. studies</td></tr>
<tr><td colspan="4">I hereby certify that all the information given above is correct. I have read, understood and accepted the general requirements
Signature
date</td></tr>
</table>

The application has been approved by /Dean or Rector) _____ Signature _____ Name Official stamp of the University

The following supplementary documents should be enclosed with the application:

– a short essay on the problem under research or resume (an essay attached to the Application Form should describe who you are, why you are applying for this or that program, what your educational background is, what the anticipated results of the visit are, what your future plans are);
– a certificate issued by the department of English, certifying that you have a good working knowledge of English;
– a Curriculum Vitae (C.V.) (a curriculum vitae is one's personal and working history).

Try to develop an essay of your own.

Study Sample Resume and prepare your own one by analogy.

RESUME

SHAWN ROBERTS
42 Litton Avenue
Chicago, Illinois 60602
Telephone: (312)280-98-98
E-mail: srobrts@usanet.com

EDUCATION:

UNIVERSITY OF ILLINOIS at URBANA/CHAMPAIGN
Master of Science in Policy Economics, May 1994.

GEORGE WASHINGTON UNIVERSITY – Washington, DC
Bachelor of Arts in Political Science, May 1989
Graduated with honors.
Semester study abroad in Spain at the University of Madrid.

EXPERIENCE:

July 1994 - Present **EUROPEAN-AMERICAN COMMERCE ASSOCIATION –** Chicago, IL
Economic Affairs Specialist

- Develop marketing and feasibility studies on European Union imports to U.S. markets.
- Analyze economic trends among member states of European Union, and atmosphere for investment by American firms.
- Supervise staff of five.

July 1990 – August 1993 **EUROPEAN TRADE REVIEW –** Washington, DC
Trade Analyst

- Wrote regular series on current issues affecting US-European Community (E. C.) trade.
- Attended relevant congressional hearings and summarized proceedings for regular column on U.S.-E.C. trade regulation.
- Conducted research and wrote occasional reports on E.C. member states' progress towards economic and monetary union.

May 1989 – July 1990 **GEORGETOWN UNIVERSITY** – Washington, DC
Department of Political Science, Research Assistant

- Researched political and economic implications of European Union.
- Gathered data for research project on political instability and economic restricting in Latin America during the 1980s.

HONORS:

- University of Illinois
- Rotary International Scholarship

SKILLS: Experienced with the following computer applications: MS Word, WordPerfect, Excel; PowerPoint, FoxPro, Netscape. Driving License.

LANGUAGES: Fluent in Spanish and English; Proficient in French; Elementary knowledge of German.

INTERESTS: Travel, Reading. Jazz, Tennis.

PERSONAL:

- Member, American Economics Association.
- Volunteer, Habitat for Humanity.

There are various layouts for a C.V. and this is just one example. Study it and then write your own C.V.

Curriculum vitae	
Date of Birth:	25 February 19..
Name:	Carol Brice
Present address:	25 Westbound Road, Borehamwood, Herts, WD6 1DX
Telephone number:	081 953 9914
Marital status:	single/married
Education and qualifications:	
1995-1997	Mayfield School, Henley Road, Borehamwood, Herts, WD6 1DX GCE in English Language; French; History; Geography; and Art.
2000-2002	Hilltop Further Education College, Kenwood Road, London NW7 3TM Diploma in Business Studies.
Work experience:	Johnson Bros. Pic, 51-55 Baker Street, London W1A 1AA
Oct '02-Dec '03	**Type of Company:** Retail Chain Stores **Position:** Junior Secretary **Responsibilities:** Secretarial work including typing; shorthand; correspondence; copying reports and minutes from shorthand notes; tabulating data; answering customers' calls; mail distribution; and general office duties.
Jan '05-present	National Auto Importers Ltd., Auto House, Sidmouth Street, London WC1H4GJ **Type of Company:** Car importers **Post:** Secretary to Assistant Director **Responsibilities:** Dealing with all correspondence; taking minutes at meetings and writing up Assistant Director's reports; receiving customers and suppliers; dealing with home and overseas enquiries; making decisions on behalf of A.D. in his absence; and representing the company at various business functions.
Other	While working I attended various evening courses for

information:	Italian and French, and was on a special Information Technology course at the City College. My interests include tennis, badminton, swimming, and reading.
References:	Mr B. Norman, Assistant Director, National Auto Importers Ltd., Auto House, Sidmouth Street, London WC1H 4GJ. Mrs T.R. Bradley, Senior Lecturer; Business Studies Dept, Hilltop Further Education College, Kenwood Road, London NW7 3TM.
Current salary:	£14.OOO per annum

Description of the project

1. Describe in detail the area of need and therefore focus of the project. Why does the need exist?
2. Describe the purpose of the project, outlining the transformation that the project is designed to bring about within its target group.
3. Elaborate your initial thoughts on how you will ensure that the materials/courses produced by the partnership will be adopted and disseminated.
4. Outline the activities you wish to undertake with your partner institution during this pre-project phase. For each activity list who will do what, giving names and designations of those who will be responsible.
5. Elaborate (separately) on the sorts of areas you might go on to develop in a full partnership, for example the development of new course materials, development of teaching staff, seminars or workshops for the teaching staff of your institution, purchase of teaching materials for adaptation at your institution, etc.

Further there follows information supplied by a former post-graduate student who shares his experience in doing research at one of the British universities.

I did my research on the REAP scientific exchange programme. I arrived in Britain for a 3-month visit which took place in February. It was my first experience in the country. I couldn't help thinking of what my stay in Britain would be like and whether my knowledge of English would be sufficient.

At Gatwick airport I was met by Prof. Flowers, the programme's coordinator from Kingston University.

From Gatwick airport the car brought us to the very center of London where we had a very pleasant walk, then we drove to the hotel where I was to stay.

The next morning Mr. Flowers arranged for me a visit to the University. He introduced me to the staff of the Law School. I was shown round, visited the local library.

Mr. Flowers himself is an excellent man, a capable and competent researcher. We spent a lot of time discussing different problems of mutual interest.

Law School was not very large. I found our research topics almost identical, but we used different approaches. It was as if we were doing the same by different means. Though I was practically given a free hand in the research, I tried to maintain permanent contacts with the Law School staff.

I must say I had a very busy time there. I was totally absorbed in my work. Time and efforts were necessary for writing reports and articles, getting the material ready for publication.

During the final weeks of my stay in England I worked against time trying to solve the remaining problems.

On the last day of my stay there my British colleagues gave a little farewell party for me. My supervisor made a speech. He spoke in very flattering terms about our collaboration.

I was glad to hear about the prospects of a series of exchange visits between our two Universities.

At the end I expressed my deep gratitude to all people who had worked with me for their valuable advice and assistance.

Notes:

REAP – Regional Academic Partnership Programme

> ***Check your knowledge of the useful vocabulary on the topic in question.***

наукове стажування
програма обміну
достатні знання
зупинятися в готелі
організувати відвідування
уявити колегам
компетентний дослідник
працювати у співпраці (с)
проблеми, що становлять взаємний інтерес
проводити спільні дослідження
застосувати інший підхід
надати повну свободу дій
бути поглиненим роботою
ретельно аналізувати
готувати матеріал до видання
переглядати періодичні видання
працювати не покладаючи рук
прощальна вечірка
приємно відгукнутися

висловити подяку

Any research visit is finalised with a report on the visit's outcomes. The report is to contain answers to the following questions.

1. When did the visit take place? Where to?
2. What was the visit's duration?
3. What was the visit aimed at? (to develop some issue, to study related problems, to test a new approach)
4. What activities were accomplished? (lectures/reports delivered, articles published, joint papers produced)
5. Any follow-up activities? (the results reported, presentations made, new developments in progress, the latest papers in the submission stage)

Reports on Studies

Read the following report. Pay attention to the verb forms that are used.

I am studying for the Diploma in Primary Education at the department of Primary Education. It is a one-year course which consists of lectures, seminars, essay writing, and an examination at the end. I started the course at the beginning of October this year; it will finish in June next year.

So far, I have enjoyed the course. However, I have had two kinds of difficulties: one is following some of the lecturers – they speak quickly and not very clearly; the other difficulty is caused by the use of mathematics in economics. I have difficulty in understanding and doing some of the equations.

This term I have done two essays: they were quite long, and required a lot of reading in the library. Although I found it rather difficult to write the essays, I learned a lot, and received good marks for them. Next term I shall have to write another essay.

Study the following reports. Complete the reports by writing one or two words in each space.

A report on my studies

I am (1)_____ for an M.A. in (2)_____ in the Department of (3)_____ . It is a one-year course which (4)_____ of lectures, seminars, essays, an examination, and a (5)_____. I (6)_____ the course at the (7)_____ of October last year; the examination will be in June this year, and the dissertation must be (8)_____ in September this year.

Generally, I have enjoyed the course and I feel that I (9)_____ a lot, especially from the reading that I have (10)_____ to do. At (11)_____ I had some difficulties in (12)_____ some of the (13)_____: they spoke quickly

and not (14)_____ clearly. The main difficulty that I have this term is (15)_____ my essays on time. There is so (16)_____ reading to do for them and I still read (17)_____.

I am not looking (18)_____ to the examination as I have difficulty in writing quickly and (19)_____ all the necessary facts. (20)_____ I do not mind doing this work (21)_____ I have already (22)_____ a subject that interests me.

Progress Questions

1. What opportunities can a research visit provide?
2. Where is it possible to find information about research visits, exchange programs?
3. What papers are necessary to prepare to apply for a program?
4. What supplementary documents should be included with the application form?
5. What paper is usually presented before a research visit?
6. What is the final document which every visiting researcher should provide?
7. Are you sure that any scholar benefits from a research visit? What qualities can a person acquire?
8. Have you ever participated in an exchange program/ research visit? Do you have an intention to apply for?

In Focus

Expressing Certainty

Phrases	Examples
apparently undoubtedly it is evident presumably to be sure of course	The research will *apparently* lead to some interesting results. It is *undoubtedly* true that language ability is not simply a matter of intelligence. To get a better job is *presumably* a main motivation for going on to higher education. It was *evident* the students were guessing some of the answers instead of using their knowledge. As the recent findings show, the previously published figures *are sure* to be unreliable. It is, *of course*, essential to check data carefully.

Unit 7.

Style of scientific prose. Scientific writing. Scientific speaking.

SUMMARY WRITING

A *summary* is a restatement, in shortened form and in your own words, of the main ideas contained in a reading selection. It is best to prepare the summary from an outline. It will help you distinguish between generalizations and their supporting details, and make it easier for you to memorize main points in readings and to state them more easily.

In writing the summary it's a good idea to begin with a reference to (if there is any) the following: the author and his or her qualifications, the publication and the date, the central idea and its importance, the author's attitude and purpose in writing the selection. Keep a sense of proportion, write more about main points than about minor ones.

Be sure that the entire summary has a form of its own, with full sentences and with transitions (connections) between each point. Usually you do not need to include examples given in the selection unless they are important to the point being made.

Avoid quoting too much, use your own words as much as possible.

Don't overload your sentences in order to pack in as much information as possible. Be sure you are clear in presenting opinions. Distinguish between the author's point of view and that of any other person to whom he or she refers. For the author's development of ideas, you might use words like *begins*, *continues*, *goes on to*, *concludes*. If you refer to the author's actual statements, you might use verbs like *says*, *states*, *discusses*, *mentions*, *argues*. The verbs, however, should be in the same tense, either all present or all past. (The present tense is more usual.)

Do *not* introduce your ideas or your attitudes or interpretation, into a summary. Your ideas will be added later only if you are asked to comment on, or to react to, what the author has said.

List of Expressions Used for Summary Writing

1. The article (text) is headlined ...

The title of the text (article) under consideration ...

The headline of the article (text) (I have read) is ...

2. The author of the article (text) is ...

The article (text) is written by ..

3. It is (was) published in ...

It is (was) printed in ...

4. The article is intended for …

5. The main idea of the article (text) is ...

The article (text) is about...

As the title implies the text (article) describes ...

The article (text) is devoted to ...

The article (text) deals with ...
The article (text) touches upon ...
The article (text) presents some results which illustrate ...

6. The purpose (subject) of the article (text) is to give the reader some information on ...; ...is to compare (to determine)...

The aim of the article (text) is to provide the reader with some material (data) on ...
The text (article) is concerned with ...

7. The author starts by telling the reader(s) about, that...

The article (text) opens with ...
The author writes (states, stresses, thinks, points out) that...
The article (text) describes ...
The description is based on ...
According to the article (text)...
Further the author reports (says) that...
Then the author passes on to ...
The article (author) goes on to say that...
The author gives a detailed (thorough) description of...

8. The article (book, text) can be divided into 4 (5–7) parts (chapters).

The first part deals with ...
The second part is about...
The third part touches upon ...
The fourth part of the article includes the fact on ...

9. In conclusion the article (text) reads ...

The text (article) ends with ...
The author comes to the conclusion that...
To finish with the author describes...

10. I find (found) the article (text) interesting (important, dull, of no value, easy, (too) hard to understand ...

The problem(s) touched upon in the text is (are) of great importance (interest).
The discussed problem is of great value.

Now read the texts "Science: The Endless Resource" and "What's Special About Teaching Adults?"; study their sample summaries.

Science: The Endless Resource

Our future demands investment in our people, institutions and ideas. Science is an essential part of that investment, an endless and sustainable resource with extraordinary dividends. The Government should accept new responsibilities for promoting the flow of new scientific knowledge and the development of scientific talent in the youth. These responsibilities are the proper concern of the Government, for they vitally affect health, jobs and national security.

The bedrock wisdom of this statement has been demonstrated time and again. The return from public investments in fundamental science has been enormous,

both through the knowledge generated and through the education of scientific and technical workforce. Discoveries in mathematics, physics, chemistry, biology and other fundamental sciences have been driven by important advances in engineering, technology, and medicine.

The principal sponsors and beneficiaries of scientific enterprise are people. Their continued support, rooted in the recognition of science as the foundation of a modern knowledge-based technological society, is essential. Scientific strength is a treasure which we must sustain and build on for the future.

To fulfill our responsibility to future generations by ensuring that our children can compete in the global economy, we must invest in the scientific enterprise. That means we must provide physical infrastructure that facilitates world class research, including access to cutting-edge scientific instrumentation and to world-class information and communication systems. We must provide the necessary educational opportunities for each of our citizens. Failure to exercise our responsibility will place our children's future at risk.

Science is an endless resource: our knowledge of the physical and living world constantly expands. The unfolding secrets of nature provide new knowledge to address crucial challenges, often in unpredictable ways. These include improving human health, creating breakthrough technologies that lead to new industries and high quality jobs, enhancing productivity with information technologies and improved understanding of human interactions, meeting our national security needs, protecting and restoring the global environment, and feeding and providing energy for a growing population.

The challenges of the twenty-first century will place a high premium on sustained excellence in scientific research and education.

Sample Summary

The text under discussion is entitled *Science: The Endless Resource.* It deals with the role of science in modern life. First, it is stressed the Government should accept new responsibilities for promoting the flow of new scientific knowledge. Attention is drawn to the fact that fundamental science discoveries have seeded important advances in the society, scientific knowledge being an endless resource affecting health, jobs and national security. It is reported that unfolding secrets of nature provides new knowledge to address crucial challenges. The text goes on to say that we must provide physical infrastructure and educational opportunities that facilitate world class research. The author concludes that challenges of the twenty-first century will place a high premium on excellence in scientific research and education. In my opinion, the main idea of the text is to show that science is the foundation of a modern knowledge-based technological society.

> ***Try to produce the summary of the text "Science" making use of the instructions given above. For reference consult the Academic Vocabulary provided in the Supplement.***

Science

Science [from Latin *scientia* from *scire* to know] is systemized knowledge derived through experimentation, observation, and study. In its widest sense it is formulated knowledge, a knowledge of structure, laws, and operations. The unity of human knowledge may be artificially divided into religion, philosophy, and science. Sometimes it is considered as a method of reaming about the world by applying the principles of the scientific method, which includes making empirical observations, proposing hypotheses to explain those observations, and testing those hypotheses in valid and reliable ways.

Science and philosophy, as presently understood, have in common the quality of being speculative. The present distinction between science and philosophy lies largely in their respective fields of speculation. What is known as modern science investigates the phenomena of physical nature and by inferential reasoning formulates general laws there from. Its method is called inductive and its data are so-called facts – i.e., sensory observations; whereas deductive philosophy starts from axioms. Yet a scientist, in order to reason from his data at all, must necessarily use both induction and deduction.

Fundamental science is the part of science that describes the most basic objects, forces, relations between them and laws governing them. Fundamental science includes biology, chemistry, earth science and geology, physics, resource sciences, space and astronomy, biotechnology, engineering, computer and information technology.

The humanities are a group of academic subjects united by a commitment to studying aspects of the human condition and a qualitative approach that generally prevents a single paradigm from coming to define any discipline. Art, Communications, Counseling, Education, English, Foreign Languages, Literature, Philosophy, Religious Studies, Speech, Theatre are subjects distinguished from fundamental sciences.

Scientific theories simplify reality to allow us to understand basic forces and laws of the nature and society. We can observe actions and their consequences. Observation and description are not sufficient for understanding and ultimately predicting actions. Theory establishes relationships between cause and effect. We use it to interpret actions and outcomes so we can explain the process by which the actions were undertaken and the outcomes achieved. The purpose of theory in all scientific analyses is to explain the causes of phenomena we observe. To conduct analyses we frequently need to engage in abstraction. This involves making assumptions about the environment that simplify the real world enough to allow us to isolate forces of cause and effect. Any theory is a simplification of actual relationships.

Abstract Writing

Ten Steps to Writing an Effective Abstract

An abstract is a condensed version of the manuscript, which highlights the major points covered, concisely describes its content and scope, and reviews its material in abbreviated form. It is usually the first section read and sets the tone of the paper for the reviewer. It must be concise and easy to read and must cover the important points of the paper.

Writing an abstract involves summarizing a whole manuscript and providing as much new information as possible. The best way to write an effective abstract is to start with a draft of the complete manuscript and follow these 10 steps:

1. Identify the major objectives and conclusions.
2. Identify phrases with keywords.
3. Identify the major results.
4. Assemble the information into a single paragraph.
5. State your hypothesis or method used.
6. Omit background information, literature review, and detailed description of methods.
7. Remove extra words and phrases.
8. Convey only the essential information.
9. Check to see if it meets the guidelines of the targeted journal.
10. Give the abstract to a colleague (preferably one who is not familiar with your work) and ask him/her whether it makes sense.

Writing an effective abstract will encourage people to read it, and increase its impact.

Many publications have a required style for abstracts. The "Guidelines for Authors" provided by the publisher will provide specific instructions. Stay within the publisher's guidelines, or your manuscript might be rejected.

Study example of abstract published in scientific journals.

Right to education – a challenge for the world?

Jelena Dzankic

Abstract

This paper examines the right to education in the international legal system, claiming that the fulfillment of this human right should be guaranteed both by international and state mechanisms. First, the paper positions the right to education within the major documents of the UN legal framework. As such, it explores the pillars of the legal standards related to education: a) non-discrimination and equality; and b) the freedom of choice of the kind and contents of the process of education. Second, the paper views the importance of the right to education in the contexts of globalization and MDGs, liaising its realization with the projects and activities of international organizations.

Produce an abstract of your own. Make use of the prompts given below.

List of Expressions for Writing Abstracts

It is alleged	кажуть, вважають, що ...
It is announced	оголошено, що...
It is appropriate	доцільно, що ...
It is believed	вважають, думають, що ...
It is the case	справа у тому, має місце
It is certain	безсумнівно, що
It is considered	вважають, вважається, що
It is expected	очікують, очікується, що
It is felt	вважають що
It follows	звідси випливає
It goes without saying	само собою зрозуміло
It is high time	саме час
It is known	відомо що
It is a matter of common(general) observation, knowledge	загальновідомо
It is a matter of experience	це справа практики
It is a matter of principle	це важливе питання
It is necessary	необхідно
It is no wonder	не дивно
It is to be noted	необхідно помітити
It is reported	повідомляється, що
It is said	кажуть що

Finish up the following sentences with the information on your research project.

1. The purpose/aim/intention of this paper is …
2. This paper deals with …
3. This paper/report contains/outlines/examines/assesses …
4. The methods used for … are discussed …
5. The results of … are presented …
6. The results indicate the dominant role of …
7. Data on … are discussed
8. It is (therefore) felt/believed/apparent/obvious that …
9. The author concludes by saying …
10. To conclude/to sum up/in conclusion/on the whole attention is drawn to the fact …
11. Our recommendation is that … should be …

Essay Writing

There are various types of argumentative compositions such as: outlining the advantages and disadvantages of a certain question, giving your opinion on a subject, providing solutions to problems and discursive essays.

> ***Read the two models of essays and give reasons why model A is good and model B is bad. Then, re-read the good model and underline the linking words.***

Model A
Competition – Productive or Destructive?

Competition has long been the driving force behind improvements in areas such as world trade and sports performance. However, much can be said against the desire to come first. As Bernard Hunt, a British journalist said, "Winning is a drug. Once you have experienced it, you cannot do without it."

The main disadvantage of competition is that it can encourage dishonesty. This is illustrated by the large numbers of athletes who are disqualified from events every year for having taken harmful drugs to improve their performance. Politicians have also been known to be untruthful when they want to win an election so much that they will lie to get votes. In industry, the competition to produce more goods at cheaper prices is so great that it can lead companies to open factories in poor countries where they can exploit employees by making them work long hours for low wages.

On the other hand, competition in sport means that athletes have to make the greatest effort they can, which is an exciting thing to watch. Because of competition in the political arena, politicians are encouraged to make visible improvements to the country in an effort to gain voters' support, which in the end benefits everyone. Finally, competition in industry tends to lead to lower prices, which is undoubtedly beneficial for consumers.

To conclude, competition has both good and bad points. Although it can result in dishonesty and exploitation, its benefits outweigh its drawbacks and have a positive effect on many aspects of our lives. Moreover, the competitive spirit is always with us, and is difficult to control, however hard one tries.

Model B
Competition – Productive or Destructive?

In some ways competition is good. In some ways competition is bad. It's good when it makes things better, such as business and sports. It's bad when it hurts people.

Competition is bad if it makes people not tell the truth, e.g. politicians. I hate politicians that don't tell the truth! I hate them! All athletes who are too competitive take drugs to make them run faster, etc. Someone I know was thrown

off the track team at school for taking such drugs. The whole world knows that this is bad for their bodies. Factories try to compete too much when they pay lousy wages to poor people in poor countries.

Competition is good because athletes want to get better at sports and politicians try to make their countries better and factory products get cheaper.

So you see, competition has its good and its bad sides but statistics prove that competition is more beneficial than harmful.

> ***Write an essay on the fundamental issues of your area of studies. Use as many linking words as possible.***

In Focus
Expressing that information is wrong

Adjectives	**Examples**
mistaken incorrect inadequate contradictory invalid misguided misleading	There are solid arguments in Section A, but conclusions in Section B show that the author is *mistaken* and lacks hard evidence. I'm afraid the results of the experiment are *incorrect* and they need redoing. Current responses to the global energy crisis are *inadequate*, scientists warn. I don't think the two different analyses are compatible, it is not surprising that you had problems matching the two results, which could be viewed almost *contradictory*. We will only know the answer when we gather a lot more data otherwise some of the conclusions may be *invalid.* The search for a unified theory of the human mind is *misguided*, says a psychologist. Conclusions drawn on limited data can be *misleading*.

Unit 8.

Oral presentation, report, performance. Rules of conversation, organization of discussion, controversy.

REPORTING AND PRESENTATIONS

> ***For many people delivering reports is an important and regular part of their work. Although reports tend to be conventional in organization and style, still they are made according to certain patterns.***

A successful report should consist of:

a) an introductory paragraph which clearly states the purpose and content of the report;
b) a main body in which the relevant information is presented in detail under suitable subheadings; and
c) a conclusion which summarizes the information given, and may include an opinion and/or suggestion/recommendation.

Points to consider

- Give your report an appropriate title, then carefully plan the information you will present. Think of suitable subheadings, then decide on the information you will include under each subheading. The subheadings should be used to indicate the beginning of each new section. Use linking words to join your ideas.
- Before you write your report you should think who the report is addressed to.
- Reports should be written in a formal style (complex sentences, non-colloquial English, frequent use of the passive, linking words/phrases, useful formal language).

There are various types of reports, such as assessment reports, informative reports, survey reports, proposal reports, work reports, investigation reports, research reports.

> ***Master students may eventually be asked to write a research report.***

The contents and organization of the research report are predictable and include statements or information about the following:

- the problem to be studied and why this problem is of interest;
- the purpose of or rationale for the present study;
- a summary of other research that has been done;
- the design of the experiment, if there is any, including the subjects, the variables/factors tested in the experiment and how and what type of information was obtained;

- what the findings tell us about the problem;
- areas for further research.

Basic Framework for a Research Report

Preliminaries	1.	The title	The fewest words possible that adequately describe the paper
	2.	Acknowledgements	Thanking colleagues, supervisors, sponsors, etc. for their assistance.
	3.	List of contents	The sections, in sequence, included in the report.
	4.	List of figures/tables	The sequence of charts or diagrams that appear in the text.
Introduction	5.	The abstract	An extremely concise summary of the contents of the report, including the conclusions. It provides an overview of the whole report for the reader.
	6.	Statement of the problem	A brief discussion of the nature of the research and the reasons for undertaking it. A clear declaration of proposals and hypotheses.
Main body	7.	Review of the literature	A survey of selective, relevant and appropriate reading, both of primary and secondary source materials. Evidence of original and critical thought applied to books and journals.
	8.	Design of the investigation	A statement and discussion of the hypotheses, and the theoretical structure in which they will be tested and examined, together with the methods used.
	9.	Measurement techniques used	Detailed descriptions and discussion of testing devices used. Presentation of data supporting validity and reliability. A discussion of the analysis to be applied to the results to test the hypotheses.
	10.	Results	The presentation in a logical order of information and data on which a decision can be made to accept or reject the hypotheses.
Conclusion	11.	Discussion and conclusion	The presentation of principles, relationships, correlations and generalizations shown by the results. Interpretation of the results and their relationship to the research problem and hypotheses. Making deductions and inferences, and the implications for the research. Making

			recommendations.
	12.	Summary	A concise account of the main findings, and the inferences drawn from them.
Extras	13.	Bibliography	An accurate listing in strict alphabetical order of all the sources cited in the text.
	14.	Appendices	A compilation of important data and explanatory and illustrative material, placed outside the main body of the text.

The reports are often made in the form of presentations. Further you will find information on how to make your presentation effective.

Making an Effective Presentation

A presentation is a report one gives to an audience. It can be a short report, a long analysis, a narrative of any length, formal, or informal. Whether oral or written, the presentation format should be clear and organized.

Simplicity, clarity and brevity are characteristic features of perfect presentation. The best presenters take the view that presenting is not formalized public speaking, it is a dynamic way of dealing with people.

If you want to be effective you are to maintain the delicate balance and proportion dealing with the three essential elements of presenting: presenter – audience – message.

Thus, you are to study how to do it.

1. Work on your image. Perceptions are sometimes more powerful than facts! First impressions influence the audience's attitudes to you. Wear an outfit that you know and love, not something new or fussy to feel comfortable.

2. Know your audience, their background and their motives. The factor of the listener is one of the most important parameters of effective communication. The golden rule of public speaking is that you should always keep your audience in mind. The best advice which can be given by an experienced presenter is: make your language natural and comprehensive for the audience.

3. Define your objective and analyze the communication situation. This will help you decide on the vocabulary and style you use in your presentation. Lexical expressive means help you personalize your message, reveal your attitudes.

4. Being an oral form of communication, presentation is to be well structured. The traditional and generally accepted structure of a speech contains the following elements:

- introduction, in which the speaker grabs the attention of the audience, introduces the subject, his purpose and himself to the audience;
- the body of the speech, which contains a summary of the major ideas and information that supports and clarifies the ideas;

– conclusion (close), which contains a summary or a conclusion from the information presented and which helps the speaker to end his speech gracefully.

Methods of Delivery – successful delivery of the speech depends to a considerable extent on the method of presentation selected by the speaker. Four general methods of delivery may be distinguished: impromptu, manuscript, memorized and extemporaneous. The *impromptu* method of delivery involves speaking without any specific preparation. In the *manuscript* method the entire speech is read to the audience. The *memorized* method of delivery involves writing out the speech word for word and committing it to memory. The *extemporaneous* method of delivery is based upon thorough preparation, memorizing the main ideas and abbreviating the manuscript to a number of key words and phrases. There is no commitment to exact wording. This method is usually described as the most effective one. The main advantage of this method is that it allows you great flexibility.

Making the Presentation – the following practical tips can be useful: greet the audience, and tell them who you are, then tell them what you are going to tell them; keep to the time allowed; if you can, keep it short; stick to the plan for the presentation; leave time for discussion; at the end of your presentation ask if there are any questions; finally, make your closing remarks by thanking your audience.

Voice Qualities – your voice is you. Bearing it in mind the speaker should know how to master his voice qualities, change them, adjust to the occasion. It is common knowledge that your voice shows not only your character but also your mood. During the presentation the speaker sounds self-assured, concerned, personally involved, very often enthusiastic. Follow the following tips: speak clearly; don't shout or whisper; be natural – don't rush, or talk deliberately slowly; pause at key points; avoid jokes; to make the presentation interesting; change your delivery, but not too obviously, e.g. speed (rate), pitch of voice, volume, etc.

Body Language – keep your body relaxed and use controlled gestures and pauses. Be careful not to move around too much during your talk (as this will distract your audience). Strike up eye contact if possible.

Visual aids significantly improve the interest of a presentation. Visuals help to: focus the attention of your audience; illustrate points which are hard to visualize; reinforce your main ideas; involve and motivate the audience.

> ***Think about your weak and strong points as a speaker in public. Compare and discuss your list with your partner.***

my

strong points	weak points
1	1
2	2
3	3
4	4
5	5

Make individual or team presentations in class. To make your presentation effective use the following words and phrases:

Let me begin by saying …	*Дозвольте мені почати з того, що …*
I would like to begin (to start)…	*Я хотів би почати з …*
First of all …	*По перше, …*
Secondly …	*По-друге, …*
Thirdly …	*По-третє …*
Further…	*Далі …*
For example/for instance…	*Наприклад...*
An example of this is …	*Прикладом цього є …*
On the one hand …	*З одного боку …*
On the other hand …	*З іншого боку …*
Similarly …	*Подібним чином …*
Likewise …	*Аналогічно …*
Especially important…	*Особливо важливо.*
To sum up, …	*Підводячи підсумок …*
To summarize, …	*Якщо підсумовувати …*
Finally …	*Нарешті …*
In conclusion, let me say that …	*На завершення дозвольте мені сказати, що …*

Adjectives for evaluating importance	**Examples**
important significant fundamental crucial ground-breaking unique seminal notable	*Important* new information about the planets has been gained from the space probes. British scientists published a *significant* piece of research on the nature of cancerous cells. *Fundamental*_problems exist in current theories of the universe. A *crucial* stage of global warming could be reached within ten years, scientists say. A *ground-breaking* discovery has been made in research into ageing. The discovery of archeologists in Egypt is *unique* according to scientists. In his *seminal* work Abaka challenges current techniques, revealing flaws in data interpretation. The only criticism I have is that there is a *notable* lack of references to works before.

Grammar Review 1: Tenses in the Active Voice

Step 1. ***Use the correct form of the verbs in the Active Voice.***

1. Last time we (to decide) that it (to be) useful to hold presentation sessions every other month.
2. Most Universities (to award) honorary degrees, usually at the Master level.
3. At the moment amongst all students enrolled in Master courses the largest group (to study) for a qualification in business.
4. This (to result) from many changes and developments in recent years within the higher education sector.
5. Research degrees (to denote) advanced study in a chosen discipline with a view to the pursuit of an academic career.
6. The emphasis on research (to prompt) recently new levels of competition amongst universities.
7. Once the student (to present) a research design acceptable to his or her adviser, the independent research phase (to begin).
8. Her successful defence of the thesis (to lead) to the award of the degree.
9. Research study, whether at Masters or Doctoral level, (to depend) upon the individual supervision of students by a member of the faculty who (to share) their interests.
10. Schools, colleges and universities (to be) the most widely spread methods of formal education and training so far.

Step 2. ***Translate into Ukrainian paying attention to the words of time indication. Put questions to the underlined words.***

1. With an ever increasing climate of competition, other <u>countries</u> are emerging as desirable study destinations *at the moment*.
2. <u>The *last* decade of the 20th century witnessed a process of swift and irrevocable change leading to the third industrial revolution</u>.
3. Your research topic has been in an <u>interdisciplinary</u> area *so far*.
4. If a student-supervisor relationship is not working satisfactorily the only proper solution will be the <u>appointment</u> of a new supervisor *in future*.
5. The expansion of Doctoral Training Centres has also been a <u>positive</u> step *of late* as has the development of other models of doctoral training.
6. Adults with <u>advanced</u> <u>degrees</u> *as a rule* earn four times more than those with less than a high school diploma.
7. We have deeply thought about the possible <u>impact</u> of Master studies on our life.
8. *So far* policy makers have paid little attention to Master provision, despite the fact that Master education is of enormous value to the UK and will play a <u>crucial rol</u>e in economic growth.
9. <u>The UK</u> delivers 8% of world research output, and is second only to the US in a number of research disciplines.
10. The general principles of project management <u>at Master level</u> do not, however, vary significantly across the academic disciplines.

Step 3. ***Translate into English.***

1. Як правило, магістерський курс відрізняється від бакалаврату тим, що він містить великий обсяг самостійної роботи.
2. Лише невелика частина слухачів вже склала іспити на здобуття ступеня магістра.
3. У цій країні досі немає єдиної системи об'єктивної оцінки знань.
4. Останніми роками спостерігається підвищення ролі університетів як великих дослідницьких центрів країни.
5. Від місцевих органів влади студенти одержують стипендії, які покривають вартість навчання та іноді – вартість проживання.
6. Він вже обрав тему магістерського дослідження та подав індивідуальний план роботи.
7. На минулій конференції він зробив дуже цікаву доповідь, яка викликала бурхливу дискусію.
8. Вступники до магістратури складають ЗНО зі спеціальності та іноземної мови.
9. До конференції він нічого не знав про результати дослідження і тому не включив їх у доповідь.
10. На тому етапі продовження дослідження було недоцільним, оскільки магістрант не зіставив отриманих результатів з попередніми.

Grammar Review 2: Sequence of Tenses. Reported Speech

Step 1. ***Tips:***

1. "Why can't you work under pressure?"
   The first interviewer asked why she couldn't work under pressure.
2. Does the job provide benefits?
   The applicant asked if the job provided benefits.
3. "Modern technology began with the development of power-driven machines and growth of the factory system."
   It was mentioned that modern technology had begun with the development of power-driven machines and growth of the factory system.
4. "Did you fill in the application form?"
   The clerk asked if I had filled in the application form.
5. "The European Union has developed international scientific cooperation over the last years"
   It was stressed that the European Union had developed international scientific cooperation over the last years.

Step 2. ***Complete each sentence in reported speech, beginning as shown.***

1. "Indicate the ways in which you have used these data."

They were asked …

2. “To succeed in your master’s and doctoral studies is by no means the final product, as the landscape of Master research changes all the time.”
   Professor Mouton says …
3. “Did the analyses of interviews begin with a detailed summary of what had been said?”
   The employer wanted to know …
4. “I have had some disasters but I have also learnt an immense amount from the graduate students I worked with.”
   My colleague concluded …
5. “A traditional course in social research methodology will not meet the needs of students concerning thesis requirements.”
   Professor Brown soon explained: …

Step 3. ***Translate into English.***

1. Йому пояснили, що вступники на навчання до магістратури проходять співбесіду з викладачами кафедри.
2. Міністр був задоволений тим, що університети також налагодили свої власні закордонні зв'язки.
3. Було рекомендовано певним науковим установам створити спеціалізовані дослідницькі центри.
4. Лектор звернув увагу студентів на те, що в процесі розвитку науки відбувається постійне оновлення знань, ідей та концепцій.
5. Їм сказали, що особи, які склали вступні іспити, звільняються від співбесіди.
6. Уряд заявив, що необхідно зміцнювати потенціал університетів у галузі підготовки наукових кадрів світового рівня у дослідницькому середовищі.
7. У статті наголошувалося, що австралійська дослідницька рада забезпечує фінансування 4650 дослідницьких проектів у всій Австралії.
8. Усі погодилися, що формування національної інноваційної системи освіти є найважливішим завданням, невід'ємною частиною освітньої політики держави.
9. Викладач поцікавився, де може пройти підвищення кваліфікації.
10. Голова Ради наголосив, що можливості для міжнародного співробітництва серед наукової спільноти розширюються.

Topics for scientific research.

1.Schools of pedagogical thoughts.

2.Outstanding Ukrainian scholars.

3.Objects of intellectual property rights.

4.The vocabulary of the English language.

5.Professional and scientific terminological vocabulary.

6.Professional idiomatic expressions, clichés, abbreviations.

7.Grammatical features of scientific style.

8.Stylistic features of scientific style.

9.Organizations of a scientific conference, parts of a conference, conference procedure.

10.Scientific journals. Professional pedagogical journals.

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Мулик К.О.

методичні рекомендації «Іноземна мова в освітньо-професійній і науковій діяльності» для здобувачів другого (магістерського) рівня вищої освіти спеціальності 011 Початкова освіта.

Методичний посібник

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