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**ЛІНГВІСТИЧНИЙ ДОВІДНИК
НАУКОВОГО ДОСЛІДЖЕННЯ:
ПРАКТИКУМ
(англійською мовою)**

**Навчальний посібник
для студентів, магістрантів та аспірантів**

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Посібник являє собою ресурсний лінгвістичний довідник для написання наукової роботи та презентації результатів наукового дослідження англійською мовою. Метою посібника є сприяння розвитку текстової, термінологічної, лексикографічної культури дослідника у галузі створення писемних наукових текстів, формування навичок застосування типових лексико-синтактичних моделей (фраз-кліше), поширених в академічному письмовому мовленні, при організації відповідних розділів наукової роботи, а також формування системи практичних умінь з презентації результатів науково-дослідних робіт.

Для студентів, магістрантів та аспірантів вищих навчальних закладів.

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CONTENTS

FOREWORD	4
A NOTE ON A RESEARCH WORK WRITING.....	5
UNIT 1.	
THE VOCABULARY TO OUTLINE THE MAJOR	
SECTIONS OF A RESEARCH WORK.....	7
UNIT 2.	
THE VOCABULARY TO INTRODUCE THE GENERAL	
FUNCTIONS OF A RESEARCH WORK	64
UNIT 3.	
THE VOCABULARY TO MAKE ORAL PRESENTATIONS ON	
A RESEARCH WORK	115
UNIT 4.	
A GUIDE TO MASTERING A RESEARCH WORK	
WRITING.....	170
APPENDIX 1	
TROUBLESOME WORDS, TERMS, AND EXPRESSIONS	
OF SCIENTIFIC WRITING	202
APPENDIX 2	
BANK OF PRESENTATIONS.....	209
BIBLIOGRAPHY.....	246

FOREWORD

The book is a general resource for academic writers. It aims to provide the phraseological ‘nuts and bolts’ of academic writing organised according to the main sections of a research paper or dissertation. Other phrases are listed under the more general communicative functions of academic writing.

The resource was designed primarily for academic and scientific writers who are non-native speakers of English.

The phrases, and the headings under which they are listed, can be used simply to assist you in thinking about the content and organisation of your own writing, or the phrases can be incorporated into your writing where this is appropriate. In most cases, a certain amount of creativity and adaptation will be necessary when a phrase is used.

The book is not discipline specific. Nevertheless, it should be particularly useful for writers who need to report their empirical studies.

A NOTE ON A RESEARCH WORK WRITING

The principal characteristics of written academic style are listed below.

1. Evidence-based

Perhaps the most important distinguishing feature of written academic style is that it is evidencebased.

Writers support their arguments and claims with evidence from the body of knowledge relevant to their discipline. In addition, any research that is undertaken, must make reference to previous work in the field. As a result, academic texts are rich in attributions to other writers and references to previous research.

In addition, general propositions are usually supported with real examples.

2. Words of classical origin

Unlike everyday English, academic writing is characterised by a high frequency of words of classical origin (Greek and Latin). The main reason for this is that Latin was the *lingua academica* during the European renaissance; in other words, it was the international language of scholars. Even up until relatively recently, great works of science, such as Isaac Newton's *Philosophia Naturalis Principia Mathematica* (1687), were written in Latin. Even where academic texts were written in English, words of classical origin were used for concepts and phenomena for which there was no equivalent in English.

Although the *lingua academica* of today is English, writers of academic English still tend to use words which are derived from Latin, and also, mainly through Latin, from Greek.

3. Cautious

Academic writers are careful about the claims they make: they take care not to appear certain where some doubt may exist, and they are careful not to over-generalise.

4. Impersonal

In the interests of objectivity, academic writers tend to remove themselves from the writing. The focus is on 'what' happened, 'how' it was done and 'what' was found. The 'who' (the writer) is not normally

given very much attention. This is one of the reasons why personal pronouns ('I' and 'we') tend not to be used. In addition, academic texts rarely address the reader directly and the pronoun normally used for this, 'you', is avoided.

There are some exceptions: in certain disciplines, it may be appropriate for a writer to explain their personal interest in the research area. In some disciplines, the researcher may participate in the research as a participant-observer. In these cases, 'I' will be used.

In research undertaken by teams, for example in medicine and science, it is common for the research to be reported using the personal pronoun 'we'.

5. Nominalisation

There is a tendency for academic writers to transform verbs (actions) into nouns. As a result of this kind of transformation, academic writing is characterised by long noun phrase constructions, as in: 'the abandonment of unwanted Roman children'. In certain cases, these nominalised forms can become long and complex.

Although this kind of construction is considered normal in scientific writing, unless the reader is familiar with the constructions, it does make reading difficult as there are so many pieces of information to process in the one sentence. There is an argument that too much nominalization should be discouraged.

6. Rhetorical questions

Questions to introduce significant new ideas are avoided, and are replaced with statements.

7. Contracted forms avoided

Contracted forms (e.g. *it's*, *don't*, *isn't*, *aren't*) should not be used in academic writing. The only exception would be if you are transcribing a recorded conversation or interview.

8. Precise and detailed

Last of all, one of the most noticeable features of academic writing is that it is very precise and detailed. This relates to the setting out and development of the thinking and the ideas as well as to the language used in the writing.

UNIT 1.

THE VOCABULARY TO OUTLINE THE MAJOR SECTIONS OF A RESEARCH WORK

1.1. WRITING INTRODUCTIONS

There are many ways to introduce a research work. Most academic writers, however, appear to do one or more of the following in their introductions:

- **establish the context, background and/or importance of the topic;**
- **indicate an issue, problem, or controversy in the field of study;**
- **define the topic or key terms;**
- **state of the purpose of the essay/writing;**
- **provide an overview of the coverage and/or structure of the writing.**

Introductions to research articles and dissertations tend to be relatively short but quite complex. Some of the more common moves include:

- **establishing the context, background and/or importance of the topic;**
- **giving a brief synopsis of the relevant literature;**
- **indicating a problem, controversy or a knowledge gap in the field of study;**
- **establishing the desirability of the research;**
- **listing the research questions or hypotheses;**
- **providing a synopsis of the research method(s);**
- **explaining the significance or value of the study;**
- **defining certain key terms;**
- **providing an overview of the dissertation or report structure;**
- **explaining reasons for the writer's personal interest in the topic.**

Examples of phrases which are commonly employed to realise these functions are listed below.

Note that there may be a certain amount of overlap between some of the categories under which the phrases are listed.

ESTABLISHING THE IMPORTANCE OF THE TOPIC FOR THE WORLD OR SOCIETY

X is a fundamental property of

X is fast becoming a key instrument in

X is a common disorder characterised by

X plays an important role in the maintenance of

Xs are the most potent anti-inflammatory agents known.

X is a major public health problem, and the main cause of

Xs are one of the most rapidly declining groups of insects in

In the new global economy, X has become a central issue for

X is the leading cause of death in western-industrialised countries.

Xs are one of the most widely used groups of antibacterial agents and

X is increasingly recognised as a serious, worldwide public health concern.

X is an important component in the climate system, and plays a key role in Y.

In the history of development economics, X has been thought of as a key factor in

ESTABLISHING THE IMPORTANCE OF THE TOPIC FOR THE DISCIPLINE

A key aspect of X is

X is a classic problem in

A primary concern of X is

X is at the heart of our understanding of

X is an increasingly important area in applied linguistics.

Investigating X is a continuing concern within

Central to the entire discipline of X is the concept of

X and Y have been an object of research since the 1960s

X is a major area of interest within the field of

The issue of X has received considerable critical attention.

X has been studied by many researchers using

One of the most significant current discussions in legal and moral philosophy is ...

ESTABLISHING THE IMPORTANCE OF THE TOPIC

(TIME FRAME GIVEN)

One of the most important events of the 1970s was

Traditionally, Xs have subscribed to the belief that

Recent developments in X have heightened the need for

In recent years, there has been an increasing interest in

Recent trends in X have led to a proliferation of studies that

Recent developments in the field of X have led to a renewed interest in

Recently, researchers have shown an increased interest in

The past decade has seen the rapid development of X in many

The past thirty years have seen increasingly rapid advances in the field of
....

Over the past century there has been a dramatic increase in

X proved an important literary genre in the early Y community.

The changes experienced by Xs over the past decade remain
unprecedented.

Xs are one of the most widely used groups of Y and have been extensively
used for

SYNOPSIS OF LITERATURE

Previous studies have reported

Recent evidence suggests that

Several attempts have been made to

Studies of X show the importance of

A number of researchers have reported

Recently investigators have examined the effects of X on Y.

Factors found to be influencing X have been explored in several studies.

In the past two decades a number of researchers have sought to determine
....

A considerable amount of literature has been published on X. These studies

Surveys such as that conducted by Smith (1988) showed that

The first serious discussions and analyses of X emerged during the 1970s with

There have been a number of longitudinal studies involving X that have reported

Xs were reported in the first models of Y (e.g., Smith, 1977; Smith and Patel, 1977).

What we know about X is largely based upon empirical studies that investigate how

Smith (1984: 217) shows how, in the past, research into X was mainly concerned with

HIGHLIGHTING A PROBLEM

However, a major problem with this kind of application is

Lack of X has existed as a health problem for many years.

However, these rapid changes are having a serious effect on

Despite its safety and efficacy, X suffers from several major drawbacks:

However, research has consistently shown that these students lack

There is increasing concern that some Xs are being disadvantaged

Despite its long clinical success, X has a number of problems in use.

Questions have been raised about the safety of prolonged use of

Along with this growth in X, however, there is increasing concern over

HIGHLIGHTING A CONTROVERSY IN THE FIELD OF STUDY

To date there has been little agreement on what

One major issue in early X research concerned

The issue has grown in importance in light of recent

One observer has already drawn attention to the paradox in

Questions have been raised about the safety of prolonged use of

Debate continues about the best strategies for the management of

In many Xs, a debate is taking place between Ys and Zs concerning

This concept has recently been challenged by X studies demonstrating
The debate about X has gained fresh prominence with many arguing that

More recently, literature has emerged that offers contradictory findings about

One of the most significant current discussions in legal and moral philosophy is

One major theoretical issue that has dominated the field for many years concerns

The controversy about scientific evidence for X has raged unabated for over a century.

The causes of X have been the subject of intense debate within the scientific community.

The issue of X has been a controversial and much disputed subject within the field of

In the literature on X, the relative importance of Y has been subject to considerable debate.

HIGHLIGHTING INADEQUACIES OF PREVIOUS STUDIES

Researchers have not treated X in much detail.

Previous studies of X have not dealt with

Half of the studies evaluated failed to specify whether

Most studies in the field of X have only focused on

Most studies in X have only been carried out in a small number of areas.

The generalisability of much published research on this issue is problematic.

The experimental data are rather controversial, and there is no general agreement about

Such expositions are unsatisfactory because they

The research to date has tended to focus on X rather than Y.

Research on the subject has been mostly restricted to limited comparisons of

The existing accounts fail to resolve the contradiction between X and Y.

However, few writers have been able to draw on any systematic research into

However, much of the research up to now has been descriptive in nature

However, these results were based upon data from over 30 years ago and it is unclear if

Although extensive research has been carried out on X, no single study exists which

X's analysis does not take account of nor does she examine

HIGHLIGHTING A KNOWLEDGE GAP **IN THE FIELD OF STUDY**

What is not yet clear is the impact of X on

No previous study has investigated X .

There has been little quantitative analysis of

The neurobiological basis of this X is poorly understood.

Until recently, there has been no reliable evidence that

In addition, no research has been found that surveyed

Little is known about X and it is not clear what factors

This indicates a need to understand the various perceptions of X that exist among

So far this method has only been applied to

So far, however, there has been little discussion about

However, far too little attention has been paid to

However, the evidence for this relationship is inconclusive

However, much uncertainty still exists about the relation between

However, there have been no controlled studies which compare differences in

In contrast, very little is known about X in non-mammalian vertebrates and in

Apart from Smith (2014), there is a general lack of research in

Despite this, very few studies have investigated the impact of X on

Several studies have produced estimates of X (Smith, 2002; Jones, 2003), but there is still insufficient data for

INDICATING THE FOCUS, AIM, ARGUMENT **OF A SHORT PAPER**

This paper contests the claim that

This paper will review the research conducted on

This paper will focus on/examine/give an account of

This paper seeks to remedy these problems by analysing the literature of

This paper examines the significance of X in the rise of

This essay critically examines/discusses/traces

This account seeks to

In this paper I argue that

In the pages that follow, it will be argued that

This paper attempts to show that

In this essay, I attempt to defend the view that

The central thesis of this paper is that

The aim of the paper is to provide a conceptual theoretical framework based on....

The purpose of this paper is to review recent research into the

STATING THE PURPOSE OF RESEARCH

The major objective of this study was to investigate

The aim of this study was to clarify several aspects of

The aim of this study is to investigate the differences between X and Y.

The aim of this research project has therefore been to try and establish what

The main aim of this investigation is to assess the doses and risks associated with

The aim of this study is to shine new light on these debates through an examination of

The objectives of this research are to determine whether

The main purpose of this study is to develop an understanding of

This paper investigates the usefulness of

This thesis intends to determine the extent to which and whether

This thesis will examine the way in which the

This research examines the emerging role of X in the context of

This case study seeks to examine the changing nature of

This dissertation seeks to explain the development of

This dissertation aims to unravel some of the mysteries surrounding

This study systematically reviews the data for....., aiming to provide

Part of the aim of this project is to develop software that is compatible with

There are two primary aims of this study: 1. To investigate 2. To ascertain

Drawing upon two stands of research into X, this study attempts to

One purpose of this study was to assess the extent to which these factors were

This study seeks to obtain data which will help to address these research gaps.

This study therefore set out to assess the effect of X, and the effect of

RESEARCH QUESTIONS OR HYPOTHESES

The central question in this dissertation asks how

This research seeks to address the following questions:

In particular, this dissertation will examine six main research questions:

The hypothesis that will be tested is that

The key research question of this study was whether or not

This study aimed to address the following research questions:

Another question is whether

SYNOPSIS OF THE RESEARCH DESIGN, METHOD, SOURCE(S) OF DATA

Five works will be examined, all of which

Data for this study were collected using

This dissertation follows a case-study design, with in-depth analysis of

This study was exploratory and interpretative in nature.

The approach to empirical research adopted for this study was one of

The methodological approach taken in this study is a mixed methodology based on

By employing qualitative modes of enquiry, I attempt to illuminate the

This work takes the form of a case-study of the

Both qualitative and quantitative methods were used in this investigation. A combination of quantitative and qualitative approaches was used in the data analysis.

Qualitative and quantitative research designs were adopted to provide

A holistic approach is utilised, integrating X, Y and Z material to establish

The research data in this thesis is drawn from four main sources:

The study was conducted in the form of a survey, with data being gathered via

INDICATING SIGNIFICANCE

This project provided an important opportunity to advance the understanding of

This study provides an exciting opportunity to advance our knowledge of

This is the first study to undertake a longitudinal analysis of

The findings should make an important contribution to the field of

Therefore, this study makes a major contribution to research on X by demonstrating

The study offers some important insights into

This study aims to contribute to this growing area of research by exploring

There are several important areas where this study makes an original contribution to

INDICATING LIMITATIONS

The thesis does not engage with

Due to practical constraints, this paper cannot provide a comprehensive review of

It is beyond the scope of this study to examine the

The reader should bear in mind that the study is based on

Another potential problem is that the scope of my thesis may be too broad.

A full discussion of X lies beyond the scope of this study.

GIVING REASONS FOR PERSONAL INTEREST*

My main reason for choosing this topic is personal interest.

I became interested in Xs after reading

This project was conceived during my time working for X. As a medical advisor, I witnessed ...

I have worked closely with X for many years and

It is my experience of working with X that has driven this research.

OUTLINING THE STRUCTURE

The main questions/issues addressed in this paper are: a), b and c).

This paper has been divided into four parts. The first part deals with

The essay has been organised in the following way.

This paper reviews the evidence for

This paper begins by It will then go on to

The first section of this paper will examine

This paper first gives a brief overview of the recent history of X.

My thesis is composed of four themed chapters.

The overall structure of the study takes the form of six chapters, including this introductory chapter.

Chapter Two begins by laying out the theoretical dimensions of the research, and looks at how

The third chapter is concerned with the methodology used for this study.

The fourth section presents the findings of the research, focusing on the three key themes that

Chapter 6 analyses the results of interviews and focus group discussions undertaken during

The remaining part of the paper proceeds as follows:

The final chapter draws upon the entire thesis, tying up the various theoretical and empirical strands in order to and includes a discussion of the implication of the findings to future research into this area.

Finally, the conclusion gives a brief summary and critique of the findings. Finally, areas for further research are identified.

EXPLAINING KEYWORDS (REFER TO *DEFINING TERMS*)

Throughout this paper, the term X will refer to

Throughout this dissertation, the term X will be used to refer to

In this article, the acronym/abbreviation XYZ will be used.

According to Smith (2002), X can be defined as follows: “....”

The term X is a relatively new name for, commonly referred to as

While a variety of definitions of the term X have been suggested, this paper will use the definition first suggested by Smith (1968) who saw it as...

1.2. REFERRING TO LITERATURE

One of the distinguishing features of academic writing is that it is informed by what is already known, what work has been done before, and/or what ideas and models have already been developed. Thus, academic writers frequently make reference to external sources. In some cases, where the individual author is important, the author's name will be the main subject of the sentence; in other cases, the source may only be mentioned in brackets (....) or via a number notation system (e.g. footnotes and endnotes). The 'author as subject' style is less common in the empirical disciplines (sciences) and more commonly used in the humanities.

The verbs and verb phrases typically used for referring to sources are listed below. Note that different referencing systems are used in different disciplines. In the examples given here, the Harvard in-text referencing system has been used.

The literature review: it is the purpose of the literature review section of a paper or dissertation to show the reader, in a systematic way, what is already known about the research topic as a whole, and to outline the key ideas and theories that help us to understand this. As well as being systematic, the review should be evaluative and critical of the studies or ideas which are relevant to the current work (refer to *Being Critical*).

For example, you may think a particular study did not investigate some important aspect of the area you are researching, that the authors failed to notice a weakness in their methods, or that their conclusion is not well-supported.

A NOTE ON VERB TENSES:

For general reference to the literature, **the present perfect tense** (have/has + verb + ed) tends to be used.

For reference to specific studies carried out in the past, **the simple past tense** is most commonly used.

When referring to the words or ideas of writers, **the present tense** is often used if the ideas are still relevant, even if the author is no longer alive.

The examples given below reflect these general patterns.

GENERAL DESCRIPTIONS OF THE RELEVANT LITERATURE

A large and growing body of literature has investigated

More recent attention has focused on the provision of

Much of the current literature on X pays particular attention to

Over the past decade most research in X has emphasized the use of

There is a large volume of published studies describing the role of

In recent years, there has been an increasing amount of literature on

The generalisability of much published research on this issue is problematic.

During the past 30 years, much more information has become available on

A considerable amount of literature has been published on X. These studies

The first serious discussions and analyses of X emerged during the 1970s with

What we know about X is largely based upon empirical studies that investigate how

GENERAL REFERENCE TO PREVIOUS RESEARCH OR SCHOLARSHIP: NORMALLY MORE THAN ONE AUTHOR

Traditionally, it has been argued that (Smith, 1982; O'Brien, 1984).

Surveys such as that conducted by Smith (1988) have shown that

Many historians have argued that (e.g. Jones, 1987; Johnson, 1990; Smith, 1994).

There is a consensus among social scientists that(e.g. Jones, 1987; Johnson, 1990;

Recent evidence suggests that (Smith, 1996; Jones 1999; Johnson, 2001)

Recently, in vitro studies have shown that X can (Patel *et al.*, 1997; Jones *et al.*, 1998).

Several studies investigating X have been carried out on

Several attempts have been made to (Smith, 1996; Jones 1999;).

Several studies thus far have linked X with Y (Smith, 2002; Jones 2004).

Several studies have revealed that it is not just X that acts on (Smith, 1996; Jones

Several biographies of Brown have been published. Smith (2013) presents

The geology of X has been addressed in several small-scale investigations and

Data from several sources have identified the increased X and Y associated with obesity.

Previous studies have reported (Smith, 1985; Jones, 1987; Johnson, 1992).

Previous research has indicated that various X indicators have a positive impact on

Previous research findings into X have been inconsistent and contradictory (Smith, 1996;)

Numerous studies have attempted to explain (for example, Smith, 1996; Kelly, 1998;)

A number of authors have reported analyses of trends in X that demonstrated

A number of studies have found that (Smith, 2003; Jones, 2004).

A number of studies have examined X (e.g. Smith, 2003; Jones, 2005), but to date none has

Xs have been identified as major contributing factors for the decline of many species (1).

X has also been shown to reverse the anti-inflammatory effects of Y in murine-induced arthritis.

Twenty cohort study analyses have examined the relationship between

At least 152 case-control studies worldwide have examined the relationship between.....

Other studies have considered the relationship

The relationship between X and Y has been widely investigated (Smith, 1985; Jones, 1987,

The causes of X have been widely investigated (Jones, 1987; Johnson, 1990; Smith, 1994).

Factors thought to be influencing X have been explored in several studies. It has been suggested that levels of X are independent of the size of the Y (Smith *et al.*, 1995).

It has conclusively been shown that X and Y increase Z (Smith *et al.*, 1999; Jones, 2001).

It has been demonstrated that a high intake of X results in damage to (Smith, 1998;).

REFERENCE TO CURRENT STATE OF KNOWLEDGE

There is an unambiguous relationship between X and Y (Rao, 1998).

X is one of the most intense reactions following CHD (Lane, 2003).

X has been found to oppose the anti-inflammatory actions of Y on Z (Alourfi, 2004).

A relationship exists between an individual's working memory and their ability to (Jones, 2002).

GM varieties of maize are able to cross-pollinate with non-GM varieties (Smith, 1998; Jones, 1999).

Wang *et al.* (2004) have recently developed a methodology for the selective introduction of

REFERENCE TO SINGLE INVESTIGATIONS OR PUBLICATIONS IN THE PAST: TIME FRAME PROMINENT

In 1975, Smith *et al.* published a paper in which they described

In 1990, Patel *et al.* demonstrated that replacement of H₂O with heavy water led to

Thirty years later, Smith (1974) reported three cases of X which

In the 1950s, Gunnar Myrdal pointed to some of the ways in which (Myrdal, 1957)

In 1981, Smith and co-workers demonstrated that X induced in vitro resistance to

In 1990, Al-Masry *et al.* reported a new and convenient synthetic procedure to obtain

In 1984, Jones *et al.* made several amino acid esters of X and evaluated them as

REFERENCE TO SINGLE INVESTIGATIONS IN THE PAST:
INVESTIGATION PROMINENT

Preliminary work on X was undertaken by Abdul Karim (1992).
The first systematic study of X was reported by Patel *et al.* in 1986.
The study of the structural behaviour of X was first carried out by Rao *et al.* (1986).....
Analysis of the genes involved in X was first carried out by Smith *et al.* (1983).
One study by Smith (2014) examined the trend in
A recent study by Smith and Jones (2012) involved
A longitudinal study of X by Smith (2012) reports that
A small scale study by Smith (2012) reaches different conclusions, finding no increase in
Smith's cross-country analysis (2012) showed that
Smith's comparative study (2012) found that
Detailed examination of X by Smith and Patel (1961) showed that
Brown's (1992) model of X assumes three main
In an analysis of X, Smith *et al.* (2012) found
In an investigation into X, Smith *et al.* (2012) found
In another major study, Zhao (1974) found that just over half of the
In a study which set out to determine X, Smith (2012) found that
In a randomised controlled study of X, Smith (2012) reported that
In a large longitudinal study, Smith *et al.* (2012) investigated the incidence of X in Y.
In one well-known recent experiment, limits on X were found to be (Al-Masry, 2013)

REFERENCE TO SINGLE INVESTIGATIONS IN THE PAST:
RESEARCH TOPIC AS MAIN FOCUS

To determine the effects of X, Zhao *et al.* (2005) compared
X was originally isolated from Y in a soil sample from (Wang *et al.*, 1952).
The electronic spectroscopy of X was first studied by Smith and Jones in 1970.

X formed the central focus of a study by Smith (2002) in which the author found

X was first demonstrated experimentally by Pavlov (Smith, 2002). In his seminal study

The acid-catalyzed condensation reaction between X and Y was first reported by Smith in 1872.

To better understand the mechanisms of X and its effects, Smith (2013) analysed the

The way in which the X gene is regulated was studied extensively by Ho and colleagues (Ho *et al.* 1995 and 1998).

REFERENCE TO WHAT OTHER WRITERS DO IN THEIR TEXT: AUTHOR AS SUBJECT

Smith (2013) identifies X, Y, and Z as the major causes of

Perez (2013) draws on an extensive range of sources to assess

Toh (2013) mentions the special situation of Singapore as an example of

Al-Masry (2013) uses examples of these various techniques as evidence that

Smith (2013) questions whether mainstream schools are the best environment for

Jones (2013) draws our attention to distinctive categories of X often observed in

Brown (2013) considers whether countries work well on cross-border issues such as

Smith (2013) discusses the challenges and strategies for facilitating and promoting

Jones (2013) provides in-depth analysis of the work of Aristotle showing its relevance to

Rao (2013) lists three reasons why the English language has become so dominant. These are:

Smith (2013) traces the development of Japanese history and philosophy during the 19th century.

Smith (2013) defines evidence based medicine as the conscious, explicit and judicious use of

Rao (2013) highlights the need to break the link between economic growth and transport growth

By drawing on the concept of X, Smith has been able to show that

Drawing on an extensive range of sources, the authors set out the different ways in which

In Chapter 2, Smith provides us with a number of important

In the subsequent chapter, Smith examines the extent to which

Some analysts (e.g. Carnoy, 2002) have attempted to draw fine distinctions between

Other authors (see Harbison, 2003; Kaplan, 2004) question the usefulness of such an approach.

REFERENCE TO ANOTHER WRITER'S IDEAS OR POSITION **(AUTHOR AS SUBJECT)**

According to Smith (2003), preventative medicine is far more cost effective, and therefore

As noted by Smith (2003) X is far more cost effective, and therefore

SYNTHESISING SOURCES

Similarly, Nicoladis (2006) found that X

In the same vein, Smith (1994) in his book XYZ notes

This view is supported by Jones (2000) who writes that

Smith argues that her data support O'Brien's (1988) view that

Al-Masry's (1986) work on X is complemented by Smith's (2009) study of

Almost every paper that has been written on X includes a section relating to

Unlike Smith, Jones (2013) argues that

In contrast to Smith, Jones (2013) argues that

A broader perspective has been adopted by Smith (213) who argues that

Conversely, Wang (2010) reported no significant difference in mortality between X and Y.

SOME WAYS OF INTRODUCING QUOTATIONS

Commenting on X, Smith (2003) argues: ‘....’

As Smith argues: ‘In the past, the purpose of education was to’ (Smith, 2000: 150).

As Carnoy (2004: 215) states: ‘there are many good reasons to be sceptical’.

In the final part of the Theses, Marx writes: ‘Philosophers have hitherto only interpreted the world in various ways; the point’

Sachs concludes: ‘The idea of development stands today like a ruin in the intellectual landscape...’(Sachs, 1992a: 156).

SUMMARISING THE REVIEW OR PARTS OF THE REVIEW

Together, these studies outline that

Overall, these studies highlight the need for

Collectively, these studies outline a critical role for...

The evidence presented in this section suggests that

The studies presented thus far provide evidence that

Overall, there seems to be some evidence to indicate that

Together these studies provide important insights into the

In view of all that has been mentioned so far, one may suppose that

1.3. DESCRIBING METHODS

In the Methods section of a dissertation or research article, writers give an account of how they carried out their research. **The Methods section should be clear and detailed enough for another experienced person to repeat the research and reproduce the results.** Where the methods chosen are new, unfamiliar or perhaps even controversial, or where the intended audience is from many disciplines, the Methods section will tend to be much more extensive.

Typical stretches of text found in this section of a research article or dissertation along with examples of the kind of language used for these are listed below. Note that for most of the functional categories in this section, the verbs are written in the simple past tense.

DESCRIBING PREVIOUSLY USED METHODS

To date various methods have been developed and introduced to measure X:

In most recent studies, X has been measured in four different ways.

Traditionally, X has been assessed by measuring....

Different authors have measured X in a variety of ways.

Previous studies have based their criteria for selection on

The use of qualitative case studies is a well-established approach in

This test is widely available, and has been used in many investigational studies.

Case studies have been long established in X to present detailed analysis of

Recently, simpler and more rapid tests of X have been developed.

Radiographic techniques are the main non-invasive method used to determine

A variety of methods are used to assess X. Each has its advantages and drawbacks.

Data were gathered from multiple sources at various time points during

GIVING REASONS WHY A PARTICULAR METHOD WAS ADOPTED OR REJECTED

A case study approach was used to allow a

Qualitative methods offer an effective way of

A quantitative approach was employed since

The design of the questionnaires was based on

The X method is one of the more practical ways of

The semi-structured approach was chosen because

The X approach has a number of attractive features:

The second advantage of using the multivariate method is

For this study, the X was used to explore the subsurface

Smith *et al.* (1994) identify several advantages of the case study,

It was decided that the best method to adopt for this investigation was to

The study uses qualitative analysis in order to gain insights into

It was considered that quantitative measures would usefully supplement and extend the

Many of the distributions were not normal so non-parametric signed rank tests were run.

One advantage of the X analysis is that it avoids the problem of

The sensitivity of the X technique has been demonstrated in a report by Smith *et al.* (2011).

However, there are certain drawbacks associated with the use of

The main disadvantage of the experimental method is that

A major problem with the experimental method is that

There are certain problems with the use of focus groups. One of these is that there is less

INDICATING A SPECIFIC METHOD

X was prepared according to the procedure used by Patel *et al.* (1957).

The synthesis of X was done according to the procedure of Smith (1973).

X was synthesised using the same method that was detailed for Y, using

This compound was prepared by adapting the procedure used by Zhao *et al.* (1990).

An alternative method for making scales homogenous is by using

Samples were analysed for X as previously reported by Smith *et al.* (2012)

DESCRIBING THE CHARACTERISTICS OF THE SAMPLE

Eligibility criteria required individuals to have received

A random sample of patients with was recruited from

Forty-seven students studying X were recruited for this study.

Just over half the sample (53%) was female, of whom 69% were

Of the initial cohort of 123 students, 66 were female and 57 male.

Only children aged between 10 and 15 years were included in the study.

Eligible women who matched the selection criteria were identified by

The students were divided into two groups based on their performance on

All of the participants were aged between 18 and 19 at the beginning of the study....

Two groups of subjects were interviewed, namely X and Y. The first group were

The project used a convenience sample of 32 first year modern languages students.

Participants were recruited from 15 clinics across, covering urban and rural areas

The initial sample consisted of 200 students, 75 of whom belonged to minority groups.

Semi-structured interviews were conducted with 17 male offenders with a mean age of 38 years.

Publications were only included in the analysis if

Articles were searched from January 1965 until April 2010.

A systematic literature review was conducted of studies that

All studies described as using some sort of X procedure were included in the analysis.

INDICATING REASONS FOR SAMPLE CHARACTERISTICS

Criteria for selecting the subjects were as follows:

The area of study was chosen for its relatively small

Five individuals were excluded from the study on the basis of

A small sample was chosen because of the expected difficulty of obtaining

The subjects were selected on the basis of a degree of homogeneity of their

A comparison group of 12 male subjects without any history of X was drawn from a pool of

DESCRIBING THE PROCESS: INFINITIVE OF PURPOSE

In order to identify the T10 and T11 spinous processes, the subjects were asked to

In order to understand how X regulates Y, a series of transfections was performed.

To establish whether,

To measure X, a question asking was used.

To see if the two methods gave the same measurement, the data was plotted and

To control for bias, measurements were carried out by another person.

To rule out the possibility that X, the participants were

To determine whether ..., the cells were incubated for

To enable the subjects to see the computer screen clearly, the laptop was configured with

To increase the reliability of measures, each X was tested twice with a 4-minute break between

To compare the scores three weeks after initial screening, a global ANOVA F-test was used.

The vials were capped with to prevent

The process was repeated several times in order to remove

In an attempt to make each interviewee feel as comfortable as possible, the interviewer

DESCRIBING THE PROCESS: OTHER PHRASES **EXPRESSING PURPOSE**

For the purpose of height measurement, subjects were asked to stand
For the purpose of analysis, 2 segments were extracted from each
For the estimation of protein concentration, 100 µL of protein sample was mixed with

DESCRIBING THE PROCESS: TYPICAL VERBS IN THE PASSIVE FORM

The data *were normalised* using
Descriptive data *were generated* for all variables.
The procedures of this study *were approved* by
Data for this study *were retrospectively collected* from
Prompts *were used* as an aid to question two so that
The experiments *were run* using custom software written in....
Two sets of anonymised questionnaires *were completed* by
The solution *was washed* three times with deionized water and
A total of 256 samples *were taken* from 52 boreholes (Figure 11).
Significance levels *were set* at the 1% level using the student t-test.
Data management and analysis *were performed* using SPSS 16.0 (2010).
Published studies *were identified* using a search strategy developed in
The experiments *were carried out* over the course of the growing period from
Injection solutions *were coded* by a colleague to reduce experimenter bias.
Drugs *were administered* by icv injection under brief CO2 narcosis;
The subjects *were asked* to pay close attention to the characters whenever
The pilot interviews *were conducted* informally by the trained interviewer
Blood samples *were obtained* with consent, from 256 Caucasian male patients
Independent tests *were carried out* on the x and y scores for the four years from
This experiment *was repeated* under conditions in which the poor signal/noise ratio was improved.

Article references *were searched* further for additional relevant publications.

The mean score for the two trials *was subjected* to multivariate analysis of variance to determine

DESCRIBING THE PROCESS: SEQUENCE WORDS AND PHRASES

Prior to commencing the study, ethical clearance was sought from

Prior to undertaking the investigation, ethical clearance was obtained from

In the end, the EGO was selected as the measurement tool for the current study.

After ‘training’, the subjects were told that

After collection, the samples were shipped back to X in

After conformational analysis of X, it was necessary to

After the appliance was fitted, the patients attended X every four weeks.

After obtaining written informed consent from the patients, a questionnaire regarding the

Once the Xs were located and marked, a thin clear plastic ruler

Once the positions had been decided upon, the Xs were removed from each Y and replaced by

Once the exposures were completed, the X was removed from the Y and placed in

On completion of X, the process of model specification and parameter estimation was carried out.

On arrival at the clinic, patients were asked to

Following this, the samples were recovered and stored overnight at

Following correction for, X was reduced to

These ratings were *then* made for the ten stimuli to which the subject had been exposed

The analysis was checked when initially performed and *then* checked again at the end of

The subjects were *then* shown a film individually and were asked to

The soil was *then* weighed again, and this weight was recorded as

The results were corrected for the background readings and *then* averaged before.

Finally, questions were asked as to the role of

In the follow-up phase of the study, participants were asked

DESCRIBING THE PROCESS: ADVERBS OF MANNER

The soil was then placed in a furnace and *gradually* heated up to

The vials were shaken *manually* to allow the soil to mix well with the water.

The medium was then *aseptically* transferred to a conical flask.

The resulting solution was *gently* mixed at room temperature for ten minutes and

A sample of the concentrate was then *carefully* injected into

The tubes were *accurately* reweighed to six decimal places using

DESCRIBING THE PROCESS: USING + INSTRUMENT

15 subjects were recruited using email advertisements requesting healthy students from

All the work on the computer was carried out using Quattro Pro for Windows and

Data were collected using two high spectral resolution Xs.

The data was recorded on a digital audio recorder and transcribed using a

Semi-automated genotyping was carried out using X software and

Statistical significance was analysed using analysis of variance and t-tests as appropriate.

Comparisons between the two groups were made using unrelated t-tests.

Using the X-ray and looking at the actual X, it was possible to identify

Using an Anthos Micro plate Reader, we were able to separate single cells into different

DESCRIBING THE PROCESS: GIVING DETAILED INFORMATION

Compounds 3 and 5 were dissolved in X at apparent pH 2.5 to give concentrations of 4mM

.... and the solutions were degraded at 55°C or 37°C for a total time of 42 hours.

At intervals of 0.5 min, 50 µL of the X was aliquoted into 0.5mL of Y (pH 7.5) to

INDICATING PROBLEMS OR LIMITATIONS

In this investigation there are several sources for error. The main error is

Another major source of uncertainty is in the method used to calculate X. In particular, the analysis of X was problematic.

Further data collection is required to determine exactly how X affects Y. It was not possible to investigate the significant relationships of X and Y further because the sample size was too small.

1.4. REPORTING RESULTS

The standard approach to this section of a research article or dissertation is to present and describe the results in a systematic and detailed way. **When reporting qualitative results, the researcher will highlight and comment on the themes that emerge from the analysis. These comments will often be illustrated with excerpts from the raw data. In text based studies, this may comprise quotations from the primary sources. In quantitative studies, the results section is likely to consist of tables and figures, and writers comment on the significant data shown in these. This often takes the form of the location or summary statement, which identifies the table or figure and indicates its content, and a highlighting statement or statements, which point out and describe the relevant or significant data.**

All figures and tables should be numbered and given a title. More elaborate commentary on the results is normally restricted to the Discussion section. In research articles, however, authors may comment extensively on their results as they are presented.

REFERENCE TO AIM OR METHOD

Changes in X and Y were compared using

Simple statistical analysis was used to

To assess X, the Y questionnaire was used.

To distinguish between these two possibilities,

T-tests were used to analyse the relationship between

In order to assess Z, repeated-measures ANOVAs were used.

Regression analysis was used to predict the

The average scores of X and Y were compared in order to

Nine items on the questionnaire measured the extent to which

The correlation between X and Y was tested.

The first set of analyses examined the impact of

To compare the scores three weeks after initial screening, a global ANOVA F-test was used.

A scatter diagram and a Pearson's product moment correlation were used to determine the relationship between

Table 1 shows • an overview of

compares
presents
provides

- the experimental data on X.
- the summary statistics for
- the breakdown of X according to ...
- the results obtained from the preliminary analysis of X.
- the intercorrelations among the nine measures of X.

HIGHLIGHTING SIGNIFICANT DATA IN A TABLE OR CHART

It is apparent from this table that very few

This table is quite revealing in several ways. First, unlike the other tables

What is interesting in this data is that

In Fig.10 there is a clear trend of decreasing

As Table III shows, there is a significant difference ($t = -2.15$, $p = 0.03$) between the two groups.

The differences between X and Y are highlighted in Table 4.

From the chart, it can be seen that by far the greatest demand is for

From the data in Figure 9, it is apparent that the length of time left between

From this data, we can see that Study 2 resulted in the lowest value of

Data from this table can be compared with the data in Table 4.6 which shows

STATEMENTS OF POSITIVE RESULT

Strong evidence of X was found when

This result is significant at the $p = 0.05$ level.

There was a significant positive correlation between

There was a significant difference between the two conditions

On average, Xs were shown to have

The mean score for X was

Interestingly, for those subjects with X,

A positive correlation was found between X and Y.

The results, as shown in Table 1, indicate that

A two-way ANOVA revealed that

Post hoc analysis revealed that during

Further analysis showed that

Further statistical tests revealed

STATEMENTS OF NEGATIVE RESULT

There was no increase of X associated with

There were no significant differences between

No significant differences were found between

No increase in X was detected.

No difference greater than X was observed.

No significant reduction in X was found compared with placebo.

None of these differences were statistically significant.

Overall, X did not affect males and females differently in these measures.

The Chi-square test did not show any significant differences between

A clear benefit of X in the prevention of Y could not be identified in this analysis.

Only trace amounts of X were detected in

HIGHLIGHTING SIGNIFICANT, INTERESTING OR SURPRISING RESULTS

Interestingly, the X was observed to

Interestingly, this correlation is related to

The more surprising correlation is with the

The most surprising aspect of the data is in the

The most striking result to emerge from the data is that

The correlation between X and Y is interesting because

Interestingly, there were also differences in the ratios of

The single most striking observation to emerge from the data comparison was

REPORTING A REACTION

When X cells were stimulated with Y, no significant difference in the number of Z was detected.

However, stimulation of X cells with Y did not increase the
Following the addition of X, a significant increase ($P<0.05$) in the Y was recorded.
With successive increases in intensity of the X, the Y moved further to

REPORTING RESULTS FROM QUESTIONNAIRES AND INTERVIEWS

The response rate was 60% at six months and 56% at 12 months.
Of the study population, 90 subjects completed and returned the questionnaire.
Thirty-two individuals returned the questionnaires.
By the end of the survey period, data had been collected from 64 individuals, 23 of whom were
This section of the questionnaire required respondents to give information on
Respondents were asked to indicate whether
Respondents were asked to suggest other reasons for
There were 53 responses to the question: ‘....?’
The total number of responses for this question was
The overall response to this question was poor.
In response to the question: ‘....?’, a range of responses was elicited.
In response to Question 1, most of those surveyed indicated that
The overall response to this question was very positive.
When the participants were asked, the majority commented that
Other responses to this question included
The majority of those who responded to this item felt that
70% of those who were interviewed indicated that
Almost two-thirds of the participants (64%) said that
Just over half of those who answered this question reported that
Over half of those surveyed reported that
Approximately half of those surveyed did not comment on
Of the 62 participants who responded to this question, 30 reported an increase in

Of the 148 patients who completed the questionnaire, just over half indicated that

A small number of those interviewed suggested that

Only a small number of respondents indicated that

Some participants expressed the belief that

One individual stated that '....' And another commented '....'

A minority of participants (17%) indicated that

One participant commented: ''

Another interviewee alluded to the notion of

OBSERVATIONS ABOUT QUALITATIVE DATA

The themes of X and Y recurred throughout the dataset.

Five broad themes emerged from the analysis.

Two discrete reasons emerged from this. First Second

A number of issues were identified

This theme came up for example in discussions of

A recurrent theme in the interviews was a sense amongst interviewees that ...

These views surfaced mainly in what respects

There was a sense of X amongst interviewees

A variety of perspectives were expressed

A common view amongst interviewees was that

Issues related to X were not particularly prominent in the interview data.

In their accounts of the events surrounding

As one interviewee said:

As one interviewee put it:

For example, one interviewee said:

Talking about this issue an interviewee said:

Another interviewee, when asked ..., said:

The extract/comment below shows

Some interviewees argued that while others

Some felt that while others considered that

Two divergent and often conflicting discourses emerged

Whilst a minority mentioned that... all agreed that...

TRANSITION STATEMENTS

If we now turn to

A comparison of the two results reveals

Turning now to the experimental evidence on

Comparing the two results, it can be seen that

The next section of the survey was concerned with

In the final part of the survey, respondents were asked

SUMMARY AND TRANSITION

These results suggest that

Overall, these results indicate that

Together these results provide important insights into

Taken together, these results suggest that there is an association between

In summary, these results show that

The results in this Chapter indicate that The next Chapter, therefore, moves on to discuss the

1.5. DISCUSSING FINDINGS

The term 'discussion' has a variety of meanings in English. **In academic writing, however, it usually refers to two types of activity: a) considering both sides of an issue, or question before reaching a conclusion; b) considering the results of research and the implications of these. Discussion sections in dissertations and research articles are probably the most complex sections in terms of their elements. They normally centre around a 'statement of result' or an important 'finding'. As there is usually more than one result, discussion sections are often structured into a series of discussion cycles.**

The most common elements in these cycles, and some of the language that is typically associated with them, are listed below.

Note that when offering explanations and suggesting implications the language used is very tentative or cautious (refer to the section entitled *Expressing Caution*).

BACKGROUND INFORMATION: REFERENCE TO LITERATURE OR TO RESEARCH AIM/QUESTION

As mentioned in the literature review,

The third question in this research was

Prior studies that have noted the importance of

An initial objective of the project was to identify

Very little was found in the literature on the question of

This study set out with the aim of assessing the importance of X in

The first question in this study sought to determine

It was hypothesized that participants with a history of

The present study was designed to determine the effect of

A strong relationship between X and Y has been reported in the literature. In reviewing the literature, no data was found on the association between X and Y.

STATEMENTS OF RESULT: USUALLY WITH REFERENCE TO RESULTS SECTION

The current study found that

The most interesting finding was that

In this study, Xs were found to cause

The results of this study show/indicate that

This experiment did not detect any evidence for

On the question of X, this study found that

The most important clinically relevant finding was

Another important finding was that

In the current study, comparing X with Y showed that the mean degree of
....

X provided the largest set of significant clusters of

It is interesting to note that in all seven cases of this study

The results of this study did not show that .../did not show any significant
increase in

UNEXPECTED OUTCOME

Surprisingly, X was found to

What is surprising is that

One unanticipated finding was that

Surprisingly, no differences were found in

This finding was unexpected and suggests that

It is somewhat surprising that no X was noted in this condition

Contrary to expectations, this study did not find a significant difference
between

However, the observed difference between X and Y in this study was not
significant.

However, the ANOVA (one way) showed that these results were not
statistically significant.

REFERENCE TO PREVIOUS RESEARCH: SUPPORT

These findings further support the idea of

This finding confirms the association between

This study confirms that X is associated with

These results match those observed in earlier studies.

The results of this study will now be compared to the findings of previous work.

The findings of the current study are consistent with those of Smith and Jones (2001) who

These results are consistent with those of other studies and suggest that

This finding supports previous research into this brain area which links X and Y.

This finding corroborates the ideas of Smith and Jones (2008), who suggested that

This finding is in agreement with Smith's (1999) findings which showed

It is encouraging to compare this figure with that found by Jones (1993) who found that

Increased activation in the X in this study corroborates these earlier findings.

The present findings seem to be consistent with other research which found

This also accords with our earlier observations, which showed that

These results agree with the findings of other studies, in which

In accordance with the present results, previous studies have demonstrated that

The findings observed in this study mirror those of the previous studies that have examined the effect of

This study produced results which corroborate the findings of a great deal of the previous work in this field.

There are similarities between the attitudes expressed by X in this study and those described by (Smith, 1987, 1995) and Jones (1986).

REFERENCE TO PREVIOUS RESEARCH: CONTRADICT

However, the findings of the current study do not support the previous research.

This study has been unable to demonstrate that

However, this result has not previously been described.

In contrast to earlier findings, however, no evidence of X was detected.

These results differ from X's 2003 estimate of Y, but they are broadly consistent with earlier

Although, these results differ from some published studies (Smith, 1992; Jones, 1996), they are consistent with those of

EXPLANATIONS FOR RESULTS

There are several possible explanations for this result.

A possible explanation for these results may be the lack of adequate

It is difficult to explain this result, but it might be related to

There are, however, other possible explanations.

These factors may explain the relatively good correlation between X and Y.

These differences can be explained in part by the proximity of X and Y.

Some authors have speculated that

A possible explanation for this might be that

Another possible explanation for this is that

This result may be explained by the fact that

It seems possible that these results are due to

This inconsistency may be due to

This discrepancy could be attributed to

This rather contradictory result may be due to

The observed increase in X could be attributed to

Since this difference has not been found elsewhere it is probably not due to

The observed correlation between X and Y might be explained in this way.

The reason for this is not clear but it may have something to do with

It may be that these students benefitted from

There are two likely causes for the differences between

The possible interference of X cannot be ruled out.

ADVISING CAUTIOUS INTERPRETATION

These findings cannot be extrapolated to all patients.

These data must be interpreted with caution because

These results therefore need to be interpreted with caution.

It is important to bear in mind the possible bias in these responses.

However, with a small sample size, caution must be applied, as the findings might not be transferable to

Although exclusion of X did not reduce the effect on X, these results should be interpreted with caution.

SUGGESTING GENERAL HYPOTHESES

The value of X suggests that a weak link may exist between

It is therefore likely that such connections exist between

It can thus be suggested that

It is possible to hypothesise that these conditions are less likely to occur in

It is possible/likely/probable therefore that

Hence, it could conceivably be hypothesised that

These findings suggest that

It may be the case therefore that these variations

In general, therefore, it seems that

It is possible, therefore, that

Therefore, X could be a major factor, if not the only one, causing

It can therefore be assumed that the

This finding, while preliminary, suggests that

NOTING IMPLICATIONS

This finding has important implications for developing

An implication of this is the possibility that

One of the issues that emerges from these findings is

Some of the issues emerging from this finding relate specifically to

This combination of findings provides some support for the conceptual premise that

These findings may help us to understand

These results provide further support for the hypothesis that

COMMENTING ON FINDINGS

However, these results were not very encouraging.

These findings are rather disappointing.

The test was successful as it was able to identify students who

The present results are significant in at least major two respects.

These findings will doubtless be much scrutinized, but there are some immediately dependable conclusions for

The results of this study do not explain the occurrence of these adverse events.

SUGGESTIONS FOR FUTURE WORK

Further work is required to establish this.

This is an important issue for future research.

Several questions remain unanswered at present.

There is abundant room for further progress in determining ...

Further research should be done to investigate the

Research questions that could be asked include

Future studies on the current topic are therefore recommended.

A further study with more focus on X is therefore suggested.

Further studies, which take these variables into account, will need to be undertaken.

In future investigations, it might be possible to use a different X in which

In further research, the use of this data as X could be a means of

However, more research on this topic needs to be undertaken before the association between X and Y is more clearly understood.

1.6. WRITING CONCLUSIONS

Conclusions are shorter sections of research works which usually serve two functions. **The first is to summarise and bring together the main areas covered in the writing, which might be called ‘looking back’; and the second is to give a final comment or judgement on this. The final comment may also include making suggestions for improvement and speculating on future directions.**

In dissertations and research papers, conclusions tend to be more complex and will also include sections on significance of the findings and recommendations for future work. Conclusions may be optional in research articles where consolidation of the study and general implications are covered in the Discussion section. However, they are usually expected in dissertations and essays.

RESTATEMENT OF AIMS

This paper has argued that

This study set out to determine

This essay has discussed the reasons for

The present study was designed to determine the effect of

The main goal of the current study was to determine

In this investigation, the aim was to assess

The purpose of the current study was to determine

This project was undertaken to design and evaluate

Returning to the hypothesis/question posed at the beginning of this study, it is now possible to state that

SUMMARISING RESEARCH FINDINGS

This study has shown that

The investigation of X has shown that

These findings suggest that in general

One of the more significant findings to emerge from this study is that

It was also shown that

This study has found that generally

The relevance of X is clearly supported by the current findings.

This study/research has shown that

The second major finding was that

The results of this investigation show that

The most obvious finding to emerge from this study is that

X, Y and Z emerged as reliable predictors of

Multiple regression analysis revealed that the

SUGGESTING IMPLICATIONS

The evidence from this study suggests that

The following conclusions can be drawn from the present study

The results of this study indicate that

The results of this research support the idea that

In general, therefore, it seems that

Taken together, these results suggest that

An implication of this is the possibility that

The findings of this study suggest that

SIGNIFICANCE OF THE FINDINGS OR RESEARCH CONTRIBUTION

This research extends our knowledge of

The present study makes several noteworthy contributions to

This work contributes to existing knowledge X by providing

The present study provides additional evidence with respect to

The current findings add to a growing body of literature on

The study has confirmed the findings of Smith *et al.* (2001) which found that

The findings from this study make several contributions to the current literature. First,...

These findings enhance our understanding of

The study has gone some way towards enhancing our understanding of

The X that we have identified therefore assists in our understanding of the role of

The empirical findings in this study provide a new understanding of

The key strengths of this study are its long duration and

This is the first study reporting an advantage in those who

This is the first time that X has been used to explore

This is the largest study so far documenting a delayed onset of

This study has demonstrated, for the first time, that

The analysis of X undertaken here, has extended our knowledge of

This research will serve as a base for future studies and

The methods used for this X may be applied to other Xs elsewhere in the world.

Taken together, these findings suggest a role for X in promoting Y.

The present study confirms previous findings and contributes additional evidence that suggests

This research has several practical applications. Firstly, it points to

SIGNIFICANCE OF THE FINDINGS WITH A QUALIFICATION

Whilst this study did not confirm X, it did partially substantiate

Despite its exploratory nature, this study offers some insight into

Although the current study is based on a small sample of participants, the findings suggest

Notwithstanding these limitations, the study suggests that

LIMITATIONS OF THE CURRENT STUDY

Finally, a number of important limitations need to be considered. First,

The findings in this report are subject to at least three limitations. First,

Thirdly, the study did not evaluate the use of

The generalisability of these results is subject to certain limitations. For instance,

The most important limitation lies in the fact that

The major limitation of this study is the low response rate.

A limitation of this study is that the numbers of patients and controls were relatively small.

Several limitations to this pilot study need to be acknowledged. The sample size is

This limitation means that study findings need to be interpreted cautiously.

The current study has only examined

The current investigation was limited by

The current study was unable to analyse these variables.

The current research was not specifically designed to evaluate factors related to

The study is limited by the lack of information on

The scope of this study was limited in terms of

However, these findings are limited by the use of a cross sectional design.

The project was limited in several ways. First, the project used a convenience sample that

The sample was nationally representative of X but would tend to miss people who were

However, with a small sample size, caution must be applied, as the findings might not be transferable to

These results may not be applicable to

It is unfortunate that the study did not include

The main weakness of this study was the paucity of

An arguable weakness is the arbitrariness in our definition of

An issue that was not addressed in this study was whether....

A number of caveats need to be noted regarding the present study.

One source of weakness in this study which could have affected the measurements of X was

Although the study has successfully demonstrated that, it has certain limitations in terms of

RECOMMENDATIONS FOR FURTHER RESEARCH WORK

This research has thrown up many questions in need of further investigation.

What is now needed is a cross-national study involving

More broadly, research is also needed to determine

More research is needed to better understand when implementation ends and

More research is required to determine the efficacy of

It would be interesting to assess the effects of

It would be interesting to compare experiences of individuals within the same

It is recommended that further research be undertaken in the following areas:

It is suggested that the association of these factors is investigated in future studies.

Further work needs to be done to establish whether

Further research is needed to account for the varying

Further research might explore/investigate

Further research in this field would be of great help in

Further research regarding the role of X would be worthwhile/interesting.

Further investigation and experimentation into X is strongly recommended.

Further experimental investigations are needed to estimate

A further study could assess the long-term effects of

Further research needs to examine more closely the links between X and Y.

Future trials should assess the impact of

Future research should therefore concentrate on the investigation of

A future study investigating X would be very interesting.

A number of possible future studies using the same experimental set up are apparent.

Another possible area of future research would be to investigate why

A natural progression of this work is to analyse

These findings provide the following insights for future research:

The precise mechanism of X in insects remains to be elucidated.

Considerably more work will need to be done to determine

The issue of X is an intriguing one which could be usefully explored in further research.

Large randomised controlled trials could provide more definitive evidence.

A greater focus on X could produce interesting findings that account more for

More information on X would help us to establish a greater degree of accuracy on this matter.

If the debate is to be moved forward, a better understanding of X needs to be developed.

I suggest that before X is introduced, a study similar to this one should be carried out on

IMPLICATIONS OR RECOMMENDATIONS FOR PRACTICE OR POLICY

Other types of X could include: a), b).

There is, therefore, a definite need for

Moreover, more X should be made available to

Another important practical implication is that

Unless governments adopt X, Y will not be attained.

These findings suggest several courses of action for

A reasonable approach to tackle this issue could be to

There are a number of important changes which need to be made.

Management to enhance bumble-bee populations might involve

A key policy priority should therefore be to plan for the long-term care of
....

This information can be used to develop targetted interventions aimed
at

Taken together, these findings do not support strong recommendations to
....

An implication of these findings is that both X and Y should be taken into
account when

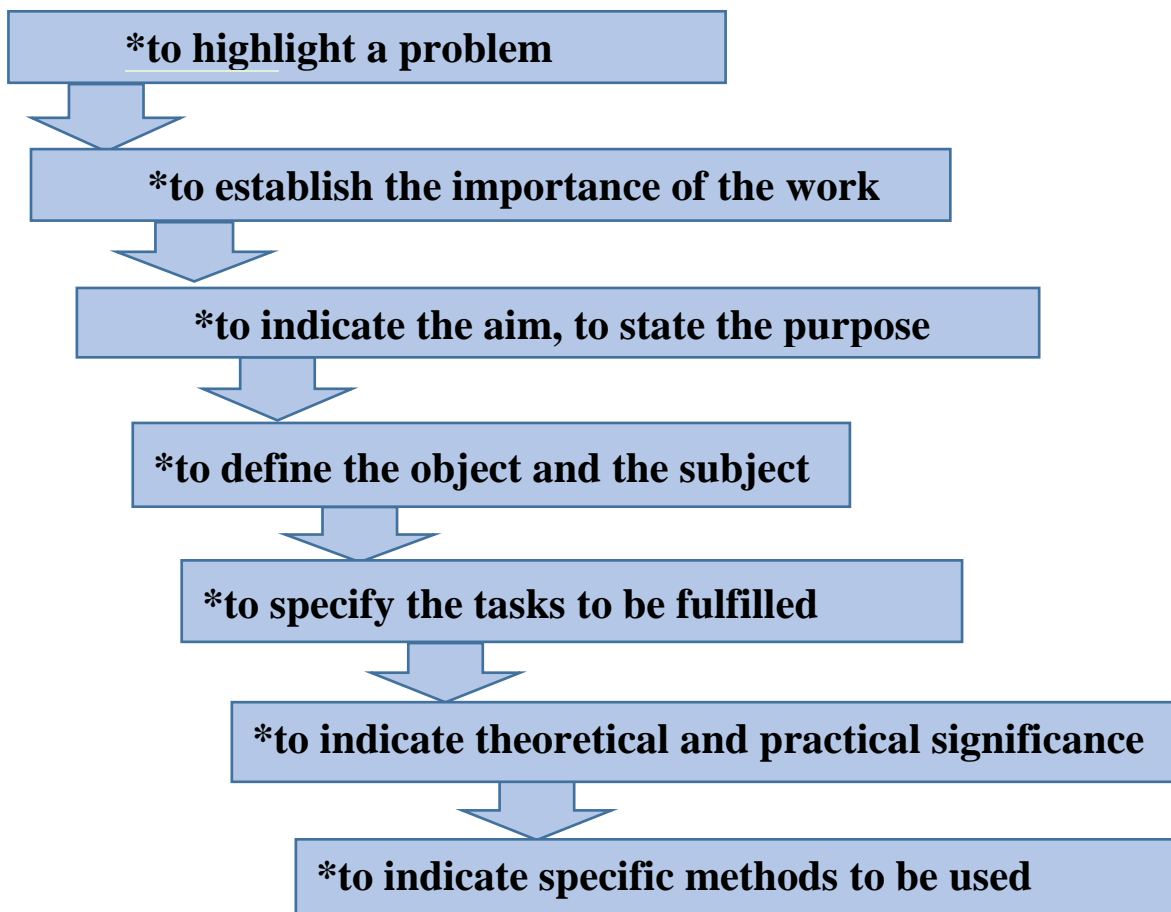
The findings of this study have a number of important implications for
future practice.

PRACTICAL ASSIGNMENTS TO UNIT 1.

I. Study carefully the topics of the research works offered below and using the vocabulary covered in the unit fill in the gaps in the table 3.

To fill in the gaps in the table 3, you are to search for:

THE LEXICAL MEANS



1. Linguo-stylistic peculiarities of English social advertising discourse.
2. Lexical and semantic peculiarities of euphemisms in English pre-election discourse.
3. The peculiarities of terminological lexemes functioning in English detective discourse.
4. The specificity of the category of evaluation representation in the texts of English Advertisements.
5. Structural and semantic characteristics of modern American youth jargon.
6. Linguistic representation of gender stereotypes in modern English chic lit.
7. The conceptual space of modern English song lyrics: lexical, semantic and stylistic aspects.
8. Linguo-cultural peculiarities of American fairy-tale discourse.
9. Metaphorical modelling of the literary space of modern English fables: linguo-cognitive aspect.
10. Techno-centric metaphors in modern English computer discourse.
11. Linguocultural characteristics of modern English business communication.
12. Image of the HERO in modern American discourse of postmodernism.
13. Symbolism of modern American retold stories: linguo-cultural analysis.
14. Imagery of modern American love lyrics: linguo-cultural aspect.
15. Modern English conflictive discourse: semantic and grammatical peculiarities.

Table 1.
(to see the overall scope of the things)

TOPIC #	THE PROBLEM	THE IMPORTANCE	THE AIM, THE PURPOSE	THE OBJECT, THE SUBJECT	THE TASKS TO BE FULFILLED	THEORETICAL/ PRACTICAL SIGNIFICANCE	SPECIFIC METHODS TO BE USED
1.							
2.							
3.							
...							
...							

Table 2
(THE SAMPLE)

THE TOPIC	CONCEPT BALANCE IN MODERN AMERICAN SHORT STORIES: LEXICAL AND SEMANTIC ASPECTS
THE PROBLEM	The research work focuses on the analysis of lexical manifestations of the concept BALANCE in modern American short stories. The concept BALANCE lexical realization is determined by its immediate links with human bodily experience. In the literary texts characters' initial balance, its upsetting and recovery are indicated by the lexical nomination of the concept components: nouns highlight the source of balance upsetting or recovery, verbs refer to somatic and force components which relate the links between balance upsetting or recovery and the outer factors that account for it; adjectives and adverbs refer to verticality as the basis of balance.
THE IMPORTANCE	Lexical means of the concepts of culture representation are in the focus of contemporary linguistic research works. Meanwhile, the concepts to denote human sensorimotor interaction with the environment are not analyzed in depth. As the concepts, formed under the influence of body experience, are represented in grammar and basic vocabulary, the concept BALANCE on the language level is verbalized mainly by lexical and grammatical means.
THE AIM, THE PURPOSE	To identify and analyze lexical means of the concept BALANCE representation in modern American short stories.

THE OBJECT, THE SUBJECT	The object of the research work is the language realization of the concept BALANCE in modern American short stories. The subject of the study is the lexical means to denote the concept BALANCE in modern American short stories.
THE TASKS TO BE FULFILLED	<ol style="list-style-type: none"> 1. To model the structure of the concept BALANCE represented in modern American short stories. 2. To determine the sequence of the concept BALANCE language realization in modern American short stories (lexical, grammatical and narrative levels). 3. To single out and analyze lexical means to denote the concept BALANCE in modern American short stories.
THEORETICAL, PRACTICAL SIGNIFICANCE	<p>The theoretical significance of the research work accounts for its considerable contribution to linguopoetics, narratology and cognitive studies of literary texts. Revealing the mechanisms of the lexical representation of the concept BALANCE in modern American short stories from the stand point of cognitive poetics adds to further development of the problem of the image of the character realization in literary texts.</p> <p>The practical value of the research work is determined by the possibility to use the results and conclusions obtained in the courses of Stylistics (Text Stylistics, Stylistic Semasiology), Lexicology (Semantic word structure, Word building, Semasiology), Literary text Interpretation (Image of the Character) and Cognitive Linguistics.</p>

<p>SPECIFIC METHODS TO BE USED</p>	<ol style="list-style-type: none"> 1. <u>the component analysis</u> was used to find out the semantic structure of the language means to denote the components of the concept BALANCE in modern American short stories; 2. <u>the contextual-interpretative method</u> was used to explain the lexical units to denote the concept BALANCE in the context of the American short stories analyzed; 3. <u>the conceptual analysis</u> was used to model the structure of the concept BALANCE realized in modern American short stories; 4. <u>the quantitative calculations</u> helped to identify the typical lexical means of the concept BALANCE representation in modern American short stories.
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Table 3
(to fill in independently)

TOPIC 1	
----------------	--

THE PROBLEM	
--------------------	--

THE IMPORTANCE	
-----------------------	--

THE AIM, THE PURPOSE	
-----------------------------	--

THE OBJECT, THE SUBJECT	
--------------------------------	--

THE TASKS TO BE FULFILLED	<ol style="list-style-type: none"> 1. 2. 3.
----------------------------------	--

SPECIFIC METHODS TO BE USED

1.

2.

3.

II. Now dwell upon the major sections of your research work. be sure you have covered the following issues:

- establishing the context, background and/or importance of the topic;
 - giving a brief synopsis of the relevant literature;
 - indicating a problem, controversy or a knowledge gap in the field of study;
 - establishing the desirability of the research;
 - listing the research questions or hypotheses;
 - providing a synopsis of the research method(s);
 - explaining the significance or value of the study;
 - defining certain key terms;
 - providing an overview of the dissertation or report structure;
 - explaining reasons for the writer's personal interest in the topic.
-
- writing the literature review: it is the purpose of the literature review section of a paper or dissertation to show the reader, in a systematic way, what is already known about the research topic as a whole, and to outline the key ideas and theories that help us to understand this. As well as being systematic, the review should be evaluative and critical of the studies or ideas which are relevant to the current work.
-
- giving an account of how you carried out your research. The Methods section should be clear and detailed enough for another experienced person to repeat the research and reproduce the results.
-
- reporting qualitative results, you are to highlight and comment on the themes that emerge from the analysis. These comments will often be illustrated with excerpts from the raw data. In text based studies, this may comprise quotations from the primary sources. In quantitative studies, the results section is likely to consist of tables and figures, and writers comment on the significant data shown in these.

This often takes the form of the location or summary statement, which identifies the table or figure and indicates its content, and a highlighting statement or statements, which point out and describe the relevant or significant data.

- considering both sides of an issue, or question before reaching a conclusion; b) considering the results of research and the implications of these. Discussion sections in dissertations and research articles are probably the most complex sections in terms of their elements. They normally center around a 'statement of result' or an important 'finding'. As there is usually more than one result, discussion sections are often structured into a series of discussion cycles.**

- summarizing and bringing together the main areas covered in the writing, which might be called 'looking back'; and the second is to give a final comment or judgement on this. The final comment may also include making suggestions for improvement and speculating on future directions.**

UNIT 2.

THE VOCABULARY TO INTRODUCE THE GENERAL FUNCTIONS OF A SCIENTIFIC RESEARCH WORK

2.1. BEING CRITICAL

As an academic writer, you are expected to be critical of the sources that you use. **This essentially means questioning what you read and not necessarily agreeing with it just because the information has been published. Being critical can also mean looking for reasons why we should not just accept something as being correct or true.** This can require you to identify problems with a writer's arguments or methods, or perhaps to refer to other people's criticisms of these. Constructive criticism goes beyond this by suggesting ways in which a piece of research or writing could be improved.

*..... being against is not enough. We also need to develop habits of
constructive thinking.*

Edward de Bono

INTRODUCING QUESTIONS, PROBLEMS AND LIMITATIONS: THEORY

A major criticism of Smith's work is that

One question that needs to be asked, however, is whether

A serious weakness with this argument, however, is that

One of the limitations with this explanation is that it does not explain why... .

One criticism of much of the literature on X is that

The key problem with this explanation is that

The existing accounts fail to resolve the contradiction between X and Y.

However, there is an inconsistency with this argument.

Smith's argument relies too heavily on qualitative analysis of

It seems that Jones' understanding of the X framework is questionable.

Smith's interpretation overlooks much of the historical research

Many writers have challenged Jones' claim on the grounds that

X's analysis does not take account of nor does he examine

INTRODUCING QUESTIONS, PROBLEMS AND LIMITATIONS: METHOD/PRACTICE

One major drawback of this approach is that

The main limitation of biosynthetic incorporation, however, is

However, this method of analysis has a number of limitations.

However, approaches of this kind carry with them various well known limitations.

Another problem with this approach is that it fails to take X into account.

Perhaps the most serious disadvantage of this method is that

Difficulties arise, however, when an attempt is made to implement the policy.

All the studies reviewed so far, however, suffer from the fact that

However, there are limits to how far the idea of/concept of X can be taken.

However, such explanations tend to overlook the fact that

However, one of the problems with the instrument the researchers used to measure X was

Nevertheless, the strategy has not escaped criticism from governments, agencies and academics.

Smith's study of X is considered to be the most important, but it does suffer from the fact that

Although this is the most comprehensive account of X produced so far, it does suffer from a number of flaws.

A more comprehensive study would include all the groups of

A better study would examine a large, randomly selected sample of societies with

A much more systematic approach would identify how X interacts with other variables that are believed to be linked to

HIGHLIGHTING INADEQUACIES OF PREVIOUS STUDIES

Researchers have not treated X in much detail.

Previous studies of X have not dealt with

Such expositions are unsatisfactory because they

Most studies in the field of X have only focused on

Half of the studies evaluated failed to specify whether

The research to date has tended to focus on X rather than Y.

However, these studies used non-validated methods to measure

Most studies in X have only been carried out in a small number of areas.

The existing accounts fail to resolve the contradiction between X and Y.

However, much of the research up to now has been descriptive in nature

Small sample sizes have been a serious limitation for many earlier studies.

The generalisability of much published research on this issue is problematic.

However, few writers have been able to draw on any structured research into

However, only a small number of participants took part and it was not made clear

However, these results were limited to X and are therefore not representative of

The experimental data are rather controversial, and there is no general agreement about

Although extensive research has been carried out on X, no single study exists which adequately

However, these results were based upon data from over 30 years ago and it is unclear if these differences still persist.

INTRODUCING GENERAL CRITICISM

Non-government agencies are also very critical of the new policies.

The X theory has been vigorously challenged in recent years by a number of writers.

These claims have been strongly contested in recent years by a number of writers.

Smith's meta-analysis has been subjected to considerable criticism.

The most important of these criticisms is that Smith failed to note that

Critics question the ability of poststructuralist theory to provide

More recent arguments against X have been summarized by Smith and Jones (1982):

Critics have also argued that not only do surveys provide an inaccurate measure of X, but the

Many analysts now argue that the strategy of X has not been successful. Jones (2003), for example, argues that

INTRODUCING THE CRITICAL STANCE OF PARTICULAR WRITERS

Jones (2003) has also questioned why

However, Jones (2003) points out that

The authors challenge the widely held view that

Jones (2003) is critical of the conclusions that Smith draws from his findings.

Jones (2003) has challenged some of Smith's conclusions, arguing that

Jones (2003) is probably the best known critic of the X theory. He argues that

The latter point has been devastatingly critiqued by Jones (2003), who argues that

Other authors (see Harbison, 2003; Kaplan, 2004) question the usefulness of such an approach.

Smith's analysis has been criticised by a number of writers. Jones (1993), for example, points out that

2.2. BEING CAUTIOUS

One of the most noticeable stylistic aspects of academic communication is the tendency for writers to avoid expressing absolute certainty, where there may be a small degree of uncertainty, and to avoid making over-generalisations, where a small number of exceptions might exist. This means that there are many instances where the epistemological strength (strength of knowledge) of a statement or claim is mitigated (weakened) in some way. In the field of linguistics, devices for lessening the strength of a statement or claim are known as hedging devices.

Analysis of research reports have shown that discussion sections tend to be particularly rich in hedging devices, particularly where writers are offering explanations for findings.

DEVICES THAT DISTANCE THE AUTHOR FROM A PROPOSITION

It is believed that

It is thought that

It is a widely held view that

It has commonly been assumed that

It has been reported that

Smith (2001) holds the view that

If Smith's (2001) findings are accurate,

According to recent reports,

According to Smith (2002),

Many scholars hold the view that

Recent research has suggested that

There is some evidence to suggest that

BEING CAUTIOUS WHEN EXPLAINING RESULTS

This inconsistency may be due to

This discrepancy could be attributed to

A possible explanation for this might be that

It seems possible that these results are due to

This rather contradictory result may be due to

The observed increase in X could be attributed to
The possible interference of X cannot be ruled out
There are several possible explanations for this result.
There are two likely causes for the differences between
A possible explanation for these results may be the lack of adequate
Since this difference has not been found elsewhere it is probably not due to

BEING CAUTIOUS WHEN DISCUSSING IMPLICATIONS OR RECOMMENDATIONS

One possible implication of this is that
The findings of this study suggest that
The evidence from this study suggests that
Taken together, these results suggest that
The data reported here appear to support the assumption that
Initial observations suggest that there may be a link between
The findings from these studies suggest that X can have an effect on
Strategies to enhance X might involve
These results would seem to suggest that the
There would therefore seem to be a definite need for
A reasonable approach to tackle this issue could be to
Other types of response could include: a), b).
Another possible area of future research would be to investigate why

ADVISING CAUTIOUS INTERPRETATION OF FINDINGS

These data must be interpreted with caution because
These results therefore need to be interpreted with caution.
However, with a small sample size, caution must be applied, as the findings might not be
These findings cannot be extrapolated to all patients.
Although exclusion of X did not, these results should be interpreted with caution.
It is important to bear in mind the possible bias in these responses.

2.3. CLASSIFYING AND LISTING

When we classify things, we group and name them on the basis of something that they have in common. By doing this we can understand certain qualities and features which they share as a class. **Classifying is also a way of understanding differences between things.**

In writing, classifying is often used as a way of introducing a reader to a new topic. Along with writing definitions, the function of classification may be used in the early part of an essay, or longer piece of writing.

We list things when we want to treat and present a series of items or different pieces of information systematically. The order of a list may indicate rank importance.

It has become commonplace to distinguish 'passive' from 'active' forms of X.

There are two main types of memory: declarative and non-declarative memory.

Associative learning can be categorised into classical and operant conditioning.

Bone is generally classified into two types: X bone, also known as, and Y bone or

Systems theory distinguishes two different types of X, i.e. social and semantic Xs (Al-Masry 2013).

Aristotle's systematic treatises may be grouped in several divisions: logic, psychological works, physical

The works of Aristotle fall under three headings: (1) dialogues and; (2) collections of facts and;

and (3) systematic works.

There are two basic approaches currently being adopted in research into X. One is the Y approach and the other is

Generally, spectra typing provides two types of information: band intensity pattern and band number.

Individuals were classified as belonging to upper or lower categories of

Smith and Jones (2003) argue that there are two broad categories of Y, which are: a) and b)

For Aristotle, motion is of four kinds: (1) motion which; (2) motion which; (3) motion which; and (4) motion which....

To better understand the mechanisms of X and its therapeutic implications, Smith et al.(2011) classified X into 3 distinct types using....

INTRODUCING LISTS

This topic can best be treated under three headings: X, Y and Z.

The key aspects of management can be listed as follows: X, Y and Z.

There are three reasons why the English language has become so dominant. These are:

There are two types of effect which result when a patient undergoes X. These are

The disadvantages of the new approach can be discussed under three headings, which are:

The *Three Voices for Mass* is divided into six sections. These are: the *Kyrie, Gloria,*

Appetitive stimuli have three separable basic functions. Firstly, they Secondly, they

During his tour of Britain, he visited the following industrial centres: Manchester, Leeds, and

This section has been included for several reasons: it is; it illustrates; and it describes....

The *Mass for Four Voices* consists of five movements, which are: the *Kyrie, Gloria, Credo, Santus* and *Agnus Dei*.

REFERRING TO OTHER PEOPLE'S LISTS

Smith and Jones (1991) list X, Y and Z as the major causes of infant mortality.

Smith (2003) lists the main features of X as follows: it is X; it is Y; and it has Z.

Smith (2003) argues that there are two broad categories of Y, which are: a) and b)

Smith (2003) suggests three conditions for its acceptance. Firstly, X should be Secondly, it needs to be.... Thirdly,

For Aristotle, motion is of four kinds: (1) motion which; (2) motion which; (3) motion which; and (4) motion which....

2.4. COMPARING AND CONTRASTING

By understanding similarities and differences between two things, we can increase our understanding and learn more about both. This usually involves a process of analysis, in which we compare the specific parts as well as the whole. Comparison may also be a preliminary stage of evaluation.

For example, by comparing specific aspects of A and B, we can decide which is more useful or valuable. Many paragraphs whose function is to compare or contrast will begin with an introductory sentence expressed in general terms.

INTRODUCTORY SENTENCES: DIFFERENCES

X is different from Y in a number of respects.

X differs from Y in a number of important ways.

There are a number of important differences between X and Y.

Women and men differ not only in physical attributes but also in the way in which they

Jones (2013) found dramatic differences in the rate of decline of X between Y and Z.

Areas where significant differences have been found include X and Y.

The nervous systems of X are significantly different from those of Y in several key features.

INTRODUCTORY SENTENCES: SIMILARITIES

There are a number of similarities between X and Y.

The effects of X on human health are similar to those of Y.

Both X and Y generally take place in a 'safe environment'.

Numerous studies have compared Xs in humans and animals and found that they are essentially identical.

COMPARISON WITHIN ONE SENTENCE

In contrast to oral communities, it is very difficult to get away from calendar time in literate societies.

Compared with people in oral cultures, people in literate cultures organise their lives around clocks and calendars.

COMPARISON WITHIN ONE SENTENCE
(COMPARATIVE FORMS)

Women are faster/slower than men at certain precision manual tasks, such as

Women tend to perform better/worse than men on tests of perceptual speed.

Further, men are more/less accurate in tests of target-directed motor skills.

Women are more/less likely than men to suffer aphasia when the front part of the brain is damaged.

Adolescents are less likely to be put to sleep by alcohol than adults.

Women tend to have greater/less verbal fluency than men.

In the trial, women made fewer errors than men.

The corpus callosum, a part of the brain connecting the two hemispheres, may be more/less extensive in women.

2.5. DEFINING TERMS

In a research work students are often expected to give definitions of key words and phrases in order to demonstrate to their tutors that they understand these terms clearly. Academic writers generally, however, define terms so that their readers understand exactly what is meant when certain key terms are used. **When important words are not clearly understood misinterpretation may result. In fact, many disagreements (academic, legal, diplomatic, personal) arise as a result of different interpretations of the same term.** In a research work, scientific supervisors and their students often have to explore these differing interpretations before moving on to study a topic.

INTRODUCTORY PHRASES:

It is necessary here to clarify exactly what is meant by

This shows a need to be explicit about exactly what is meant by the word X.

X is a term frequently used in the literature, but to date there is no consensus about

There is a degree of uncertainty around the terminology in

GENERAL MEANINGS OR APPLICATION OF MEANINGS

The term X refers to

The term X encompasses A), B), and C).

X can be defined as It encompasses

X can be loosely described as a correlation.

The term X has come to be used to refer to

The term X is generally understood to mean

The term X has been applied to situations where students

In the literature, the term tends to be used to refer to

The broad use of the term X is sometimes equated with

Whereas X refers to the operations of, Y refers to the

The term disease refers to a biological event characterised by

The term X is a relatively new name for a Y, commonly referred to....

In broad biological terms, X can be defined as any stimulus that is
Defined as XYZ, obesity is now considered a worldwide epidemic and is associated with

INDICATING DIFFICULTIES IN DEFINING A TERM

A generally accepted definition of X is lacking.
Unfortunately, X remains a poorly defined term.
The term X embodies a multitude of concepts which
A further definition is given by Smith (1982) who describes
In the field of language teaching, various definitions of X are found.
Smith (2001) identified four abilities that might be subsumed under the term X: a)
Although differences of opinion still exist, there appears to be some agreement that X refers to
X is a commonly-used notion in language learning and yet it is a concept difficult to define precisely.

SPECIFYING TERMS THAT ARE USED IN AN ESSAY OR THESIS

In the present report, X was therefore defined in terms of
In this essay, the term X will be used in its broadest sense to refer to all
In this paper, the term that will be used to describe this phenomenon is X.
In this dissertation, the terms X and Y are used interchangeably to mean
Throughout this thesis, the term education is used to refer to informal systems as well as

While a variety of definitions of the term X have been suggested, this paper will use the definition first suggested by Smith (1968) who saw it as

REFERRING TO PEOPLE’S DEFINITIONS: AUTHOR PROMINENT

For Smith (2001), fluency means/refers to

Smith (2001) uses the term ‘fluency’ to refer to

Smith (1954) was apparently the first to use the term

The term ‘fluency’ is used by Smith (2001) to refer to

Macro-stabilization policy is defined by Smith (2003: 119) as ‘....’

This definition is close to those of Smith (2012) and Jones (2013) who define X as ...

In 1987, sports psychologist John Smith popularized the term ‘X’ to describe

According to a definition provided by Smith (2001:23), fluency is ‘the maximally

Aristotle defines the imagination as ‘the movement which results upon an actual sensation.’

One of the first people to define nursing was Florence Nightingale (1860), who wrote: ‘....’

Chomsky writes that a grammar is a ‘device of some sort for producing the’ (1957, p.11).

Smith, has shown that, as late as 1920, Jones was using the term ‘X’ to refer to particular

The term ‘matter’ is used by Aristotle in four overlapping senses. First, it is the underlying

Secondly, it is the potential which

Smith *et al.* (2002) have provided a new definition of health: ‘health is a state of being with physical, cultural, psychological’

REFERRING TO PEOPLE’S DEFINITIONS: AUTHOR NON-PROMINENT

Validity is the degree to which an assessment process or device measures what it is intended to measure (Smith *et al.*, 1986)

2.6. DESCRIBING TRENDS AND PROJECTIONS

A trend is the general direction in which something is developing or changing over time. A projection is a prediction of future change. Trends and projections are usually illustrated using line graphs in which the horizontal axis represents time. Some of the language commonly used for writing about trends and projections is given below.

The graph shows that there has been a

Figure 2 reveals that there has been a

slight	increase	in the number of divorces in England and Wales since 1981.
gradual	rise	
slow	decrease	
steady	fall	
marked	decline	
steep	drop	
sharp		

DESCRIBING HIGH AND LOW POINTS IN FIGURES

The number of live births outside marriage reached a peak during the second world war.

The peak age for committing a crime is 18.

Oil production peaked in 1985.

Gas production reached a (new) low in 1990.

The number of Xs is projected to decline steadily

The amount of Y is expected to drop sharply

The rate of Z is likely to level off

will probably

2.7. DESCRIBING QUANTITIES

The language for writing about quantities can be a complex area for non-native speakers because there are many combinations of short grammar words, such as prepositions and pronouns, and these can easily be confused. Many of the phrases given below also contain approximators such as: *nearly, approximately, over half, less than, just over.*

DESCRIBING RATIOS AND PROPORTIONS

The proportion of live births outside marriage reached *one in ten* in 1945.
The proportion of the population attending emergency departments was 65% higher in X than

Singapore has *the highest proportion* of millionaire households.

East Anglia had *the lowest proportion* of lone parents at only 14 per cent.

The annual birth rate dropped from 44.4 to 38.6 per 1000 per annum.

DESCRIBING FRACTIONS

Over half of those surveyed indicated that

Of the 148 patients who completed the questionnaire, *just over half* indicated that

Approximately half of those surveyed did not comment on

Nearly half of the respondents (48%) agreed that

Less than a third of those who responded (32%) indicated that

The number of first marriages in the United Kingdom fell *by nearly two-fifths.*

DESCRIBING PERCENTAGES

The response rate was *60% at six months* and 56% at 12 months.

Returned surveys from 34 radiologists yielded *a 34% response rate.*

70% of those who were interviewed indicated that

Since 1981, England has experienced an *89% increase* in crime.

The mean income of *the bottom 20 percent* of U.S. families declined from \$10,716 in 1970 to

X found that of 2,500 abortions, 58% were in young women aged 15-24, *of whom 62% were*

He also noted that *less than 10%* of the articles included in his study cited

In 1960 *just over 5%* of live births in 1960 were outside marriage.

DESCRIBING AVERAGES

This figure can be seen as the *average* life expectancy at various ages.

The proposed model suggests a steep decline in *mean* life expectancy

Roman slaves probably had a *lower than average* life expectancy.

The average of 12 observations in the X, Y and Z is 19.2 mgs/m

The mean score for the two trials was subjected to multivariate analysis of variance to determine

The *mean income* of the bottom 20 percent of U.S. families declined from \$10,716 in 1970 to

DESCRIBING RANGES

Estimates of X range from 200,000 to 700,000 and up to a million or more.

The respondents had practised for an average of 15 years (range 6 to 35 years).

The participants were aged 19 to 25 and were from both rural and urban backgrounds.

They calculated ranges of journal use from 10.7%–36.4% for the humanities, 25%–57% for

Rates of decline ranged from 2.71– 0.08 cm day (Table 11) with a mean of 0.97 cm per day.

The evidence shows that life expectancy from birth lies in the range of twenty to thirty years.

Between 575 and 590 metres depth the sea floor is extremely flat, with an average slope of

2.8. EXPLAINING CAUSALITY

A great deal of a research work involves understanding and suggesting solutions to problems. At postgraduate level, particularly in applied fields, students search out problems to study. In fact, one could say that problems are the raw material for a significant proportion of academic activity.

However, **solutions cannot be suggested unless the problem is fully analyzed, and this involves a thorough understanding of the causes.**

Some of the language that you may find useful for explaining causes and effects is listed below.

VERBS INDICATING CAUSALITY

Lack of protein	may cause	mental disability.
	can lead to	
	can result in	

Scurvy is a disease	caused by	lack of vitamin C.
	resulting from	
	stemming from	

Much of the instability in X stems from the economic effects of the war.
Low levels of chlorine can give rise to high blood pressure.

NOUNS INDICATING CAUSALITY

The most likely causes of X are poor diet and lack of exercise.
The *causes* of X have been the subject of intense debate within
A *consequence* of vitamin A deficiency is blindness.
X can have profound health *consequences* for older people.
Physical activity is an important *factor* in maintaining fitness.
Many other medications have an *influence* on cholesterol levels.
Another *reason* why Xs have declined is that

PREPOSITIONAL PHRASES INDICATING CAUSALITY

200,000 people per year become deaf	owing to	a lack
	because of	of iodine
	as a result of	
	as a consequence of	

SENTENCE CONNECTORS INDICATING CAUSALITY

If undernourished children do survive to become adults, they have decreased learning ability.

Therefore,

Consequently,

Because of this,

As a result (of this),

when they grow up, it will probably be difficult for them to find work.

ADVERBIAL PHRASES INDICATING CAUSALITY

Malnutrition leads to illness and a reduced ability to work in adulthood,

The warm air rises above the surface of the sea,

thus

thereby

perpetuating the poverty cycle.

creating an area of low pressure.

Other examples:

X and Y are important driving factors of Z.

As a consequence of X , it appears that Y alone is not the causative factor of....

Extreme loneliness is a risk factor for X.

X is almost as strong a risk factor for disability as Y.

X is generally seen as a factor strongly related to Y.

Due to X and Y, inflowing surface water becomes more dense as it

The mixing of X and Y exerts a powerful effect upon Z through

The study found that loneliness has twice the impact on early death as obesity does.

Loneliness can have profound health consequences for older people.

POSSIBLE CAUSE AND EFFECT RELATIONSHIPS
EXPRESSED TENTATIVELY

This suggests a weak link may exist between X and Y.

The human papilloma virus is linked to most cervical cancer.

The use of X may be linked to behaviour problems in

There is some evidence that X may affect Y.

The findings indicate that regular exercise could improve cognitive function in people at risk of

It is not yet clear whether X is made worse by Y.

X may have been an important factor in

X may have contributed to the increase in

X may have played a vital role in bringing about

X may have been caused by an increase in

In the literature, X has been associated with Y.

X in many cases may be associated with certain bacterial infections.

A high consumption of X could be associated with infertility.

2.9. GIVING EXAMPLES AS SUPPORT

Writers may give specific examples as evidence to support their general claims or arguments. Examples can also be used to help the reader or listener understand unfamiliar or difficult concepts, and they tend to be easier to remember. For this reason, they are often used in teaching. Finally, students may be required to give examples in their work to demonstrate that they have understood a complex problem or concept. It is important to note that when statements are supported with examples, the explicit language signalling this may not always be used.

For example, the word 'doctor' used to mean a 'learned man'.

For example, Smith and Jones (2004) conducted a series of semi-structured interviews in

Young people begin smoking for a variety of reasons. They may, for example, be influenced by

An example of this is the study carried out by Smith (2004) in which

This is exemplified in the work undertaken by

Another example of what is meant by X is

The effectiveness of the X technique has been exemplified in a report by Smith et al (2010)

This distinction is further exemplified in studies using

This is certainly true in the case of

In a similar case in America, Smith (1992) identified

This can be seen in the case of the two London physics laboratories which

This is evident in the case of

The evidence of X can be clearly seen in the case of

X is a good illustration of

This can be illustrated briefly by

X illustrates this point this point clearly.

By way of illustration, Smith (2003) shows how the data for

These experiments illustrate that X and Y have distinct functions in

EXAMPLES AS ADDITIONAL INFORMATION IN A SENTENCE

Young people begin smoking for a variety of reasons, *such as* pressure from peers and the role model of parents.

Pavlov found that if some other stimulus, *for example* the ringing of a bell, preceded the food, the dog would start salivating.

In Paris, Gassendi kept in close contact with many other prominent scholars, *such as* Kepler, Galileo, Hobbes, and Descartes.

The prices of resources, *such as* copper, iron ore, oil, coal and aluminium, have declined in real terms over the past 20 years.

Many diseases can result at least in part from stress, *including*: arthritis, asthma, migraine, headaches and ulcers.

REPORTING CASES AS SUPPORT

Overall, these cases support the view that

This case has shown that

This has been seen in the case of

The case reported here illustrates the

This case study confirms the importance of

The evidence presented thus far supports the idea that

This case demonstrates how X used innovative marketing strategies in

As this case very clearly demonstrates, it is important that

This case reveals the need for further investigation in patients with

This case demonstrates the need for better strategies for

In support of X, Y has been shown to induce Y in several cases (Smith *et al.*, 2001).

Recent cases reported by Smith *et al.* (2013) also support the hypothesis that

2.10. SIGNALLING TRANSITION

Previewing what is to follow in a paper or dissertation is like showing a map to a driver; it enables them to see where they are going. So, it is useful to think of a preview section as a 'road map' for the reader. It must be accurate, but it must be easy to follow.

Writers are also expected to indicate to the reader when they are moving from one topic to another, or from one section of text to another. These are known as transition statements and examples of these, together with some previewing statements, are given below.

PREVIEWING SECTIONS OF TEXT

The purpose of this chapter is to review the literature on X. It begins by
This introductory section provides a brief overview of It then goes on to

This part of the thesis discusses the findings which emerged from the statistical analysis presented in the previous chapter.

This chapter describes and discusses the methods used in this investigation. The first section The second part moves on to describe in greater detail the

The final chapter of this dissertation is divided into two parts. The first
This chapter is divided into four main sections, each of which presents the results relating to one of the research questions.

The structure and biological functions of Xs will be discussed in the forthcoming sections.

INTRODUCING A NEW TOPIC OR ASPECT OF A TOPIC

As regards X,

With respect to X,

With regard to X,

Regarding X,

As far as X is concerned,

In terms of X,

In the case of X

REINTRODUCING A TOPIC

As was pointed out in the introduction to this paper,

As was mentioned in the previous chapter,

As explained earlier,

As explained in the introduction, it is clear that

As described on the previous page,

As discussed above,

Returning (briefly) to the (subject/issue) of X,

MOVING FROM ONE SECTION TO THE NEXT

So far this paper/chapter has focused on X. The following section will discuss

Before proceeding to examine X, it will be necessary to

Before employing these theories to examine X, it is necessary to

Having defined what is meant by X, I will now move on to discuss

Having discussed how to construct X, the final section of this paper addresses ways of

This section has analysed the causes of X and has argued that The next part of this paper will

This chapter has demonstrated that It is now necessary to explain the course of

Turning now to the experimental evidence on

This (chapter) follows on from the previous (chapter), which (examined/laid out/outlined) X.

MOVING FROM ONE SECTION TO THE NEXT WHILST INDICATING ADDITION, CONTRAST OR OPPOSITION

In addition, it is important to ask

On the other hand, in spite of much new knowledge about the role of,

However, this system also has a number of serious drawbacks.

Despite this, little progress has been made in the

PREVIEWING A FOLLOWING SECTION

This raises questions about X which will be discussed in the next chapter.
The next chapter describes synthesis and evaluation of
In the section that follows, it will be argued that
The following is a brief report on a
What follows is a description/outline/account of ...
The problem of X is discussed in the following section.

TRANSITION STATEMENTS FOR RESULTS AND DISCUSSION

Turning now to the experimental evidence on
Comparing the two results, it can be seen that
A comparison of the two results reveals
As pointed out in the introduction to this paper,
From the previous discussion, it can be seen that
It is also worth noting that X is significantly more frequent in
The differences between X and Y are highlighted in Table 4.

SUMMARY AND PREVIEW

This section has reviewed the three key aspects of
This chapter has described the methods used in this investigation and it has
In this section, it has been explained thatThe chapter that follows moves on to consider the....
This chapter began by describing X and arguing that It went on to suggest that the
These analytical procedures and the results obtained from them are described in the next chapter.
A summary of the main findings and of the principal issues and suggestions which have arisen in this discussion are provided in the next chapter, which ...
In the next section, I will present some of the findings of my empirical research on the impact of

PRACTICAL ASSIGNMENTS TO UNIT 2.

I. 1. Study some common academic synonyms offered in the table below. Complete the table eliciting the lexis required from vocabulary unit 2.

NOUN			VERB		
goal	target		reduce	decrease	
study	research		achieve	reach	
results	findings		alter	change	
area	field		evaluate	examine	
authority	source		claim	suggest	
benefit	advantage		help	assist	
category	type		join	attach	
component	part		question	challenge	
concept	idea		clarify	explain	
behavior	conduct		quote	cite	
controversy	argument		concentrate	focus	
beliefs	ethics		confine	limit	
expansion	increase		show	demonstrate	
interpretation	explanation		eliminate	remove	
issue	topic		found	establish	
method	system		develop	evolve	
option	possibility		maintain	insist	
statistics	figures		retain	keep	
framework	structure		strengthen	reinforce	
trend	tendency		accelerate	speed up	

quotation	citation		reduce	cut	
drawback	disadvantage		predict	forecast	
output	production				

2. Find synonyms for the words and phrases in *italics*.

- Professor Hicks *questioned* the *findings* of the *research*.
- The *statistics* show a steady *expansion* in applications.
- The institute's *prediction* has caused a major *controversy*.
- Cost seems to be the *leading drawback* to that *system*.
- They will *concentrate* on the first *option*.
- After the lecture she tried to *clarify* her *concept*.
- Three *issues* need to be *examined*.
- The *framework* can be *retained* but the *goal* needs to be *altered*.
- OPEC, the oil producers' cartel, is to *cut production* to *raise* global prices.
- The *trend* to smaller families has *speeded up* in the last decade.

II. 1. Study the morphological transformations of the lexical units offered and complete the table below with the similar examples from the vocabulary unit 2.

Adjective	Noun	Verb
analytical	analysis	analyze
creative	creation	create
correlative	correlation	correlate
definitive	definition	define
evaluative	evaluation	evaluate
generalized	generalization	generalize
hypothetical	hypothesis	hypothesize
indicative	indication/indicator	indicate
predictive	prediction/predictor	predict
responsive	response	respond
significant	significance	signify
synthetic	synthesis	synthesize
variable	variation	vary

2. Choose the most suitable word ending in each case.

- a) Arthur C. Clarke's pred. of earth satellites came true in 1957.
- b) A signif. number of students have chosen to do that project.
- c) The rate of increase var. between 5% and 8% during the period.
- d) The first computer was creat. during the Second World War.
- e) Scientists frequently need to ask hypoth. questions.
- f) Green can be made from a synth. of blue and yellow.
- g) The signif. of vitamins in diet was understood in the early twentieth century.
- h) The essays were evaluat. in terms of content and accuracy.
- i) Their research shows a strong correl. between size and longevity.
- j) Her anal. approach led her to propose six types of criminals.

3. Complete each sentence with a suitable word from the table in (1).

- a) First results that this treatment benefits patients in 70–80% of cases.
- b) Professor Strauss wrote the work on spiders in the Balkans.
- c) Most need to be made with care.
- d) All the animals to the noise by becoming agitated.

- e) Over 3,500 questionnaires were in terms of social class.
- f) Three need to be considered when predicting.

III. 1. The following adjectives are best understood and learnt as opposites. Study the table below and complete it with the examples from vocabulary unit 2.

absolute	relative
abstract	concrete
adequate	inadequate
attainable	unattainable
authentic	inauthentic
available	unavailable
clear	unclear
common	uncommon
logical	illogical
metaphorical	literal
permanent	impermanent
precise	vague/approximate/rough
rational	irrational
relevant	irrelevant
subjective	objective
theoretical	practical/empirical

16. Complete each sentence with a suitable adjective from the table in (1).

- a) The number killed in the war will never be known.
- b) His approach led him to ignore some inconvenient facts.
- c) Many ideas, such as astrology, are still popular.
- d) It is sufficient to give figures for national populations.
- e) Only after 200 years could an biography be written.
- f) Although he was a qualified dentist it was to his new job as a priest.
- g) Cathedrals are a example of religious faith.

IV. Study the information on adverbs that are used in academic texts in a variety of ways.

Among the most important are:

a) to provide more detail, with verbs and adjectives:

Reasonably good data are available for only . . .

. . . decomposition *eventually* ceases in modern landfills. . .

b) individually, often at the beginning of sentences, to introduce new points:

Currently, the earth's atmosphere appears to be . . .

Alternatively, the use of non-conventional renewable energies . . .

(These can be similar in function to conjunctions.)

Adverbs linked to verbs and adjectives usually fall into three groups.

a) Time (when?)

previously published

retrospectively examined

b) Degree (how much?)

declined *considerably*

contribute *substantially*

c) **Manner (in what way?)**

medically complicated

remotely located

Adverbs used individually need to be employed with care. It is dangerous to overuse them, since they are often like the author's 'voice', commenting on the topic. As the academic writer aims to be objective, adverbs like *fortunately* or *remarkably* may be unsuitable. However, other, less subjective adverbs can be useful for opening paragraphs or linking ideas. The following examples are often followed by a comma.

Time	Relating ideas
recently	clearly
increasingly	obviously
originally	(not) surprisingly
presently	alternatively
currently	similarly
traditionally	(more) importantly

1. Insert a suitable adverb from the table into the gaps in the sentences.

a) Most houses do not have electricity., then, there is little chance of improving living standards.

b), the internet was mainly used for academic purposes.

c) Some courses are assessed purely by exams., coursework may be employed.

d), there has been growing concern about financing the health service.

e) Many birds use bright colours to attract a mate., flowers advertise their position to fertilising insects.

f), the development should be acceptable environmentally.

2. The following adverbs are used to describe changes in the rate of something.

small	medium	large
gradually	substantially	quickly
slightly	significantly	sharply
marginally	steadily	dramatically
slowly	considerably	rapidly

Note that certain adverbs are mainly used to describe changes in time:

Production in Russia rose *slowly* from 1920 to 1929. (a little every year)

Others are commonly used to show changes in amount:

The birth rate increased *slightly* after the revolution. (by a small quantity)
The most suitable adverb depends on what is being discussed. For example, Over the period, the inflation rate fell *significantly* from 6% to 4.5%.

In 2004, sales dropped *slightly*, by 1.5%.

Study the table above and use a suitable adverb from it to complete the following sentences.

- a) Last year inflation increased from 2% to 2.3%.
- b) Life expectancy has risen in the last 20 years, by about 15%.
- c) The price was reduced, so that a £12 book was offered for £6.
- d) Sales rose while he was chairman, averaging 14% per year.
- e) The numbers of people voting has declined, from 80% to 65%.
- f) The crime rate climbed in the early 1990s, by 20–25% a year.
- g) In the last four years unemployment has fallen., from 5% to 2.5%.
- h) In the first two years of the war the suicide rate dropped
. . . ., by over 30% each year.

V. A cautious style is necessary in many areas of academic writing:

Primary products . . . *usually* have low supply and demand elasticities . .

. . . multiple factors *may* lead to a psychiatric consultation

. . . some parameters *might* depend on the degree of water content in the sand

. . . women *tend to* value privacy more than men

. . . other studies *suggest* that some permanent modal shift will occur

Areas where caution is particularly important include:

a) outlining a hypothesis which needs to be tested (e.g. in an introduction)

b) discussing the results of a study, which may not be conclusive

c) commenting on the work of other writers

Caution is needed to avoid making statements which are too simplistic:

Poor education leads to crime.

Such statements are rarely completely true. There is usually an exception which needs to be considered.

Caution can be shown in several ways:

(modal verb) Poor education *can* lead to crime.

(adverb) Poor education *frequently* leads to crime.

(verb/phrase) Poor education *tends to* lead to crime.

There is a tendency for poor education to lead to crime.

1. Complete the box below with more examples from unit 2.

Modals	Adverbs	Verb/phrase
can	frequently	tends to
		there is a tendency

2. Rewrite the following sentences in a more cautious way.

- a) Private companies are more efficient than state-owned businesses.
- b) Computer manuals are difficult to understand.
- c) Older students perform better at university than younger ones.
- d) Exploring space is a waste of valuable resources.
- e) English pronunciation is confusing.
- f) Global warming will cause the sea level to rise.
- g) Science students work harder than those studying humanities.
- h) Concrete is the best material for building bridges.

Another way to express caution is to use *quite*, *rather* or *fairly* before an adjective.

a *fairly* accurate summary

quite a significant correlation

a *rather* inconvenient location

NB *Quite* is often used before the article. It is generally used positively, while *rather* tends to be used negatively.

3. Insert *quite/rather/fairly* in the following to emphasize caution.

- a) Charles was an insignificant king who reigned for only 3 years.
- b) The survey was a comprehensive study of student opinion.
- c) His second book had a hostile reception.
- d) The latest type of arthritis drugs are expensive.
- e) The first-year students were fascinated by her lectures.

When referring to sources, the verb used indicates the degree of caution appropriate. Compare:

Widmerpool (1999) *states* that junior doctors work longer than . . . (positive)

Le Bas (1983) *suggests* that more training would result in . . . (cautious)

Other verbs which imply tentative or cautious findings are: *think/consider/hypothesize/believe/claim/presume*.

4. Rewrite the following text in more cautious language.

A team of American scientists have found a way to reverse the ageing process. They fed diet supplements, found in health food shops, to elderly rats, which were then tested for memory and stamina. The animals

displayed more active behaviour after taking the supplements, and their memory improved. In addition, their appearance became more youthful and their appetite increased.

The researchers say that this experiment is a clear indication of how the problems of old age can be overcome. They state that in a few years' time everyone will be able to look forward to a long and active retirement.

VI. Study the following sentences.

The storm *affected* large parts of northern France.

An immediate *effect* of the price rise was a fall in demand.

Affect and *effect* are different words which are often confused because they have similar spellings and meanings. However, *affect* is a verb, while *effect* is commonly used as a noun.

Study the differences between other similar confusing pairs (most common use in brackets).

accept (verb)/except (prep.)

It is difficult to accept their findings.

The report is finished except for the conclusion.

close (adj.)/close (verb)

The town was built close to the gold mines.

The library will be closed all weekend.

compliment (noun/verb)/complement (verb)

Her colleagues complimented her on her presentation.

His latest book complements his previous research on neurotic behaviour.

economic (adj.)/economical (adj.)

Sharing a car to work was an economical move.

Inflation was one economic result of the war.

its (pronoun)/it's (pronoun + verb)

It's widely agreed that smoking is dangerous.

The car's advanced design was its most distinct feature.

lose (verb)/loose (adj.)

No general ever plans to lose a battle.

He stressed the loose connection between religion and psychology.

past (noun/adj./prep.)/passed (verb)

Demand has been growing for the past five years.

The resolution was passed by 12 votes to 7.

principal (adj./noun)/principle (noun)

Zurich is the principal city of Switzerland.

All economists recognize the principle of supply and demand.

rise (verb – past tense rose)/raise (verb – past tense raised)

The population of London rose by 35% in the century.

The university raised its fees by 10% last year.

quite (adv.)/quiet (noun/adj.)

It was quite difficult to explain her hypothesis.

Everyone needs a quiet environment to work effectively.

site (noun)/sight (noun)

The site of the battle is now covered by an airport.

His sight began to weaken when he was in his eighties.

tend to (verb)/trend (noun)

Young children tend to enjoy making a noise.

In many countries there is a trend towards smaller families.

1. Choose the correct word in each sentence.

- a) His conclusions were *quiet/quite* interesting, but controversial.
- b) Millions of people are attempting to *lose/loose* weight.
- c) Sunspots have been known to *affect/effect* radio communication.
- d) Professor Poledna received their *compliments/complements* politely.
- e) The ancient symbol depicted a snake eating *it's/its* tail.
- f) Both social and *economical/economic* criteria need to be examined.

g) It took many years for some of Freud's theories to be *accepted/excepted*.

2. Some of the following contain mistakes. Find and correct them.

- a) The past has been described as like 'a foreign country.'
- b) One of the most famous sights in Paris is the Eiffel Tower.
- c) Re-using old envelopes was one economic suggestion.
- d) He was a man of strict principals, who never borrowed any money.
- e) Accept for two students they all spoke Arabic.
- f) The taste of lemon complemented the rich flavour of the fish.
- g) Only seven out of a class of sixteen passed the exam.
- h) Most oil companies plan to rise prices in the new year.

VII. Conjunctions are words and phrases such as *and* or *but* which join parts of a sentence together.

There are six main types of conjunctions:

- a) **addition** *Furthermore*, child mortality rates must be examined.
- b) **result** Prices are rising worldwide, *thus* encouraging investment.
- c) **reason** *Due to* the strike today's classes are cancelled.
- d) **time** *Thirdly*, the role of the architect will be reviewed.
- e) **example** Various writers have examined the issue, *for instance* Van Exel (2000).
- f) **opposition** *Although* this study concentrates mainly on peak-time travellers . . .

1. Decide which type (a–f) the following sentences belong to.

- a) Before the Roman invasion the economy was mainly agricultural. ()
- b) The results were checked because they were so surprising. ()
- c) Estimates suggest that the effects will continue, but at a more moderate rate. ()
- d) Some Asian economies, for example Indonesia, are growing more slowly. ()
- e) Moreover, travel information is very important for route planning. ()
- f) The findings were ambiguous, therefore the study was revised. ()
- g) The deadline is next week, so speed is vital. ()
- h) There is a serious problem in the district, namely unemployment. ()

2. Conjunctions act as signposts for the reader, giving the main meaning of the phrase they introduce:

Addition 

Result 







Reason 


Time 

Example 

Opposition 

Study the use of conjunctions in signposting the following paragraph.







The Brazilian coast was hit by a strange storm in March 2004. It moved inland at speeds of over 150 k.p.h. *and*  caused considerable damage. Named Catarina, this storm behaved like a hurricane *but*  could not have been one. This was *because* hurricanes  not occur in the South Atlantic. *However*, Catarina was  not an ordinary tropical storm *since* it had a hurricane  'eye' and was of hurricane strength. *After* checking their records,  meteorologists decided that Catarina really was a hurricane, the first ever recorded in the region.

Their research suggests that sea temperatures are rising rapidly,  *thereby* developing enough energy to cause hurricanes.

3. Underline the conjunctions in the following text and draw the 'signposts'.

Many Asian students chose the college because of its excellent reputation. Kim, for example, liked the spacious campus. He is self-funded and pays a tuition fee of £9,500 per year. But many students find language a barrier, so that they only socialize with other overseas students, while others complain about the college facilities. Firstly, accommodation is said to be noisy and inconvenient, and furthermore the library is seen as poorly equipped.

4. Complete the table to show as many examples of conjunctions as possible. (search unit 2 for them)

Addition	Result	Reason	Time	Example	Opposition
					
furthermore					

5. Insert a suitable conjunction in each gap.

- the course was voluntary, most students attended.
- The longest day of the year, June 21st, was a time of festivity.
- checking the equipment the experiment was repeated.
- most people use the train, a minority walk or cycle.
- Brick is a thermally efficient building material. It is,, cheap.
- Demand has increased for summer courses, extra ones are offered this year.
- Many writers, Chekhov, have been doctors.
- the increase in residence fees more students are moving out.
- The first stage was to write a clear questionnaire. 200 people were interviewed.
- Mustafa was in the lecture his car was being repaired.

VIII. Study the information on abbreviations in scientific researches offered below.

Abbreviations are an important and expanding feature of contemporary English. They are used for convenience, and familiarity with abbreviations makes both academic reading and writing easier.

Three main types can be found:

- a) **shortened words** – photo (photograph)
- b) **acronyms** – UNESCO
- c) **others** – NB

a) **Shortened words** are often used without the writer being aware of the original form. *Bus* comes from *omnibus*, which is never used in modern English, but *refrigerator* is still better in written English than the informal *fridge*.

b) **Acronyms** are made up of the initial letters of a name or phrase (*Aids* = *acquired immune deficiency syndrome*).

They are read as words. The more official acronyms are written in capitals (*NATO*), but others use lower case (*nimby*). *NATO* stands for *North Atlantic Treaty Organisation*, which is a real body, while *nimby* stands for *not in my back yard*, which is a concept.

c) **Other abbreviations** are read as sets of individual letters. They include names of countries, organisations and companies (*USA/BBC/IBM*), and also abbreviations which are only found in written English (*PTO* = *please turn over*/*Rd* = *Road*). Note that in many cases such abbreviations are widely used without most users knowing the meaning of the individual letters (e.g. *DNA/DVD/ABS*).

All academic subjects employ abbreviations to save time.

Examples from business/economics include:

GDP = gross domestic product

PR = public relations

PLC = public limited company

CEO = chief executive officer

IMF = International Monetary Fund

WTO = World Trade Organization

Abbreviations can be confusing.

PC, for example, can mean *Police Constable* (in Britain), *personal computer* and also *politically correct*. *CD* may stand for *compact disc* or *corps diplomatique*. *PM* could be *Prime Minister* or *post meridian*. It is useful to be aware of these potential confusions.

a) Certain abbreviations are found in all types of academic writing.

They include:

cf. = compare

e.g. = for example

et al. = and others (used for giving names of multiple authors)

Fig. = figure (for labelling charts and graphs)

ibid. = in the same place (to refer to a source mentioned immediately before)

i.e. = that is

K = thousand

NB = take careful note

op. cit. = in the source mentioned previously

p.a. = yearly

pp. = pages

re = with reference to

b) Other abbreviations are very subject specific and may be special to one article. In that case they need explaining:

... the developing countries with the highest per-capita dietary energy supplies (DES)

... one delegate expressed surprise that Call Centres (CCs) should ...

1. Explain the abbreviations in the following sentences.

a) The PM told MPs that the NHS needed reform.

b) The failure rate among IT projects reaches 70% (Smith *et al.*, 1997).

c) The world's most populous country, i.e. China, has joined the WTO.

d) NB CVs must be no longer than three sides of A4.

e) See the OECD's recent report on the UK.

f) The EU hopes to achieve a standard rate of VAT.

g) The CEO intends to raise spending on R&D by 40%.

h) Fig. 4. Trade patterns on the w.w.w. (1997–2001).

i) The WHO is concerned about the spread of TB.

j) Director of PR required – salary approx. \$45K.

k) GM technology is leading to advances in many fields e.g. forestry.

l) Prof. Wren claimed that the quality of M.Phil. and Ph.D. research was falling.

2. Search the vocabulary from unit 2 for different kinds of abbreviations discussed above and fill in the table offered.

TYPE	EXAMPLE	EXPLANATION
Shortened words		
Acronyms		
Other abbreviations		

3. Make the list of abbreviations you plan to use in your research work.

Abbreviation	Explanation
1.	
2.	
3.	
4.	
5.	
...	

IX. A range of ‘umbrella’ nouns is used to express basic ideas in academic writing:

Molecular biology is an interesting new *field*.

The *concept* of class was first discussed in the eighteenth century.

Freud developed a new *approach* in his second book.

They are rather formal and need to be used accurately.

1. Read the following and find a synonym for each word in italics from the box below.

a) The second *factor* in the accident was the cold weather.

b) Harvey’s *concept* of the circulation of the blood was first presented in 1628.

c) Snow is a rare *phenomenon* in Rome.

d) The President’s resignation gave a new *aspect* to the national crisis.

- e) A barcode scanner is a *device* used at supermarket checkouts.
- f) Her *field* is the history of life insurance.
- g) The National Institute for Clinical Excellence is a *body* created to assess medical drugs.
- h) Mendel's work on genetics provided new *perspectives* for biologists.
- i) Their main *concern* is to prevent pollution in rivers and lakes.
- j) Their new *system* allows errors to be detected in 12 seconds.
- k) The survey identified three *categories* of bus user.
- l) The most serious *issue* raised at the meeting was student accommodation.

process	organization	machine	theory
event	types	consideration	area
	views	feature	
cause	problem		

2. Insert a suitable umbrella noun in the following sentences.

- a) The Students' Union is a designed to promote students' interests.
- b) Rainbows are a common natural
- c) Completion of the new building was delayed by safety
- d) Environmental law is an increasingly popular
- e) In 1956 he patented a for measuring the height of waves.
- f) Jung's of the 'anima' has been strongly criticized.
- g) His paper examined three of the problem of tissue rejection.
- h) Three of father were identified; 'involved', 'semi-detached' and 'disengaged'.
- i) The main discussed was lack of support from tutors.
- j) One in the collapse of the business was the rise in oil prices.
- k) The discovery of DNA created fresh in medicine.

3. Keep a record of other umbrella nouns you came across in the vocabulary of unit 2 and fill in the table that follows.

UMBRELLA NOUN	SYNONYM

X. A feature of most academic writing is a tendency to use rather formal verbs to express the writer's meaning accurately:

... supply of energy required to *accelerate* the growth ...

... the development that is *envisaged* here needs to be not only sustainable

...

In spoken English we would be more likely to use *speed up* and *imagined*.

1. Study the list below and find a synonym in each case from the vocabulary of unit 2. Fill in the table that follows.

NB Some of these verbs, e.g. *hold*, are used in academic writing with a special meaning.

Verb	Example of use	Synonyms
to adapt	the health system has been <i>adapted</i> from France	
to arise	a similar situation <i>arises</i> when we look at younger children	
to carry out	the largest study was <i>carried out</i> in Finland	
to characterize	developing countries are <i>characterized</i> by	

to clarify	the project was designed to <i>clarify</i> these contradictions	
to concentrate on	that study <i>concentrated on</i> older children	
to be concerned with	the programme is <i>concerned</i> primarily <i>with</i> . . .	
to demonstrate	further research has <i>demonstrated</i> that few factors . . .	
to determine	the water content was experimentally <i>determined</i>	
to emphasize	the 1987 report <i>emphasized</i> energy efficiency	
to establish	the northern boundary was <i>established</i> first	
to exhibit	half of the patients <i>exhibited</i> signs of improvement	
to focus on	her work <i>focused on</i> female managers	
to generate	a question which has <i>generated</i> a range of responses	
to hold	Newton's second Law, $F=ma$, <i>holds</i> everywhere	
to identify	three main areas have been <i>identified</i>	
to imply	previous research <i>implies</i> that size is a good predictor	
to indicate	all the surveys <i>indicate</i> that employees prefer pay rises	
to interact	understand how the two systems <i>interact</i>	
to interpret	the conclusion can be <i>interpreted</i> as a limited success	
to manifest	as <i>manifested</i> in anti-social behaviour	
to overcome	both difficulties were <i>overcome</i> in the first week	

to predict	the study <i>predicts</i> that productivity will decline next year	
to propose	they <i>propose</i> that social class is the main factor	
to prove	the use of solar power is <i>proving</i> successful	
to recognize	he is now <i>recognized</i> as a leading expert	
to relate to	the pattern was <i>related to</i> both social and physical factors	
to supplement	the diet was <i>supplemented</i> with calcium and iodine	
to undergo	the system <i>underwent</i> major changes in the 1980s	
to yield	both surveys <i>yielded</i> mixed results	

2. Select the better alternative in each case.

- The survey *proved/yielded* a surprising amount of information on student politics.
- This question *arose/manifested* when older students were examined.
- Both writers attempt to *demonstrate/imply* that older employees are more reliable.
- Darwin *held/indicated* very strong views on this issue.
- It must be *proved/emphasized* that these results are only provisional.
- One of the chimpanzees *supplemented/exhibited* signs of nervousness.
- Freud was *concerned/identified* primarily with middle class patients.

h) The study was *generated/carried out* to explore the issue of religious tolerance.

3. Search the vocabulary from unit 2 for formal verbal phrases and fill in the table below. Follow the example offered.

Formal verbal phrase	The context it can be used (a sentence of your own)
To be subjected to criticism	Smith's meta-analysis <u>has been subjected to considerable criticism</u> .

XI. 1. The following verbs are generally used with the prepositions. Complete their list with the examples from the vocabulary of unit 2.

Verb+preposition	Examples
Add to	The bad weather <i>added to</i> the general's difficulties.
Agree with	Yu (1977) <i>agrees with</i> Martin and Jenks (1989).
Associate with	Monetarism is an economic policy <i>associated with</i> Mrs. Thatcher.
Concentrate on	She dropped all her hobbies to <i>concentrate on</i> her work.
Derive from	All modern computers <i>derive from</i> wartime decoding machines.
Point out	Goodson (2001) <i>points out</i> the dangers of overspecialization.
Specialize in	This department <i>specializes in</i> French-Canadian poetry.

2. Complete the following with suitable verbs and prepositions.

- a) The enquiry the cause of the accident, not the consequences.
- b) Dr. Cracknel that there were only two weeks before the deadline.
- c) Fewer British students are foreign languages.
- d) The theory of relativity will always beAlbert Einstein.
- e) A football pitch is two halves.
- f) A series of strikes were the decline in production during May.
- g) Millions of men died for the cause they
- h) Every nation needs a public transport system it can

XII. Referring verbs are used to summarize another writer's ideas.

Wilsher *argued* that the single play had been consigned to television history.

Heffernan (1972) *found* that adaptation to prison was facilitated by . . .

They may also be used to introduce a quotation.

. . . as Peter Huber has *observed*, 'Coal itself is yesterday's landfill . . .'

Most of these verbs are followed by a noun clause beginning with that.

a) The following mean that the writer is presenting a case: *argue claim consider hypothesize suggest believe think state*

Martins (1975) *claimed* that many mergers led to lower profits.

b) A second group describe a reaction to another writer's position: *accept admit agree deny doubt*

Handlesmith *doubts* Martins's claim that lower profits resulted from . . .

c) Others include: *assume conclude discover explain imply indicate maintain presume reveal show*

Patel (2003) *assumes* that inflation will remain low.

Borovna *implies* a close relation between the Queen and her minister.

1. Write a sentence referring to what the following writers said (more than one verb may be suitable). Use the past tense.

Example: Z: ‘My research shows that cats are cleverer than dogs’.
Z claimed/argued that cats were cleverer than dogs.

- a) A: ‘You could be right. I may have made a mistake in my estimate.’
- b) B: ‘I did not say that sheep were faster than horses.’
- c) C: ‘Whales are very intelligent animals.’
- d) D: ‘I support A’s position on cats and dogs.’
- e) E: ‘I’m not sure, but cows probably get cold in winter.’
- f) F: ‘After much research, I’ve found that pigs can’t fly.’
- g) G: ‘On my travels in the jungle I found a new type of frog.’
- h) H: ‘I think it unlikely that cats can learn to talk.’
- i) I: ‘Somebody should compare mouse behaviour with rat behaviour.’
- j) J: ‘There may be a link between health and the seasons.’

A small group of verbs is followed by (somebody/thing + for + noun/gerund): *blame censure commend condemn criticize*

Lee (1998) *blamed* foreign investors for the panic.

NB All except *commend* have a negative meaning.

A final group is followed by (somebody/thing + as + noun/gerund):
assess characterize classify define describe evaluate identify interpret portray present

Terry *interprets* rising oil prices as a result of Asian recovery.

2. Rewrite the following statements using verbs from the lists in (1).

Example: K: ‘X’s work is responsible for many of our current economic problems.’

K blamed X’s work for many of our current economic problems.

- a) L: ‘She was very careless about her research methods.’
- b) M: ‘There are three main species of bees.’
- c) N: ‘The cat family are the kings of the animal world.’
- d) O: ‘I’m sure that dogs bark because they are nervous.’

- e) P: 'Trying to estimate the number of animal species is like shooting in the dark.'
- f) Q: 'Darwin was the greatest naturalist of the nineteenth century.'
- g) R: 'An insect is a six-legged arthropod.'
- h) S: 'Queen Victoria was a short, rather fat woman with dark eyes.'
- i) T: 'Gregor Mendel can be considered the founder of modern genetics.'

3. Search for the referring verbs in the vocabulary of unit 2 and fill in the table that is offered below.

Referring verbs	Examples

UNIT 3.

THE VOCABULARY TO MAKE ORAL PRESENTATIONS ON A RESEARCH WORK

3.1. PREPARATION AND PLANNING

Questions to ask yourself:

1. What is the aim?
2. What is my title?
3. Who am I speaking to?
4. What are the main points I want to make?
5. What do I want the audience to do after listening to my presentation?

Other questions concerning physical aspects:

Who is the audience?

How many people will there be in the audience?

Where will it take place?

How big is the room?

What equipment is there in the room? What equipment do I need?

Does the equipment work?

Are you going to need a black or whiteboard?

Have you got chalk and / or a felt tip pen?

Do you need an overhead projector or a screen?

Are they in place? Is there a podium? Where are you going to put your notes /papers /transparencies?

Do you need an adapter or extension lead?

Can the information be seen?

Can you present the information and not get in the way?

Do you need a pointer?

Will you need to dim the lights or draw the curtains?

Are you going to need handouts or any other documents? How many? Do they present a good image of you and your company?

When?

What time of day is it? What day is it? Will the audience be more or less receptive when listening?

How long?

In relation to what the audience knows or time constraints, what can I eliminate if necessary?

Experienced presenters are able to improvise and adapt to changing circumstances but you may have only one chance to present your information, so be prepared.

3.2. STRUCTURE OF AN ORAL PRESENTATION

A good oral presentation is well structured; this makes it easier for the listener to follow.

Basically, there are three parts to a typical presentation: the beginning, the middle and the end (or introduction, body and conclusion). We are going to look at each part in turn and present the language needed to express both the structure and the content.

3.2.1. THE BEGINNING OR THE INTRODUCTION

The beginning of a presentation is the most important part. It is when you establish a rapport with the audience and when you have its attention.

1. Get the audience's attention and signal the beginning.

Right. Well. OK. Erm. Let's begin.

Good. Fine. Great. Can we start?

Shall we start? Let's get the ball rolling.

Let's get down to business.

In English-speaking countries it is not uncommon for the speaker to begin with a joke, an anecdote, a statement made to surprise or provoke in order to gain the audience's attention, to make people want to listen, to feel relaxed and even to introduce the subject. This may or may not be appropriate in your country; you are probably the best judge. Certainly, humour is difficult to convey and would not be appropriate in all contexts.

A good technique is to try to get your audience involved in your talk either by asking direct or rhetorical questions.

2. Greet audience.

It is important to greet the audience by saying something like:

Hello, ladies and gentlemen.

Good morning members of the jury.

Good afternoon esteemed guests.

Good evening members of the board.

Fellow colleagues, Mr. Chairman/Chairwoman...

Thank you for your kind introduction.

3. Introduce oneself, (name, position, and company)

Do this not only to give important information so people can identify you but also to establish your authority on the subject and to allow the audience to see your point of view on the subject (you are a student, researcher, responsible for, director of, neophyte, layman).

Good afternoon ladies and gentlemen, let me introduce myself.

Good morning everyone, I'd like to start by introducing myself.

My name is...

I am a student at the INT

I am a doctoral candidate,

I am X. Y. from 3 Com. I'm the manager of...

I am a researcher from ... I've been working on the subject now for X years...

I've had wide experience in the field of ...

Good morning, my name is Lawrence Couderc. I am a student at the INT and I would like to talk to you today about some of my findings in a study I did on...

Sometimes, especially when invited to speak, the host introduces the guest, gives the same information as above and then gives the floor to the guest speaker.

I am very pleased and proud to introduce ...who is.... He/she is known for...

Now I'll turn the floor over to today's speaker. (to take the floor, to have the floor, to give the floor to someone.)

4. Give title and introduce subject

What exactly are you going to speak about? Situate the subject in time and place, in relation to the audience and/or its importance. Give a rough idea or a working definition of the subject.

I plan to speak about...

Today I'm going to talk about...

The subject of my presentation is...

The theme of my talk is...

I've been asked to give you an overview of...

Cultural aspects may be important here; scientists want to demonstrate their work and findings while managers and humanities people want to share ideas and reflections with their audience. It may be the result of a desire to persuade and convince. It may be comparison of two or more products, plans or proposals. Why are you going to speak about it?

I have chosen to speak about this because...

I was asked to speak about X because...

Have you set any limits on the scope of your talk? What won't you speak about? It may be very useful to eliminate certain areas before you start so as to avoid confusion or deviation from your main task. It also protects you from criticism later for not covering certain aspects or issues. Have you estimated the time it will take? It is useful to give the listeners some idea of how long you will speak so as to maintain their attention better.

I will not speak about...

I have limited my speech to

My talk will last about 15 minutes

Concerning time, professional people are very often pressed for time. The average person's attention span is also very, very short. Conclusion: the shorter the better!

Carl Storz et al. Oral Presentation Skills Août 2002 7

I will speak for 15 minutes.

You may want to give acknowledgements here too. If you have been sponsored, supported or encouraged by a particular firm, organization, professor, etc. you may want to recognise their contribution. Your research and paper may have been the work of a collaborative effort and you should acknowledge this too giving the names of all the participants.

At some point you should ask a question or somehow try to determine the attitude and knowledge of the audience. How do they feel about the subject? You will then have to modify the contents, as you never know exactly what to expect.

Have you ever heard of...?

You may already know...

I feel sure that some of you...

Every day you encounter...

To get the audience's attention and perhaps to find out where they are you could introduce the subject by saying:

Have you ever heard of/seen X?

You've probably seen countless times...

You may have wondered...

5. Give your objectives (purpose, aim, goals)

The main purpose of an informative speech is to have the audience understand and remember a certain amount of information. You should therefore have two purposes: a general purpose and a specific one. The former is to inform: to give an overview, to present, to summarize, to outline; to discuss the current situation or to explain how to do something or how something is done. The latter is what you want the audience to take away with them after listening to you, what you want them to do, what they should remember.

My purpose in doing this paper is to give you a solid background on the subject of oral presentation skills so that in the future, at the INT or elsewhere, you can deliver a successful speech in front of a group.

What I would like to do today is to explain

to illustrate...

to give you the essential background information on...

to outline...

to have a look at...

What I want my listeners to get out of my speech is...

If there is one thing I'd like to get across to you today it is that...

Once you have established your specific objectives you may go on to formulate your content.

6. Announce your outline.

You want to keep the outline simple so 2 or 3 main points are usually enough. Concerning grammar the headings of the outline should be of the same grammatical form.

I have broken my speech down/up into X parts.

I have divided my presentation (up) into Y parts.

4Change the purpose of the speech (or the time, place and audience) to see how the outline changes.

Carl Storz et al. Oral Presentation Skills Août 2002 8

In the first part I give a few basic definitions.

In the next section I will explain

In part three, I am going to show...

In the last part I would like/want to give a practical example...5

7. Questions and comments from the audience.

You should also let the audience know at some point in the introduction when and whether they may ask questions.

I'd ask you to save your questions for the end.

There will be plenty of time at the end of my speech for a discussion.

You may interrupt me at any moment to ask questions or make comments.

Please stop me if you don't understand anything I say but could you keep any specific questions until after I've finished.

8. Make a transition between the introduction and the body.

You should refer to your transparency or outline.

Now let us turn to point one.

Let us now move on to the second part, which is, as I said earlier....

5 Notice the variety of ways of indicating parts (in the first part, section, part three, the last place) and variety of grammar, i.e. verbal forms that follow.

One student actually began with definitions of key technical words that would come up in the speech. What do you think of that idea?

Depending on the context or specific cultural environment you may or may not want to use a transparency. For example, in a professional corporate context it may look a bit scholastic to project an outline. However, in giving a paper, since the objective is didactic you could put it on a transparency and refer back to it from time to time.

3.2.2. THE MIDDLE OR THE BODY

1. Content.

What information should you give in your speech? All your information should support your purpose. In most cases you will have to limit the content, as time is usually precious!

2. Quantity.

How much information should you give? Enough to clearly develop your ideas. Don't forget to illustrate through examples.

3. Sequencing your ideas.

Here are a few possibilities for organizing your ideas: *logical; chronological order; from general to specific; from known to unknown; from accepted to controversial; cause/effect; problem/solution*. Whatever sequencing you choose, the headings should be all of the same grammatical form.

4. Keeping the audience's attention.

The beginning and the end or the first and last parts of a talk are what listeners will remember best. Think of ways you can keep the audience's attention throughout the rest of the speech.

5. Signposting or signaling where you are.

Just as when you are driving along a road that you don't know very well, you depend on signs to guide you, you need to guide the listener by using expressions to tell him/her where you are going. That is to say, first announce what you are going to say (give an example, reformulate etc.) and then say what you want to say. This is very like verbal punctuation. Indicate when you have finished one point and then go on to the next one. It is redundant in text but very useful in oral presentations.

Experienced presenters will also clearly pause, change their stance and the pitch of their voice as they move from one part of a presentation to another.

Listing information.

Lists are often a necessary evil. Vary your language whenever possible and avoid reading directly.

There are three things we have to consider: one, two, and three.

A, B, C.

Now let us look at the first aspect which is...

First of all,...

In the first place...

Linking ideas, sections/making transitions.

Indicate the end of one section and the beginning of the next.

That's all I would like to say about... (subject of part A) and now let us turn to

Now that we've seen... let us turn to...

Outlining options.

If there are alternative ways of looking at a topic or proposal, outline them to show you are familiar with the different ways of dealing with a situation.

There seem to be two possible ways of dealing with this...

We've looked at this from the point of view of the manufacturer but what about if

we were to...

A number of options present themselves at this point....

If what you are dealing with demands a comparison of strengths and weaknesses indicate clearly the different aspects and underline the points you feel are important or secondary.

What exactly are the benefits?

On the plus side we can add...

This is not the only weakness of the plan...

We cannot ignore the problems that such an action would create...

We do not need to concern ourselves with...

Of lesser interest are...

To be clear and concrete. Use examples, rephrasing, summaries etc.:

To give an example:

Now let's take an example.

An example of this can be found...

To illustrate this...

Let's see this through an example.

For example,

For instance,

To rephrase:

Let me rephrase that,

In other words

Another way of saying the same thing is

That is to say

To summarize:

To summarize

To sum up,

Let me summarize by saying

So that concludes my overview

In conclusion

Briefly said

In short,

What I've tried to show in this part...

To recap what we've seen so far...

To emphasize:

What is very significant is...

What is important to remember...

I'd like to emphasize the fact that...

I'd like to stress the importance of...

to highlight...

to underline...

What I tried to bring out...

What we need to focus on...

To refer to what you have said previously:

As I have already said earlier...

As we saw in part one...

To repeat what I've said already...

To refer to what you will say:

We will see this a little later on.

This will be the subject of part 3.

We will go into more detail on that later.

For now, suffice to say...

To refer to what an expert says:

I quote the words of ...

In the words of...

According to...

Here I'd like to quote...

As Mr. X says in his book...

There is a famous quotation that goes...

To refer to common knowledge:

As you all may well know...

It is generally accepted that...

As you are probably aware (of)...

3.2.3. THE END OR CONCLUSION

The end of a talk should never come as a surprise to an audience; it needs special consideration.

1. Content

The end or the conclusion of your talk should include four parts: a brief reminder of what you tried to show in your speech and how you tried to do so, a short conclusion, thanks to the audience for listening, and an invitation to ask questions, make comments or open a discussion. At the end you should briefly summarize your speech in a few lines to make sure the audience has retained the main points. Alternatives are: to state the point of the speech; give the essential message to retain; list the main points and what you want the audience to remember; review informally or indirectly by using a quote, a comparison or example.

Then you should give some kind of conclusion. That is to say you should give a message that logically comes out of the ideas developed in your speech.

This could be a commentary, the lessons learned, some recommendations, or the next steps. You could also make a call to action; the audience should have to do something.

Thirdly, thank the audience for being there.

Finally, ask for questions and comments or invite a discussion. If you choose the former, you put yourself in a superior position compared to the audience and should be considered as an expert. You will need to be very prepared intellectually and psychologically to transfer control to the

audience and be able to answer any questions. However, in the case of the latter, you put yourself more or less on equal terms with the audience and do not have to be the expert with all the answers! The audience may have some clear ideas or some practical knowledge about the subject themselves!

Naturally you need to signpost the end of your talk. This may take the form of a recapitulation of the main points.

I'd like to summarize/sum up

At this stage I would like to run through/over the main points...

So, as we have seen today....

As I have tried to explain this morning BT finds itself in....

Or there may be recommendations or proposals that you wish to make;

As a result we suggest that...

In the light of what we have seen today I suggest that...

My first proposal is...

Above all when you conclude do not do it abruptly or as if surprised to get to the end of your talk.

In conclusion I would like to say that...

My final comments concern...

I would like to finish by reminding everyone that...

You may at this point wish to distribute a vocabulary list or more detailed information that you wish to make available.

I've prepared a slim folder of the proposals...

In the sheets that are now being distributed you will find a breakdown of the...

And finally you may well have to deal with questions.

I'd be happy to answer any questions....

If there are any questions please feel free to ask.

Thank you very much for your attention and if there are any suggestions or comments

3.2.4. DEALING WITH DIFFICULT QUESTIONS

1. Make sure you understand the question.

1.1. Ask a question to see if you understand.

1.2. Repeat the question in your own words to check that you have understood. If not, ask the questioner to repeat.

2. In answering:

2.1. Delay the answer (ask for time and/or repeat the question):

Just a minute please. What is a...?

How can I put it?

I'm glad you asked that question.

That's a good question/point/remark.

Can I answer that question later?

2.2. Admit that you are not responsible:

I saw that in the work of...

2.3. Agree but give an alternative point of view

I agree with you but there is another way of looking at it.

SUMMARY OF THE PART

To give a successful presentation and at the same time a good image of yourself or your firm, careful preparation and organization are required. You need to take into consideration who you are speaking to, when, where, and why, as all of these details will have an impact on your structure and content. A well-structured speech with a step-by-step approach is one that is easy to follow. Besides structure, it is also necessary to be relatively repetitive. A good 'rule' is announce what you are going to say, say it and finally, say what you've said.

Be careful with the figures. Pronunciation (proper names, cognates, numbers) and presentation are important, practice beforehand! This is equally important for the key words of your presentation. It is particularly annoying for the audience to hear the same word mispronounced repeatedly.

In addition to careful preparation – good structure and vocabulary – and organization, a message passes in other ways. According to experts 55% of the message is non-verbal. Using images (visuals); body language and voice are extremely important and will be examined in the following sections.

3.3. VISUALS

What are visuals?

graphs, charts;
maps, photos;
drawings, images;
models, video/film;
objects.

What media are used?

transparencies/slides;
Power Point© slides;
video projection/projector;
handouts.

It is often a good idea to give out a paper copy, called a handout, an outline, a glossary of key words, sources, any other visuals you plan to use, so people can take them away, not waste time in taking notes on key concepts.

What should you put on a visual?

key words;
technical words;
lists;
examples;
diagrams;
charts.

Vocabulary of graphs/chart

line graph (algorithmic, linear, curve, line);
bar chart;
flip chart;
diagram;
pie chart (segment, slice of the pie);
flow chart;
organization chart.

Why use visuals?

- to focus the audience's attention;
- to illustrate points easier to understand in visual form but difficult in a verbal form (e.g. statistics);
- to reinforce ideas;
- to change focus from aural/oral to visual;
- to involve and motivate the audience;
- to involve all the senses;
- to serve as logical proof;
- to save time and avoid putting information on a board;
- to avoid turning your back to the audience when writing on a board;
- to help the speaker.

Text to put on a visual

name, conference/company and company logo, date, title of presentation.
Try to do this consistently but not to the detriment of a table or image.
full sentences are not to be used, unless a quote is given, give round figures.

N.B.: keep text to a minimum.

Size, layout, font (typeface) and size, colors.

Size - A4

Layout should be pleasant and easy to read: horizontal/landscape layout is preferable.

Fonts: Ariel, Helvetica, Times New Roman, Futura, Optima, Verdana, New Century, Schoolbook and Courier (Some companies impose a particular style).

Font size - maybe 20 or more depending on the size of the room you will be speaking in. (A good idea is to use different sizes for different types of text: i.e. 20 for main headings, 16 for subheadings, 14 for other text).

Use CAPITAL LETTERS, **bold face**, *italics*, underlining, (white on black) or shading to highlight.

If possible, use color transparencies (unless you are just showing text).

How many?

One every two minutes is sufficient. To show too many slides is worse than none at all.

3.3.1. TYPES OF DELIVERY

Typically, there are two ways of presenting: you are either using notes to guide you through your presentation, or you read your paper.

- **Talking With Notes:**

This can be tricky, as you may find yourself expanding on certain points more than others, along with losing track of the order of your argument. It is imperative that you create a document that clearly and equally divides your introduction and thesis, your main points of evidence, and your conclusion. The only way to avoid going over time (and/or losing track of the order of your argument) is to practice your talk. Moreover, it means that you will have to pick major points instead of incorporating everything you have written.

- **Reading The Paper:**

It takes about 2 to 2.5 minutes to read one page (double-spaced, 12 point font), so if you plan to read your paper out loud, then it should take no longer to read it than the maximum time allotted. (For example, for a 15 minute presentation, your paper should be approximately 6 pages long). When you are preparing your draft for the presentation, keep in mind that your audience will rely on listening comprehension, not reading comprehension. That means that your ideas need to be clear and to the point, and organized in a way that makes it possible for your audience to follow you.

Remember to do the following:

- o Introduce yourself (unless you have already been introduced)*
- o State your thesis clearly*
- o Tell your audience why this topic is relevant*
- o Make sure you tell your audience what awaits them.*

- **Quotes in presentation:**

While you may have incorporated a lot of quotes in your paper, it is much more difficult to cite other scholars in a presentation. If possible, try to use your own words. When a quotation is necessary to make your point, use a signal phrase to introduce the source to your audience. For example, you can say: “*As theorist Sandra Somebody states...*” or “*Theorist Sandra Somebody has argued that...*”

o If you want to convey a general opinion people in a scholarly field share—and especially if you want to point out your scholarly intervention—it is important to let your audience know that you understand the central argument the other scholars are making before stating your own position. One way to address this kind of situation is the following: “*Scholars agree that ZZZ causes FFF. However, I propose that....*”

- **Incorporating SLIDES/VISUAL material**

A successful visual presentation should be in sync with the spoken part of your presentation. You can coordinate your talking/reading points with your visual presentation by marking your paper whenever you will show a next slide. There are countless ways to do so, but here is one example:

o “*ZZZ stands in close to relation to HHH. (SLIDE) As a study from 2008 has shown...*”

Duke Writing Studio 3

Make sure that you address the visual material on the screen. Do not assume that the audience will “get it.” Many people may still be thinking about your previous point and need your direction to understanding the relevance of the visuals you are showing. Pointing out what your listeners are looking at allows them to follow your argument, and perhaps, even better understand it!

It is also important to prepare your audience for what they are going to see. This keeps the audience on their toes and gives you the opportunity to position your visual correctly.

Let's look at the current distribution of the market, as you can see...

I'm going to show you now the most recent figures available...

My next slide concerns the method by which...

When you have important points to share, it can be helpful to put text on the slides. Because your audience is listening to you, and also reading, try to keep the written part short. Reading all your points from the slides can be tedious for your audience, so short summaries (approximately 2-5 words) may work best. Too much text overwhelms your listeners.

Remember to draw the attention of the audience to the points that you wish to highlight but avoid redundancy by describing everything that is in the visual.

As you can see....

The first line of figures is the most revealing...

Notice/observe how the increase has had an effect on the...

What is important here is the way that...

You can also try to rephrase your point to give it emphasis, giving the audience time to absorb the information.

In other words, the numberhas a direct effect on the...

Or to look at it in another way every time you...

That is to say no matter what technique is used, the results remain

It is not sufficient just to put up a transparency on the screen and expect the audience to turn its attention to it, to understand it and make the link with what you are saying. We would suggest the following strategy:

It is important to prepare your audience for what they are going to see. This keeps the audience on their toes and gives you the opportunity to position your visual correctly.

Let's look at....., as you can see...

I'm going to show you now the most recent figures available...

My next slide concerns the method by which...

You can also try to rephrase your point to give it emphasis, giving the audience time to absorb the information.

In other words, the number of employees has a direct effect on the...

Or to look at it in another way every time you...

That is to say no matter what technique is used, the results remain

3.3.2 TYPES OF VISUAL DEVICES

Visual devices such as graphs and tables are convenient ways of displaying large quantities of information in a form that is quick and simple to understand. A lot of presentations are focused on data and numbers. Charts, graphs, can help you draw and keep the attention of your listeners. When it comes to presenting and explaining data charts, graphs, and diagrams, you should help people understand and memorize at least the main points from them. As to the use cases, diagrams and other visuals perfectly fit for describing trends, making a comparison or showing relationships between two or more items. In other words, you take your data and give it a visual comprehensible form.

(<https://preply.com/en/blog/2018/08/17/charts-graphs-and-diagrams-in-the-presentation/>)

Graphs and charts are visual representations of data in the form of points, lines, bars, and pie charts. Using graphs or charts, you can display values you measure in an experiment, present data, or illustrate changes over time. Graphs make it easier to see patterns, relationships, distributions and trends of the data.

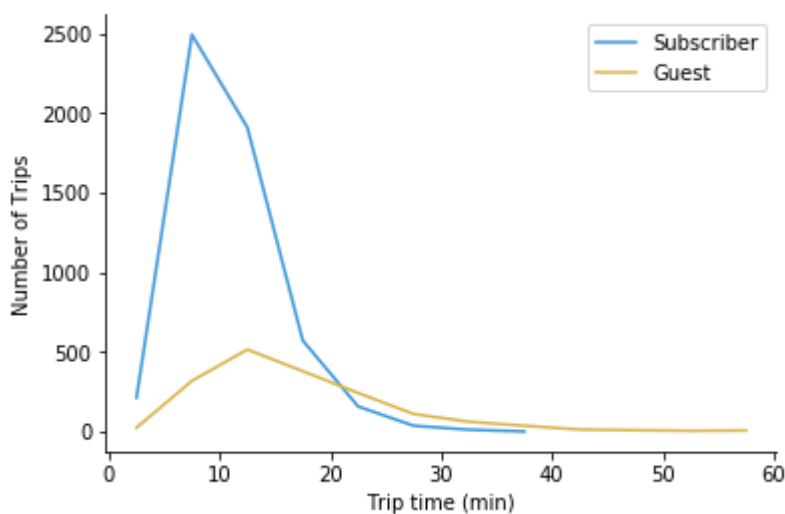
Types of graphs and charts include **line charts (graphs), bar charts (graphs), and circle/ pie charts.**

◆ LINE CHARTS

Line charts (graphs) represent how data has changed over time. This type of charts is especially useful when you want to demonstrate trends or numbers that are connected. A line chart (line graph) uses points connected by line segments from left to right to demonstrate changes in value. The horizontal axis depicts a continuous progression, often that of time, while the vertical axis reports values for a metric of interest across that progression.

When you should use a line chart

You will use a line chart when you want **to emphasize changes in values for one variable (plotted on the vertical axis) for continuous values of a second variable (plotted on the horizontal)**. This emphasis on patterns of change is sold by line segments moving consistently from left to right and observing the slopes of the lines moving up or down.



On the horizontal axis, you need a variable that depicts continuous values that have a regular interval of measurement. Very commonly, this variable is a temporal one, generating an observation every minute, hour, day, week, or month. The choice of interval size, or bin, is a decision that the analyst will usually need to make for the data, rather than it being an inherent data characteristic.

On the vertical axis, you will report the value of a second numeric variable for points that fall in each of the intervals defined by the horizontal-axis variable. Often, this will be a statistical summary like a total or average value across events within each bin.

(<https://chartio.com/learn/charts/line-chart-complete-guide/>)

◆ BAR CHARTS

A bar chart is a graph with rectangular bars. The graph usually compares different categories. Although the graphs can be plotted vertically (bars standing up) or horizontally (bars laying flat from left to right), the most usual type of bar graph is vertical.

The horizontal (x) axis represents the categories; The vertical (y) axis represents a value for those categories. In the graph below, the values are percentages

When you should use a bar chart

Bar charts are used to compare two groups or more than two groups, to represent an average.

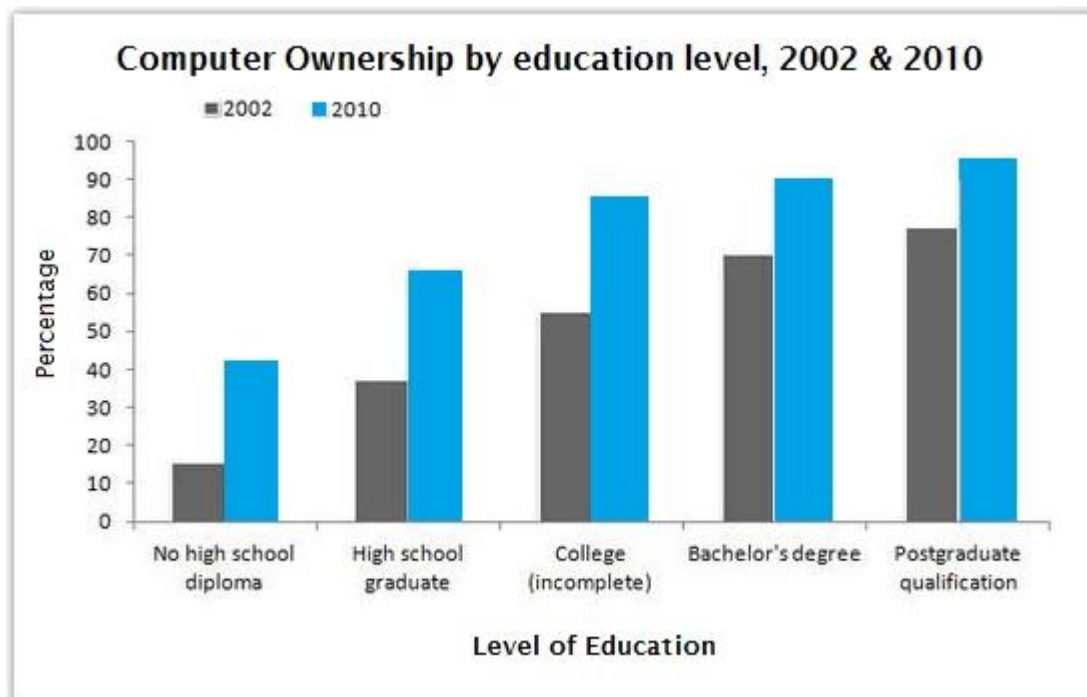
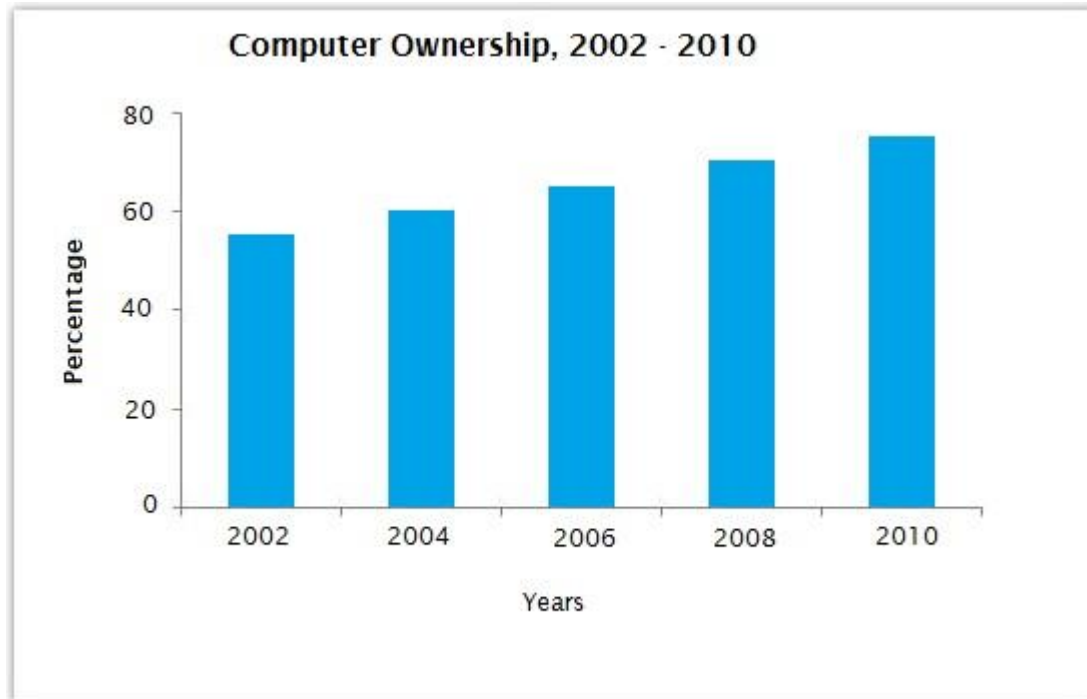
The primary variable of a bar chart is its categorical variable. A categorical variable takes discrete values, which can be thought of as labels. Examples include state or country, industry type, website access method (desktop, mobile), and visitor type (free, basic, premium). Some categorical variables have ordered values, like dividing objects by size (small, medium, large).

The secondary variable will be numeric in nature. The secondary variable's values determine the length of each bar. These values can come from a great variety of sources. In its simplest form, the values may be a simple frequency count or proportion for how much of the data is divided into each category – not an actual data feature at all.

Data rendered as a bar chart might come in a compact form (in a table), with one column for the categories and the second column for their values.

Model 1

The graphs below give information about computer ownership as a percentage of the population between 2002 and 2010, and by level of education for the years 2002 and 2010.



The bar charts show data about computer ownership, with a further classification by level of education, from 2002 to 2010.

A steady but significant rise can be seen in the percentage of the population that owned a computer over the period. Just over half the population owned computers in 2002, whereas by 2010 three out of four people had a home computer.

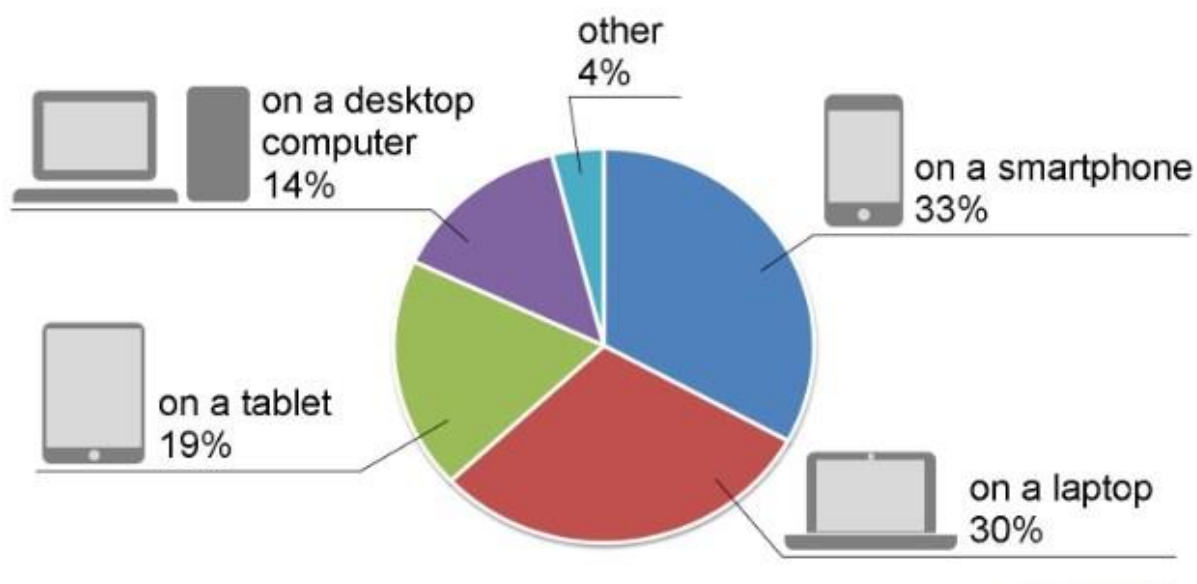
An analysis of the data by level of education shows that higher levels of education correspond to higher levels of computer ownership in both of those years. In 2002, only around 15% of those who did not finish high school had a computer but this figure had trebled by 2010. There were also considerable increases, of approximately 30 percentage points, for those with a high school diploma or an unfinished college education (reaching 65% and 85% respectively in 2010). However, graduates and postgraduates proved to have the greatest level of ownership in 2010, at 90% and 95% respectively, 20 percentage points higher than in 2002.

The last decade has seen a substantial growth in computer ownership in general, and across all educational levels
(<https://www.ielts-mentor.com/writing-sample/academic-writing-task-1/1044-computer-ownership-as-percentage-of-population-and-level-of-education>).

◆ PIE CHART

Pie charts are designed to visualize how a whole is divided into various parts. Each segment of the pie is a particular category within the total data set. In this way, it represents a percentage distribution. Pie chart shows how a total amount is divided between levels of a categorical variable as a circle divided into radial slices. Each categorical value corresponds with a single slice of the circle, and the size of each slice (both in area and arc length) indicates what proportion of the whole each category level takes.

Here we have an example of a pie chart that represents how internet users aged 16+ prefer to browse the web:



This graph shows the results of a survey in which people aged 16 and over were asked about their preferred devices for accessing the internet. Participants mentioned four main devices in their answers: a smartphone, a laptop, a tablet, a desktop computer.

From the pie chart it is clear that the majority of participants prefer to use smartphones and laptops, with just three per cent difference between the two. Nearly a third of participants prefer to go online with a smartphone. Thirty per cent like to use a laptop. A desktop computer accounts for fourteen per cent of users' preferred devices. Only a small minority prefer a device other than these main four.

In conclusion, since mobile and portable devices are the most popular choices. It is clear that many participants are accessing the internet outside their homes.

(<https://preply.com/en/blog/2018/08/17/charts-graphs-and-diagrams-in-the-presentation/>)

(<https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/writing-about-pie-chart>)

When you should use a pie chart

Pie charts have a fairly narrow use-case that is encapsulated particularly well by its definition. In order to use a pie chart, you must have some kind of whole amount that is divided into a number of distinct parts. Your primary objective in a pie chart should be to compare each group's

contribution to the whole, as opposed to comparing groups to each other. If the above points are not satisfied, the pie chart is not appropriate, and a different plot type should be used instead.

The values that comprise a whole and the categories that divide the whole generally come in two major varieties. First of all, is when the ‘whole’ represents a total count. Examples of this include votes in an election divided by candidate, or number of transactions divided by user type (e.g. guest, new user, existing user).

A second type of ‘whole’ is when the total is a sum over an actual data variable. For example, we might be interested not in the number of transactions, but the monetary total from all transactions. Dividing this total by an attribute like user type, age bracket, or location might provide insights as to where the business is most successful.

Data structure

Data for a pie chart can be summarized in a table, where the first column indicates a category, and the second the proportion, frequency, or amount of that category. Usually, the total does not need to be specified separately unless it is to be listed somewhere else on a generated figure.

Include annotations

It is actually very difficult to discern exact proportions from pie charts, outside of small fractions like $1/2$ (50%), $1/3$ (33%), and $1/4$ (25%). Furthermore, if the slice values are meant to depict amounts rather than proportions, pie charts typically lack the tick marks to allow for estimation of values directly from slice sizes. It is for these reasons that annotations are a standard inclusion for pie charts.

Consider the order of slices

A good order for slices can make it much easier for a reader to understand what the plot is saying. A typical ordering goes from the largest slice to the smallest slice, very useful when there are categories with very similar

values. However, if the category levels have an inherent ordering, then plotting slices in that order is usually better.

As for choosing a start point, it's a good idea to plot slices from a cardinally-oriented direction. Visualization tools will usually start from the right or from the top. While starting from the right has a mathematical basis regarding conventions on measuring angles, starting from the top feels more intuitive, since it matches how we read from top to bottom, and how we think about progression of time on a clock or watch face.

Limit the number of pie slices

Pie charts with a large number of slices can be difficult to read. It can be difficult to see the smallest slices, and it can be difficult to choose enough colors to make all of the slices distinct. Recommendations vary, but if you have more than about five categories, you might want to think about using a different chart type. As another option, you might consider lumping small slices into a single 'other' slice, colored in a neutral gray.

Fitting a pie to incompatible data

One of the most common mistakes with using a pie chart is to fit it to data that does not represent a parts-to-whole comparison. This confusion occurs most often when the values to be plotted are percentages or proportions, but don't comprise a complete whole. The example below shows how frequently the people surveyed used each of four applications, but since many people used multiple apps, the proportions sum to much more than 100%.

(<https://chartio.com/learn/charts/pie-chart-complete-guide/>)

Diagram is a plan, drawing, or outline created to illustrate how separate parts work and overlap at the connecting points.

(<https://preply.com/en/blog/2018/08/17/charts-graphs-and-diagrams-in-the-presentation/>)

3.3.3. INTERPRETING GRAPHS, CHART, DIAGRAMS.

HOW TO BEGIN A DESCRIPTION

Once you create a fascinating graph for your presentation, it is time to know how to describe graphs, charts, and diagrams. To catch your audience's attention from the very beginning, you can use the following phrases for introduction:

Let me show you this bar graph...

Let's turn to this diagram...

I'd like you to look at this map...

If you look at this graph, you will notice...

Let's have a look at this pie chart...

If you look at this line chart, you will understand...

To illustrate my point, let's look at some charts...

Remember to draw the attention of the audience to the points that you wish to highlight but avoid redundancy by describing everything that is in the visual:

As you can see....

The first line of figures is the most revealing...

Notice/observe how the increase has had an effect on the...

What is important here is the way that...

HOW TO DESCRIBE DIAGRAMS AND OTHER VISUALS: NAMING THE PARTS

To describe diagrams or any other type of graphs as clearly as possible, you should name each visual element. For example:

The vertical axis shows...

The horizontal axis represents...

This curve illustrates...

The solid line shows...

The shaded area describes...

This colored segment is for...

The red bar...

HOW TO DESCRIBE LINE GRAPHS

Line graphs convert information into points on a grid that is connected with a line to represent trends, changes, or relationship between objects, numbers, dates, etc. These lines show movement over time affected by the increase or decrease in the key factors.

✓ To write *a short description* of this graph ask yourself (and answer!) the following questions:

- 1) What exactly does the graph show? (Use the chart title to help you answer this question)
- 2) What are the axes and what are the units?
- 3) What changed?
- 4) How much did it change

✓ **How to structure a line graph essay?**

Paragraph 1 (Introduction)

Sentence 1- Paraphrase Question

This paragraph should be one sentence long and demonstrates your ability to paraphrase. You should do this by using synonyms.

Paragraph 2 (Overview)

Sentence 1- Overview of first main feature

Sentence 2- Overview of second main feature

Sentence 3- Make general comparison, if appropriate

An overview is a general statement, highlighting the most important information in the table. It should not include any numbers. This is just a summary of the main features. You can use numbers to support your answer in paragraphs 3 and 4.

Important information could include general trends, increase/decreases, differences, comparisons etc.

Paragraph 3 (Details of significant feature 1)

Sentence 1- Supporting details

Sentence 2- Supporting details

Sentence 3- Supporting details/comparison details, if appropriate

In this paragraph, you take the first general statement from paragraph 2 and support it with details from the graph. Choose the correct data and describe data, trends, comparisons etc. You then repeat this process for paragraph 4, only this time you describe the second sentence in paragraph 2.

Paragraph 4 (Details of significant feature 2)

Sentence 1- Supporting details

Sentence 2- Supporting details

Sentence 3- Supporting details/Comparison details, if appropriate

There may also be three significant features, in which case you can adjust the structure slightly. You must remember not to write a

conclusion. (<https://ieltsninja.com/content/ielts-line-graph-examples>)

✓ USEFUL VOCABULARY:

To express the movement of the line, you should use appropriate verbs, adjectives, and adverbs depending on the kind of action you need to show. For this, you should use the following vocabulary:

Verbs: *rise, increase, grow, go up to, climb, boom, peak, fall, decline, decrease, drop, dip, go down, reduce, level up, remain stable, no change, remain steady, stay constant, stay, maintain the same level, crash, collapse, plunge, plummet.*

Adjectives: *sharp, rapid, huge, dramatic, substantial, considerable, significant, slight, small, minimal, massive.*

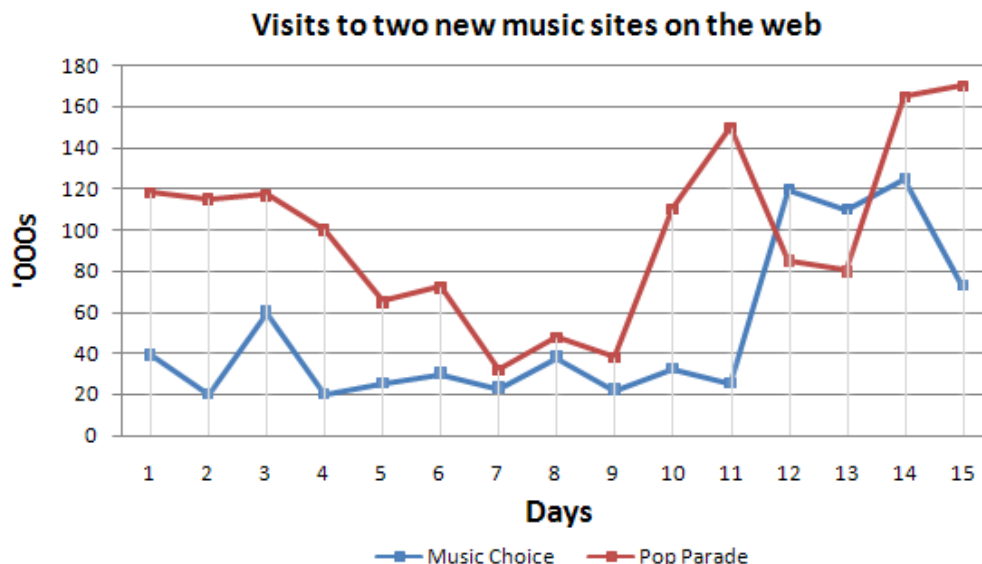
Adverbs: *dramatically, rapidly, hugely, massively, sharply, steeply, considerably, substantially, significantly, slightly, minimally, markedly.* There is also a list of adverbs to describe the speed of a change: *rapidly, quickly, swiftly, suddenly, steadily, gradually, slowly.*

The graph shows...

✓ Example of line graph essay:

The graph below compares the number of visits to two new music sites on the web.

Write a report for a university lecturer describing the information shown below.



The graph exhibits the public interest of using two new music websites named Music Choice and Pop Parade in the period of 15 days' time. According to the graph, the trends were totally unstable and have swung extremely.

The statistics of Pop Parade shows the starting point of 120000 visitors on the first day and decreased during the following 7days with the minimum number of visitors of 40000 on the 7th day. The fluctuation of Music Choice website wasn't as extreme as the Pop Parade in the first week. The Music Choice started with 40000 visitors in the 1st day and the same number of visitors on the 7th day with small amount of changes during this week. In the 2nd week, both of the websites had the increasing

interest of visitors i.e. Pop Parade reached to 140000 visitors on the 11th day and Music Choice reached to 120000 on the 12th day, and after some oscillations, the websites ended the 15 day period with 180000 and 80000 respectively.

According to the chart, the rate of 180000 was the maximum of viewers that belongs to Pop Parade and Pop Parade has More public interest for the viewers altogether than the Music Choice within these two weeks.

(<https://www.ielts-mentor.com/writing-sample/academic-writing-task-1/125-number-of-visits-to-two-new-music-sites>).

HOW TO DESCRIBE BAR GRAPHS

Bar graphs transform the data into separate bars or columns. Generally, this type of visuals have categories on the x-axis and the numbers on the y-axis. So, you can compare statistical data between different groups.

The bar graphs show which category is the largest and which is the smallest one. Each group should be independent so that the changes in one do not influence others. The bars or columns can be drawn either vertically or horizontally, as it doesn't make any difference.

✓ To write *a short description* of this graph ask yourself (and answer!) the following questions:

- 1) What do the numbers on the vertical/horizontal axis measures?
- 2) How is the information grouped on the other axis?
- 3) What do the different shades of the bars show?
- 4) When was the data collected?

The introduction explains what the graph is about, and gives an overview of the main points. Use one sentence for introduction. Then summarise the information by selecting and reporting the main features, and make comparisons where relevant.

✓ How to structure a bar graph essay?

Introduction: Mention what your graph shows and for what period of time. Use synonyms.

General overview: Briefly describe major trends on your graph. Ideally, you should describe 2-4 key features. Use word *overall* to start your general overview.

Specific features: When you have two things depicted on the graph, the simplest way of grouping data is to describe the specific features in 2 or 3 (sometimes more) paragraphs. Describe each trend in a separate paragraph. (<https://ielts-up.com/writing/bar-chart.html>).

✓ USEFUL VOCABULARY:

The words used to describe bar chart are pretty similar to ones used for the line bars (charts):

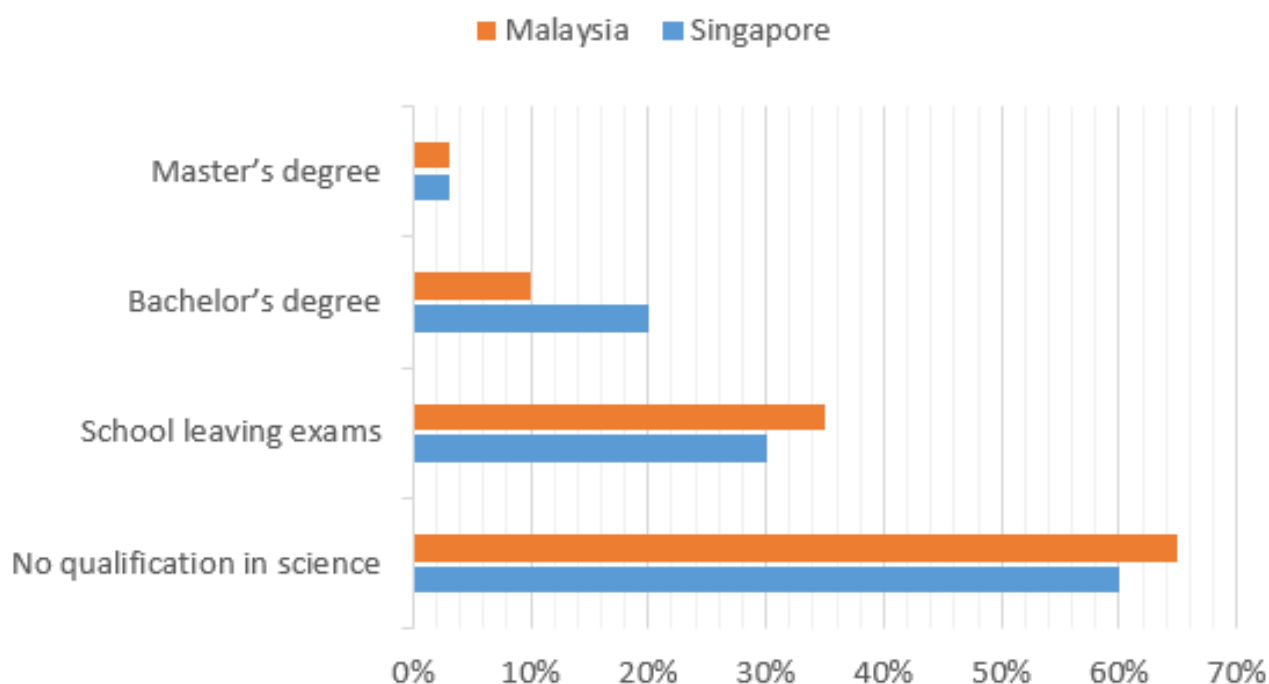
- **The bar chart below shows**
- **The bar chart illustrates (the number of.....)**
- **It can be seen that the (number of...)**
- **Overall,experienced a downward trend, while showed an upward trend throughout the period.**
- When analyzing a bar-chart, we cannot always give exact details (due to inaccuracies of the chart), so use words **around, about and approximately** when giving inexact data.

☑ Example of Bar Graph Essay:

The chart below gives information about science qualifications held by people in two countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Science qualification in two countries



The bar chart illustrates the percentage of people who hold a science qualification in Singapore and Malaysia. A prominent feature is that a significantly low percentage of people hold science qualifications, that is Master's and Bachelor's degrees in science from university level studies in both countries. Less than 5% of people hold a qualification in science at Master's degree level in both Singapore and Malaysia.

There is a significant difference in the percentage of people holding science qualifications at Bachelor level between the two countries; while this number is 20% in Singapore, in Malaysia it is a mere 10%. The percentage of people with school leaving exams in science is slightly higher in Malaysia than in Singapore. 35% of people in Malaysia have a science qualification at this level, whereas the number in Singapore is 5% lower. Finally, more than half the people in both countries hold no science qualification at all.

(https://www.ielts-xam.net/academic_writing_samples_task_1/931/)

HOW TO DESCRIBE PIE CHARTS

The pie chart is primarily used to illustrate how different parts make up a whole. The best way to present your data in a pie chart is to compare the categories with each other.

✓ To write *a short description* of pie charts ask yourself (and answer!) the following questions:

- 1) Start by saying exactly what the pie chart shows.
- 2) Mention the survey question that participants answered.
- 3) Explain what the different sections of the pie chart refer to.
- 4) Describe the key findings shown in the chart.

✓ **How to structure a pie chart essay?**

Introduction: Write one sentence explaining what the graphs shows.
You can Paraphrase the question

Overview: Describe the overall trend or write a general overview of the main groupings using the language structure: ‘The’ + the comparative adjectives, + ... + ‘the more or less likely they were’ + ‘the infinitive.

Body paragraph 1: Write in detail about the first grouping of information in a logical way. Make sure that you show the connection between the pie charts (if you describe two or more pie charts) rather than just listing the data from each separately. Focus on similarities and differences.

Body paragraph 2: Write in detail about the second grouping of information in a logical way

Choose the most important points to write about first. Usually, these will be the largest pie slices. Items such as ‘other’ are usually less important and account for small amounts, so can be left until the end or excluded if you don’t have enough time or word count.

Avoid drawing conclusions and stating opinions about information that is not in the charts.

Think about what tense you will use to write your essay. Often your essay will be given a date in the past, so be sure to use the past tense when writing. (<https://magoosh.com/ielts/ielts-writing/ielts-academic-writing-task-1/describe-ielts-academic-bar-chart/>).

✓ **USEFUL VOCABULARY:**

It is important to vary your language. You should not keep repeating the same words and phrases. The key language when you write about pie charts is proportions and percentages.

Common phrases to see are

the proportion of...

the percentage of...

a large number

a small minority

less than a fifth...

to compare

compared to

as opposed to

versus

more than

the majority of

only a small minority

greater than

less than

Original task question: The charts below provide information on popular modes of transportation in the city of Cambridge for the years 2008 and 2018.

How we paraphrase:

Task question	Our own words
the charts below	the pie charts
provide information	compare
on popular	the popularity of

modes of transport	various methods of transportation used
in the city of Cambridge	in Cambridge
for the years 2008 and 2018	in 2008 and 2018

From the pie chart, it is clear/obvious/evident that...

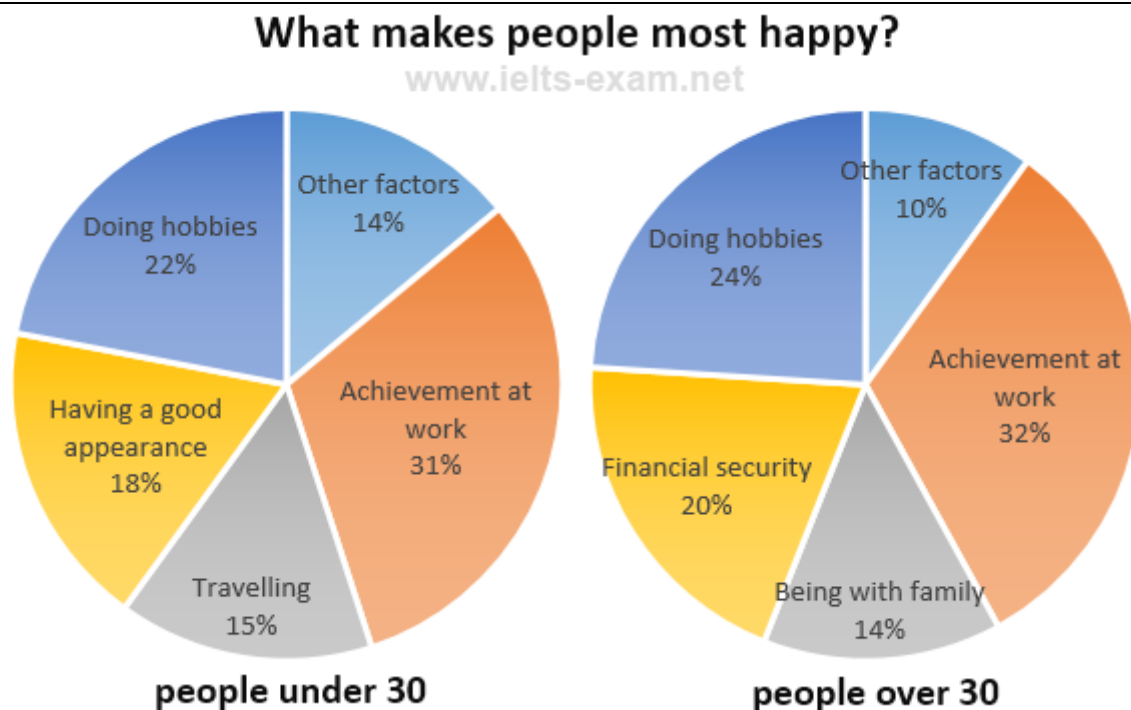
- It is clear that ____ represents the largest portion of ____, whereas ____ is undoubtedly the smallest.
- Sales of ____ stood at __% in 19...., which is the majority of ____
- (If the percentage is around 60%) – Nearly a third...
- (If the percentage is around 52%) – Over a half of all respondents...
- A small fraction...
- Exactly 30% of students...
- (If the percentage is around 25%) Roughly a quarter of respondents
- ...whereas sales for ____ were just 10%.
- In 19..... approximately three quarters were ____, whereas in 19..... this had fallen to just under a fifth.

Written form	Percentage	Fraction
a half	50%	1/2
a third	33%	1/3
two thirds	66%	2/3
three quarters	75%	3/4
a quarter	25%	1/4

(<https://www.bestmytest.com/blog/ielts/ielts-academic-writing-task-1-pie-chart-questions>).

☑ Example of Pie Chart Essay:

The charts below show the results of a survey about what people of different age groups say makes them most happy. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



There are several similarities between what younger and older people say makes them most happy. However, there are several striking differences.

Firstly, let us look at the similarities. It is noticeable that for both younger and older people, the highest percentage says that achievement at work brings them most happiness: 31% for the younger age group and 32% for the older group. Doing hobbies is also very important for both groups: the second largest percentage of both age groups mention doing hobbies as making them most happy.

Turning now to the differences, many younger people regard having a good appearance as extremely important: 18% of them state this brings them most happiness. This is followed by 15% who state that travel brings them happiness. Neither of these two factors is mentioned by older people. Instead, 20% of older people report that having financial security is most

important to their happiness and 14% say they feel most happy when they are with their family.

(https://www.ielts-xam.net/academic_writing_samples_task_1/979/)

3.4. OVERALL APPEARANCE OF THE VISUAL PRESENTATION

- **Keep it simple.** While it is nice to have engaging visual graphics in the background of your slides, they can be distracting. Make sure that whatever theme you pick actually works with the material you are presenting. Sometimes less is more.
- **Be visually consistent.** If you put titles below graphs/visuals for example, then make sure you do it the same way for every slide. It shows professionalism and care for your presentation.
- **Use high quality images.** Sometimes it is easiest to find images online to use for presentations. However, the quality varies dramatically, and sometimes you may need to scan images in order to retain a professional look. It is therefore important to begin preparing your presentation well in advance and avoid last minute additions of low resolution images

✓ GENERAL AND MISCELLANEOUS TIPS

- **Spell check!** It is very easy to overlook typos when you integrate visuals, but the audience members can see them. A typo can undermine your whole professional demeanor. Be sure to proofread.
- **Give your audience time to look at the slide.** Do not hastily move on. You may have looked at your slides many times, but your audience needs time to absorb them and understand why each slide is relevant. Be selective when you choose your images/visuals/graphs.
- **Ask yourself: does this visual demonstrate my argument?** How does it relate to my point?
- **Have the slides ready and in order.**

- Check to see if the OHP is plugged in, in working order and in focus.
- Test the visual to see if people at the back of the room can see it.
- Stand to the side of the screen and face the audience.
- Mask to reveal only what you want the audience to see.
- Use a pointer or a pen to draw attention to a specific point.
- Give your audience time to look at the slide. Do not hastily move on.
- Visuals should be adjusted to the audience.
- Visuals should supplement the spoken message.
- Large enough for everyone to see. (Good idea to give out a paper copy, i.e. a handout, not at the same time though, as the audience may not look at you)
- Don't display too much information, too many colors or typefaces. Does the layout work?
- Are there any spelling mistakes or grammatical errors? Remember they are going to be in plain view all the time of your visual.

Practice Makes Perfect

- The most important thing to do is to practice your talk. The exercise of reading the paper out loud will help you find mistakes in your draft, such as misspellings and unfinished sentences, and it will help you judge the general flow and coherence. If you are not reading a paper, make sure you know your points, and their order, well.
- Practicing your presentation will make you more confident, as you will become intimately familiar with the major terms you are using and your own writing and thinking style.
- The more you practice, the easier it will be to look up at your audience, showing them that you care about having their attention. The more engaged an audience member is, the more successful your presentation will be.
- Do not go over your allotted time. Practicing your talk is the only way you can make sure you remain within the time you are given. Time yourself. Try to make it a minute shorter than your allotted time! No matter how interesting and important extra material seems to you, the

audience members, and especially the organizers, do not want to listen to more than they need to. Most likely, other scholars are giving papers right after you, and you do not want to appear as if you think your work deserves more time. People usually do not complain about presentations being “too short.”

- **GROUP PRESENTATIONS:**

If you are presenting with a colleague, practicing and designing the talk together will ensure that you are on the same page with your co-presenter. The combination of your parts should be seamless and consistent.

- You may want to change the font size of your printed paper or notes to at least 14 point.

Sometimes rooms are not well lit, which makes it difficult to read.

(<https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/paper-to-talk.original.pdf>, <https://twp.duke.edu/twp-writing-studio/resources-students>).

3.3.5. PRESENTATION EVALUATION CRITERIA

The ability to make coherent, well organized and clear presentations are an essential skill for all professionals. The following aspects are to be considered for evaluating presentation.

1. Organization (logical presentation of ideas)
2. Objectives/goals are clearly stated.
3. Methods are appropriate for achieving goals.
4. Results are clearly presented.
5. Thoughts and ideas flow in a logical manner.
6. Results accomplish the purposes of the project
7. Neatness (Neatness of charts and graphs. Visual materials are easy to read.)
8. Impact on the audience.

CRITERIA FOR EVALUATING PRESENTATIONS

1.Content

Is style appropriate to discipline. Is an appropriate scientific language used?

Are several basic notions clearly defined?

Does the presentation focus on major aspects?

Are illustrations appropriate to subject investigated.

(Are there good examples to illustrate the points?)

Is the content related to one of the focus areas/case studies?

Is the conclusion consistent with evidence?

2. Organization

Was the presentation logically organized

(introduction, body and closing)?

Is the material organized consistently?

Are Objectives/goals stated clearly?

Are methods appropriate for achieving goals?

Are transitions made smoothly?

(Materials are organized with smooth transitions

(Introduction, Main body, Conclusion/Results,)

Is the subject matter developed in logical order? (Is the material organized logically?)

Are the results presented clearly?

3. Delivery

Is the speaker talking about the slides rather than simply reading them to the audience?

Does the speaker appear prepared and understand the material?

Does the speaker talk loudly and clearly enough to be understood?

Is the speaker's demeanor professional?

Does the speaker use strategies to capture his audience's attention?

4. Visuals

Are visuals used effectively?

Do the visuals help illustrate the important points?

Do visuals use key words or graphs instead of sentences?

Are Charts, graphs, and/or illustrations appropriate to subject investigated.

Is correct grammar used on the visual aids?

5. Impact

Is the presentation concise and informative?

Has the presentation enhanced your understanding of the topic?

Would you recommend this presentation to others?

3.4. CREATING INTEREST AND ESTABLISHING A RELATIONSHIP WITH THE AUDIENCE

Do not assume the audience will be interested in what you have to say. Even if they are, minds wander and get distracted. From the very beginning you need to create interest and continue doing so throughout your speech. You need to put everything on your side to promote knowledge acquisition. In informing an audience you have to adjust to what people think, to constraints, maintain a dialogue (and not a monologue) and use attractive supporting materials. How can you do this?

Arouse listeners' interest from the beginning. In the introduction show how your subject or what you are going to say affects or may affect their lives. In other words, make it personal.

Other techniques are:

Give an unusual fact or statistics.

Use words like *you, we, us, our*.

Illustrate with a real life story or anecdote.

Ask the audience to do something. "Raise your hands if you know."

Ask the audience direct or rhetorical questions.

Other tips:

Be brief and clear in giving the subject and purpose.

The speaker's attitude is important – knowledge, personality, openness.

Be lively and enthusiastic.

□ □ Use a variety of media sources.

Rhetorical questions

What is a rhetorical question? A question that you ask without expecting it to be answered. In using such a question the speaker appears to be having a dialogue with the listeners. It also should catch their attention.

Have you ever seen/heard/experienced...?

How can we explain this?

What does that mean?

What can be done about that?

What does this imply for you, as a consumer?

Emphasizing/highlighting

Say something is important.

The important thing to remember is...

The essential element is...

Stress verbs with your voice.

We experimented with the concept over a period of three years.

Add auxiliary verbs for emphasis.

We did see a noticeable difference.

Change the word order

What I'd like to show today is the difference between the two products.

Good it may be, easy it isn't.

Repetition

As I've said before...

Let me repeat

Tripling, chunking and other techniques of word play and emphasis should be used as you become more fluent and confident.

This method is clearer, cheaper and more consistent.

*Quality is not something that affects the bottom line, it **is** the bottom line.*

3.5. BODY LANGUAGE

The golden rule is "*Be natural and relax!*"

What is body language?

Eye contact, facial expressions, posture, movements, gestures.

Why is it useful?

It is a natural part of communication:

- to clarify meaning; it is very visual;
- to vent nervousness;
- to maintain interest;
- to emphasize and regulate.

Below are just a few examples of both positive and negative body language.

Positive body language:

- eye contact to keep audiences' attention (Asian audience might feel aggressed);
- facial expressions should be natural and friendly. Don't forget to smile;
- raise eyebrows to show surprise;
- open eyes wide;
- squint your eyes;
- knit your eyebrows to show consternation or puzzlement;
- posture – stand straight but relaxed (do not slouch or lean);
- movement - to indicate a change of focus, keep the audience's attention;
- move forward to emphasize;
- move to one side to indicate a transition;
- gesture;

- up and down head motion or other movements to indicate importance;
- pen or pointer to indicate a part, a place (on a transparency);
- shrug of the shoulders to indicate "I don't know!";
- hands – back and forth = two possibilities, more or less;
- arm – movement back, forth.

Negative body language:

- loss of eye contact: looking at notes, looking at screen, at the board, at the floor;
- don't stare, or look blankly into people's eyes;
- swaying back and forth like a pendulum;
- back turned to the audience;
- nervous ticks;
- hands in pockets.

3.6. VOICE AND PRONUNCIATION

Correct pronunciation is important if one is to be understood correctly. Incorrect pronunciation is perhaps the first cause of communication breakdown. If the listener is not accustomed to the speaker's native language, he/she will not understand a mispronounced word. Mispronunciation also tires the listener's ear and he/she will perhaps even stop trying to understand the speaker if it becomes too difficult.

The voice, or more precisely the qualities of the voice, should be used to its/their fullest. Qualities include loudness, speed (fast or slow), variety, pitch (high or low), silent moments or pauses.

The voice is important to indicate importance, meaning to create atmosphere and to avoid sounding monotonous and putting the audience to sleep!

PRACTICAL ASSIGNMENTS TO UNIT 3.

I. Study carefully the language needed to express structure and the content of the oral presentation offered in 3.2. and fill in the table with vocabulary appropriate for your presentation:

THE BEGINNING	VOCABULARY
1. Getting the audience's attention	
2. Greeting audience.	
3. Introducing oneself	
4. Giving title and introducing subject	
5. Giving objectives (purpose, aim, goals)	
6. Announcing an outline	
7. Questions and comments from the audience	
8. Making a transition between the introduction and the body.	

THE MIDDLE OR THE BODY	VOCABULARY
1. Listing information	
2. Linking ideas, sections/making transitions	
3. Outlining options.	
4. Being clear and concrete:	
a. to give an example	
b. to rephrase	
c. to summarize	
d. to emphasize	
e. to refer to what you have said previously	
f. to refer to what you will say	
g. to refer to what an expert says/ to common knowledge	

THE END OR CONCLUSION	VOCABULARY
1. recapitulation of the main points	
2. recommendations or proposals	
3. dealing with questions	

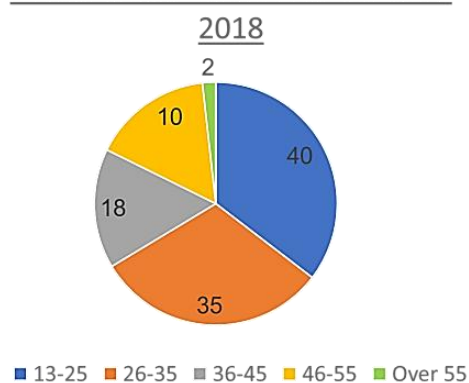
II. Below are illustrations of some of the main types of visuals. Match the uses (a–f) to the types (1–6) and the examples (A–F) in the box below.

Uses: a) location b) comparison c) proportion d) function e) changes in time f) statistical display

TYPES	USES	EXAMPLE
1) diagram		
2) table		
3) map		
4) pie chart		
5) bar chart		
6) line graph		

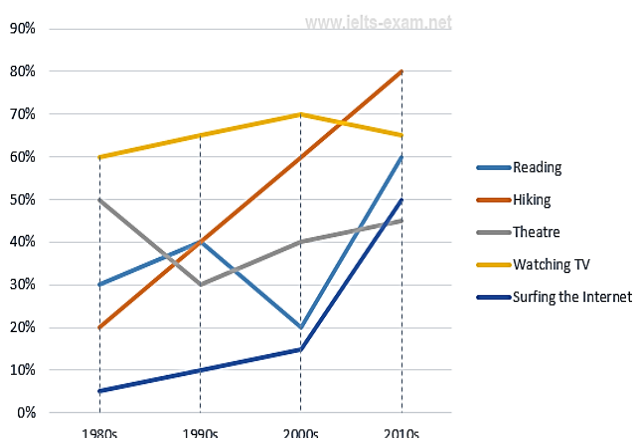
I)

Social Media Users in Jamestown



II)

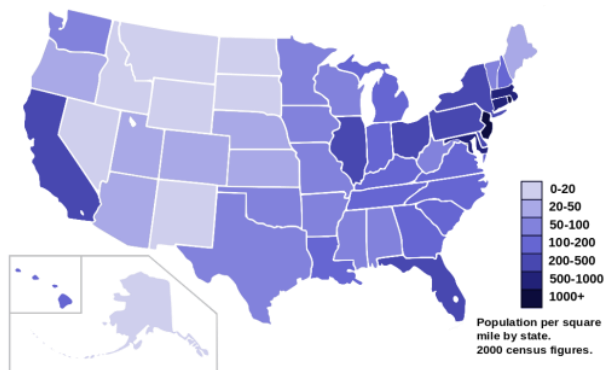
Free time activities of the elderly in the United States from 1980 to the present



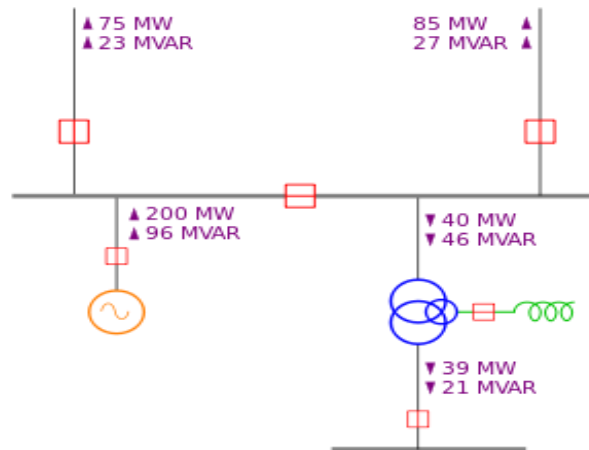
III)

Lexico-semantic group	Phraseological unit	Idiomatic construction
1) people, their appearance and traits of character.	<i>a babe magnet; a judge of character; halfway decent;</i>	<i>nearest and dearest; as dead as dodo; to be chalk and cheese;</i>

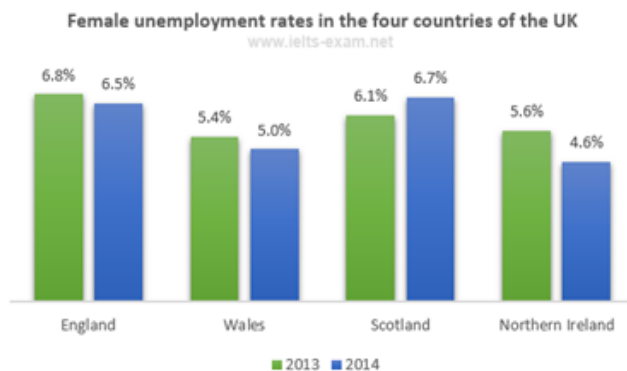
IV)



V)



VI)



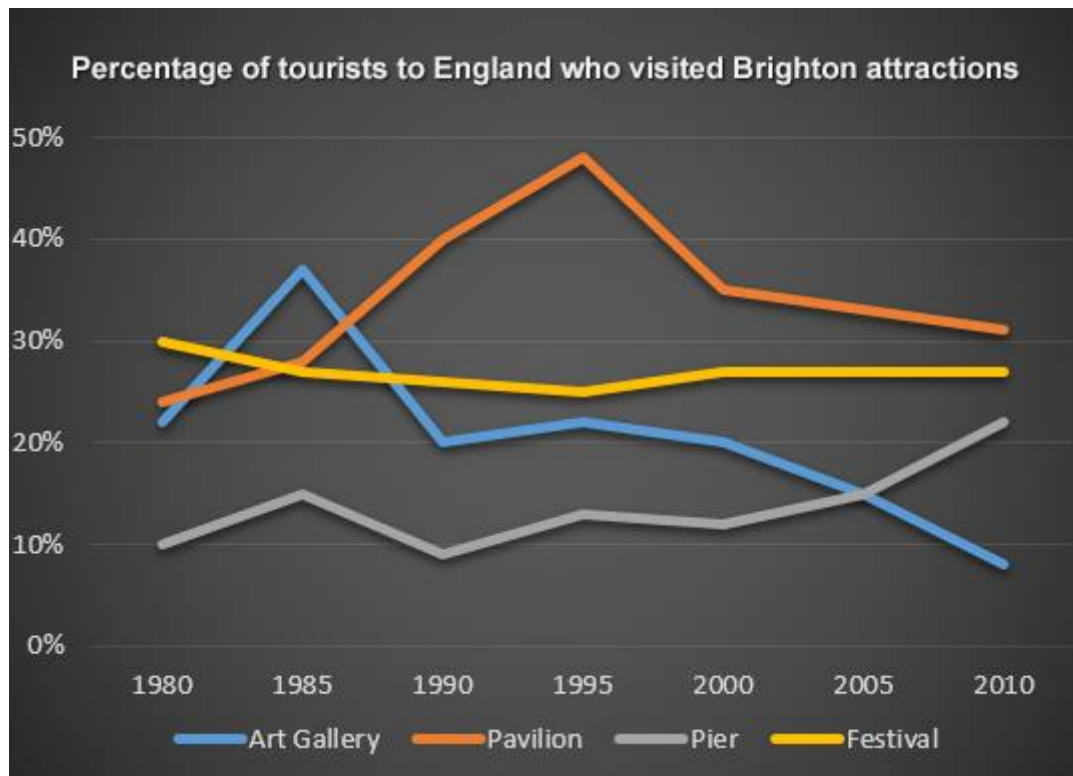
III. LINE CHARTS / GRAPHS

1. Study the graph below and complete the description with phrases from the table above.

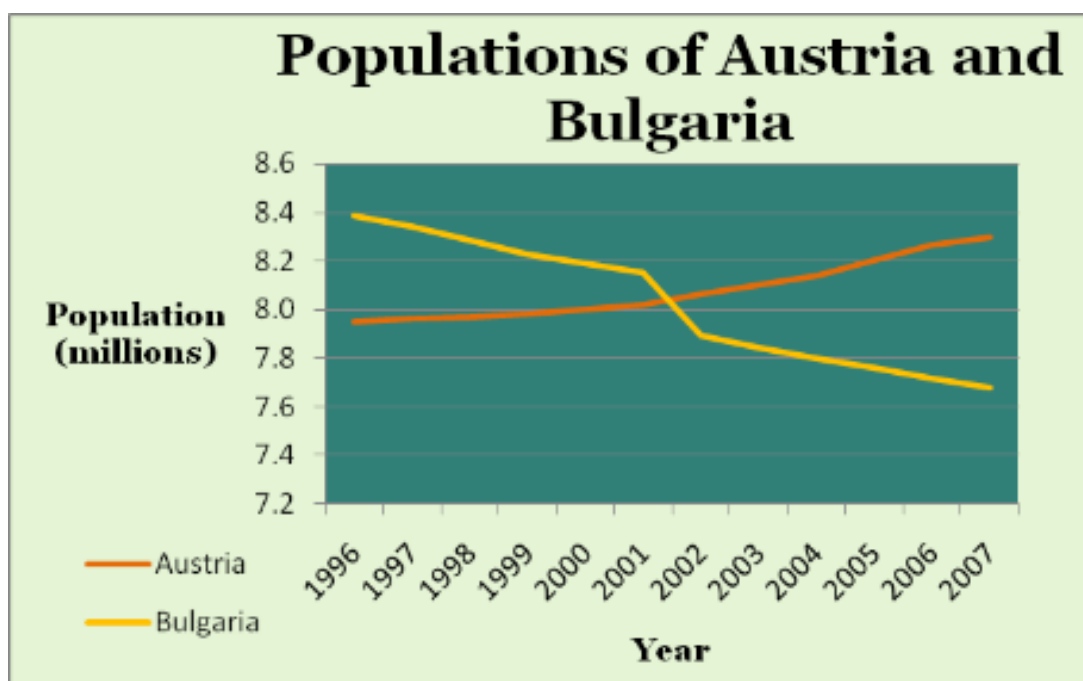
Verb	Adverb	Adjective + noun
went down	steady	
increased	gradually	a sharp increase
fluctuated	significantly	
remained	rapidly	
rose	slightly	

The line graph shows the percentage of tourists to England who visited certain Brighton attractions between 1980 and 2010. During the 1980s and 1990s there was 1).....in visitors to the pavilion from 28% to 48% and then the percentage 2).....to 31% in 2010. The trend for the art gallery was similar to the pavilion. Visitors 3).....from 22% to 37% from 1980 to 1985 then

4)..... to less than 10% over the next twenty-five years. The number of tourists who visited the Brighton Festival 5)..... but in general 6).....at about 25%. Visitors to the pier also 7).....from 1980 to 2000 then 8).....from 12% to 22% between 2000 and 2010.



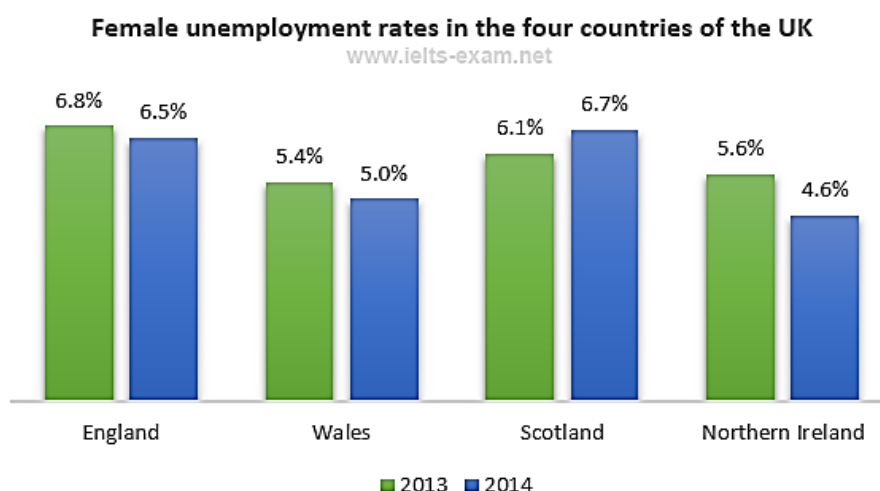
2. Study the graph below and complete the description.



This graph shows in population in two countries fromto We can see that the population of Austriasteadily from 1996 to 2007. By contrast, the population of Bulgariafrom 1996 to 2007. The populationsteadily from 1996 to 2001, but from to..... the rate of decline was steeper. From 2002 to 2007 the populationat a similar rate to the 1996 - 2001 period.

IV. BAR CHARTS.

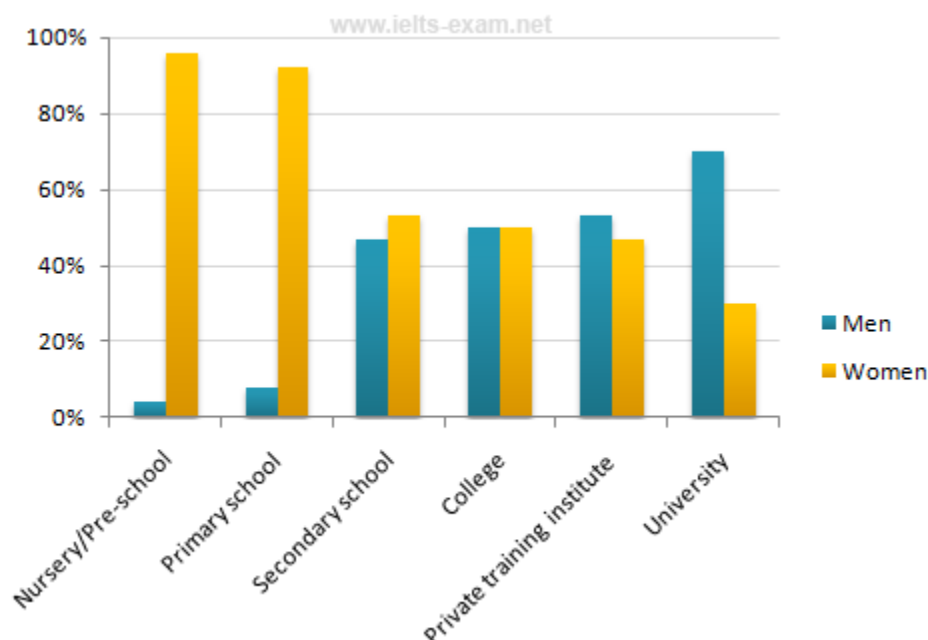
1.Study the bar chart and fill in the gaps with appropriate words.



The shows the unemployment rates among women in the countries that make up the United Kingdom, both in and in..... There has generally been a smallin female unemploymentfrom 2013 to 2014, except in Scotland. In 2013,of women in Northern Ireland were unemployed. The only country with a smaller percentage of women unemployed was, with a rate of 5.4%. Both countries saw a decrease in theof unemployed women in 2014. In....., the percentage fell to 4.6% and init fell to 5%.

England had the greatest percentage of unemployed women in 2013, with 6.8%. However, thisby 0.3% in 2014. Lastly, Scotland was the only country which had anpercentage of unemployed women. In 2013, it hadof women out of work. Thisto 6.7% in 2014, making it the country with the highest female unemployment rate of the four countries.

2. The chart below shows the percentage of male and female teachers in six different types of educational setting in the UK in 2010. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Use the given patterns and expressions:

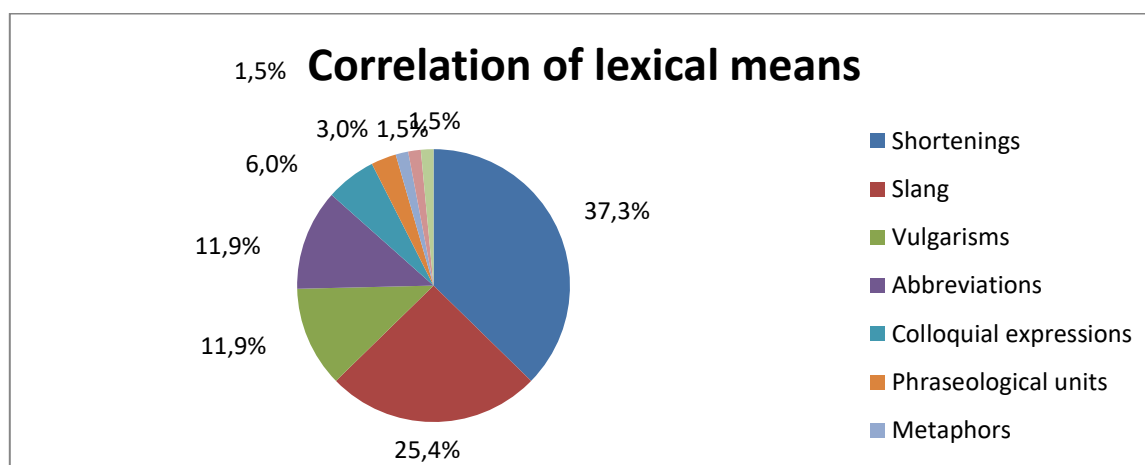
The bar chart gives information about.....

It shows what percentage of teachers was... The share of

equal proportions of male and female teachers, to outnumbered, the proportion of was twice that for.....

Overall, the higher the level of education, the more male teachers dominated, and the reverse occurred with respect to female teachers.

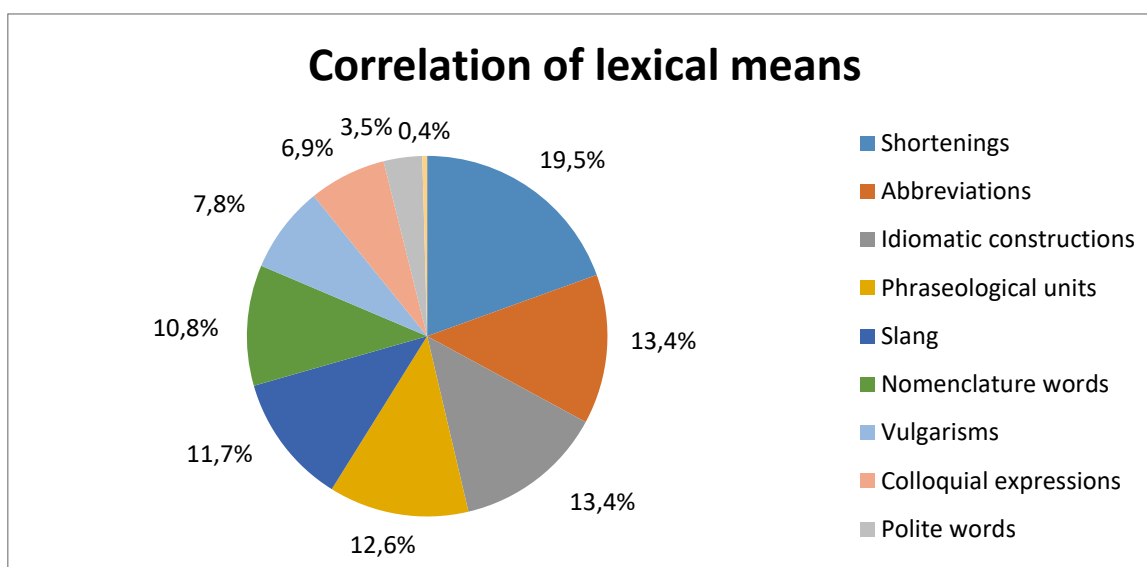
V. PIE CHARTS Lexical means in the English youth posts



1. Study the pie chart and fill in the missing words to complete the text:

This pie chart shows the results of a research of the lexical means used in the English youth posts. From the it is clear thatmake up the bulk of lexical means with 37 %. Nearly of lexical means is occupied by slang.andequally occupy nearly eighth of lexical means with almost 12 %.and take up 6 and 3 % correspondingly. A small minority of lexical means belongs to, aphorisms and every of which hold one and half percent.

2. The pie charts below illustrate the number of different lexical means in the English youth instant messages and forums. Summarise the information by selecting and reporting the types, and make comparisons where relevant.



VI. EVALUATION

Presentation Evaluation

1. Work with the list of the evaluation criteria.
2. Study the complete presentations (See Appendix 2). Consider the categories for which the presentation is evaluated.
3. Assign points to each category based on your evaluation of the strengths and weaknesses of each aspect according to the evaluation criteria.

Presentation Evaluation Form

Presentation Topic _____

		Excellent	Above average	Average	Below average	Poor	t Total
		5	4	3	2		
1	CONTENT						
2	ORGANIZATION						
3	DELIVERY						
4	VISUALS						
5	IMPACT						

VII. RECOMMENDATIONS:

Using the information from unit 3 create your list of practical recommendations for effective presentations

USEFUL PHRASES:

- *To give a successful presentation (you need...)*
- *I would suggest...*
- *Remember (to do smth)*
- *Make sure that...*
- *It is often a good idea.....*
- *Be careful with...*
- *You need to take into consideration..*
- *A good 'rule' is...*
- *It is important....*
- *It is imperative that....*
- *If possible,...(try to use)*
- *The best way....*

This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced horizontal blue lines across the entire page, providing a guide for letter height and placement. The lines are consistent in color and thickness throughout.

UNIT 4.

A GUIDE TO MASTERING A RESEARCH WORK WRITING

Read the text and try to grasp the main idea of it. See if the mind map offered reflects all the nuances of the problem touched upon in the text. Compare it with your vision of the things. Render the text using the mind map as the guiding outline of your answer.

TEXT 1.

Why Academics Stink at Writing

by Steven Pinker

Together with wearing earth tones, driving Priuses, and having a foreign policy, the most conspicuous trait of the American professoriate may be the prose style called academese. An editorial cartoon by Tom Toles shows a bearded academic at his desk offering the following explanation of why SAT verbal scores are at an all-time low: “Incomplete implementation of strategized programmatics designated to maximize acquisition of awareness and utilization of communications skills pursuant to standardized review and assessment of languaginal development.” In a similar vein, Bill Watterson has the 6-year-old Calvin titling his homework assignment “The Dynamics of Interbeing and Monological Imperatives in Dick and Jane: A Study in Psychic Transrelational Gender Modes,” and exclaiming to Hobbes, his tiger companion, “Academia, here I come!”

No honest professor can deny that there’s something to the stereotype. When the late Denis Dutton (founder of the *Chronicle*-owned Arts & Letters Daily) ran an annual Bad Writing Contest to celebrate “the most stylistically lamentable passages found in scholarly books and articles,” he had no shortage of nominations, and he awarded the prizes to some of academe’s leading lights.

But the familiarity of bad academic writing raises a puzzle. Why should a profession that trades in words and dedicates itself to the transmission of knowledge so often turn out prose that is turgid, soggy,

wooden, bloated, clumsy, obscure, unpleasant to read, and impossible to understand?

The most popular answer outside the academy is the cynical one: Bad writing is a deliberate choice. Scholars in the softer fields spout obscure verbiage to hide the fact that they have nothing to say. They dress up the trivial and obvious with the trappings of scientific sophistication, hoping to bamboozle their audiences with highfalutin gobbledygook.

Though no doubt the bamboozlement theory applies to some academics some of the time, in my experience it does not ring true. I know many scholars who have nothing to hide and no need to impress. They do groundbreaking work on important subjects, reason well about clear ideas, and are honest, down-to-earth people. Still, their writing stinks.

The most popular answer inside the academy is the self-serving one: Difficult writing is unavoidable because of the abstractness and complexity of our subject matter. Every human pastime — music, cooking, sports, art — develops an argot to spare its enthusiasts from having to use a long-winded description every time they refer to a familiar concept in one another's company. It would be tedious for a biologist to spell out the meaning of the term *transcription factor* every time she used it, and so we should not expect the tete-a-tete among professionals to be easily understood by amateurs.

But the insider-shorthand theory, too, doesn't fit my experience. I suffer the daily experience of being baffled by articles in my field, my subfield, even my sub-sub-subfield. The methods section of an experimental paper explains, "Participants read assertions whose veracity was either affirmed or denied by the subsequent presentation of an assessment word." After some detective work, I determined that it meant, "Participants read sentences, each followed by the word *true* or *false*." The original academese was not as concise, accurate, or scientific as the plain English translation. So why did my colleague feel compelled to pile up the polysyllables?

A third explanation shifts the blame to entrenched authority. People often tell me that academics have no choice but to write badly because the gatekeepers of journals and university presses insist on ponderous

language as proof of one's seriousness. This has not been my experience, and it turns out to be a myth. In *Stylish Academic Writing* (Harvard University Press, 2012), Helen Sword masochistically analyzed the literary style in a sample of 500 scholarly articles and found that a healthy minority in every field were written with grace and verve.

Instead of moralistic finger-pointing or evasive blame-shifting, perhaps we should try to understand academese by engaging in what academics do best: analysis and explanation. An insight from literary analysis and an insight from cognitive science go a long way toward explaining why people who devote their lives to the world of ideas are so inept at conveying them.

In a brilliant little book called *Clear and Simple as the Truth*, the literary scholars Francis Thomas and Mark Turner argue that every style of writing can be understood as a model of the communication scenario that an author simulates in lieu of the real-time give-and-take of a conversation. They distinguish, in particular, romantic, oracular, prophetic, practical, and plain styles, each defined by how the writer imagines himself to be related to the reader, and what the writer is trying to accomplish. (To avoid the awkwardness of strings of *he* or *she*, I borrow a convention from linguistics and will refer to a male generic writer and a female generic reader.) Among those styles is one they single out as an aspiration for writers of expository prose. They call it *classic style*, and they credit its invention to 17th-century French essayists such as Descartes and La Rochefoucauld.

The guiding metaphor of classic style is seeing the world. The writer can see something that the reader has not yet noticed, and he orients the reader so she can see for herself. The purpose of writing is presentation, and its motive is disinterested truth. It succeeds when it aligns language with truth, the proof of success being clarity and simplicity. The truth can be known and is not the same as the language that reveals it; prose is a window onto the world. The writer knows the truth before putting it into words; he is not using the occasion of writing to sort out what he thinks.

The writer and the reader are equals: The reader can recognize the truth when she sees it, as long as she is given an unobstructed view. And the process of directing the reader's gaze takes the form of a conversation.

Most academic writing, in contrast, is a blend of two styles. The first is practical style, in which the writer's goal is to satisfy a reader's need for a particular kind of information, and the form of the communication falls into a fixed template, such as the five-paragraph student essay or the standardized structure of a scientific article. The second is a style that Thomas and Turner call self-conscious, relativistic, ironic, or postmodern, in which "the writer's chief, if unstated, concern is to escape being convicted of philosophical naiveté about his own enterprise."

Thomas and Turner illustrate the contrast as follows: When we open a cookbook, we completely put aside — and expect the author to put aside — the kind of question that leads to the heart of certain philosophic and religious traditions.

Is it possible to talk about cooking? Do eggs really exist? Is food something about which knowledge is possible? Can anyone else ever tell us anything true about cooking? ... Classic style similarly puts aside as inappropriate philosophical questions about its enterprise.

If it took those questions up, it could never get around to treating its subject, and its purpose is exclusively to treat its subject. It's easy to see why academics fall into self-conscious style. Their goal is not so much communication as self-presentation — an overriding defensiveness against any impression that they may be slacker than their peers in hewing to the norms of the guild. Many of the hallmarks of academese are symptoms of this agonizing self-consciousness:

Metadiscourse. The preceding discussion introduced the problem of academese, summarized the principle theories, and suggested a new analysis based on a theory of Turner and Thomas. The rest of this article is organized as follows. The first section consists of a review of the major shortcomings of academic prose. ...

Are you having fun? I didn't think so. That tedious paragraph was filled with metadiscourse — verbiage about verbiage. Thoughtless writers think they're doing the reader a favor by guiding her through the text with

previews, summaries, and signposts. In reality, metadiscourse is there to help the writer, not the reader, since she has to put more work into understanding the signposts than she saves in seeing what they point to, like directions for a shortcut that take longer to figure out than the time the shortcut would save.

The art of classic prose is to use signposts sparingly, as we do in conversation, and with a minimum of metadiscourse. Instead of the self-referential “This chapter discusses the factors that cause names to rise and fall in popularity,” one can pose a question: “What makes a name rise and fall in popularity?” Or one can co-opt the guiding metaphor behind classic style — vision. Instead of “The preceding paragraph demonstrated that parents sometimes give a boy’s name to a girl, but never vice versa,” one can write, “As we have seen, parents sometimes give a boy’s name to a girl, but never vice versa.” And since a conversation embraces a writer and reader who are taking in the spectacle together, a classic writer can refer to them with the good old pronoun *we*. Instead of “The previous section analyzed the source of word sounds. This section raises the question of word meanings,” he can write, “Now that we have explored the source of word sounds, we arrive at the puzzle of word meanings.”

Professional narcissism. Academics live in two universes: the world of the thing they study (the poetry of Elizabeth Bishop, the development of language in children, the Taiping Rebellion in China) and the world of their profession (getting articles published, going to conferences, keeping up with the trends and gossip). Most of a researcher’s waking hours are spent in the second world, and it’s easy for him to confuse the two. The result is the typical opening of an academic paper: In recent years, an increasing number of psychologists and linguists have turned their attention to the problem of child language acquisition. In this article, recent research on this process will be reviewed.

No offense, but few people are interested in how professors spend their time. Classic style ignores the hired help and looks directly at what they are being paid to study: All children acquire the ability to speak a language without explicit lessons. How do they accomplish this feat?

Of course, sometimes the topic of conversation really *is* the activity of researchers, such as an overview intended to introduce graduate students or other insiders to the scholarly literature. But researchers are apt to lose sight of whom they are writing for, and narcissistically describe the obsessions of their federation rather than what the audience wants to know.

Apologizing. Self-conscious writers are also apt to kvetch about how what they're about to do is so terribly difficult and complicated and controversial: The problem of language acquisition is extremely complex. It is difficult to give precise definitions of the concept of *language* and the concept of *acquisition* and the concept of *children*. There is much uncertainty about the interpretation of experimental data and a great deal of controversy surrounding the theories. More research needs to be done.

In the classic style, the writer credits the reader with enough intelligence to realize that many concepts aren't easy to define, and that many controversies aren't easy to resolve. She is there to see what the writer will do about it.

Shudder quotes. Academics often use quotation marks to distance themselves from a common idiom, as in "But this is not the 'take-home message,' " or "She is a 'quick study' and has been able to educate herself in virtually any area that interests her." They seem to be saying, "I couldn't think of a more dignified way of putting this, but please don't think I'm a flibbertigibbet who talks this way; I really am a serious scholar."

The problem goes beyond the nose-holding disdain for idiomatic English. In the second example, taken from a letter of recommendation, are we supposed to think that the student is a quick study, or that she is a "quick study" — someone who is alleged to be a quick study but really isn't?

Quotation marks have a number of legitimate uses, such as reproducing someone else's words (She said, "Fiddlesticks!"), mentioning a word as a word rather than using it to convey its meaning (*The New York Times* uses "millenniums," not "millennia"), and signaling that the writer does not accept the meaning of a word as it is being used

by others in this context (They executed their sister to preserve the family's "honor"). Squeamishness about one's own choice of words is not among them.

Hedging. Academics mindlessly cushion their prose with wads of fluff that imply they are not willing to stand behind what they say. Those include *almost, apparently, comparatively, fairly, in part, nearly, partially, predominantly, presumably, rather, relatively, seemingly, so to speak, somewhat, sort of, to a certain degree, to some extent*, and the ubiquitous *I would argue*. (Does that mean you would argue for your position if things were different, but are not willing to argue for it now?)

Consider *virtually* in the letter of recommendation excerpted above. Did the writer really mean to say that there are some areas the student was interested in but didn't bother to educate herself, or perhaps that she tried to educate herself in those areas but lacked the competence to do so? Then there's the scientist who showed me a picture of her 4-year-old daughter and beamed, "We virtually adore her."

Writers use hedges in the vain hope that it will get them off the hook, or at least allow them to plead guilty to a lesser charge, should a critic ever try to prove them wrong. A classic writer, in contrast, counts on the common sense and ordinary charity of his readers, just as in everyday conversation we know when a speaker means *in general* or *all else being equal*. If someone tells you that Liz wants to move out of Seattle because it's a rainy city, you don't interpret him as claiming that it rains there 24 hours a day, seven days a week, just because he didn't qualify his statement with *relatively rainy* or *somewhat rainy*. Any adversary who is intellectually unscrupulous enough to give the least charitable reading to an unhedged statement will find an opening to attack the writer in a thicket of hedged ones anyway.

Sometimes a writer has no choice but to hedge a statement. Better still, the writer can *qualify* the statement — that is, spell out the circumstances in which it does not hold rather than leaving himself an escape hatch or being coy as to whether he really means it. If there is a reasonable chance that readers will misinterpret a statistical tendency as an absolute law, a responsible writer will anticipate the oversight and qualify the generalization accordingly. Pronouncements like

“Democracies don’t fight wars,” “Men are better than women at geometry problems,” and “Eating broccoli prevents cancer” do not do justice to the reality that those phenomena consist at most of small differences in the means of two overlapping bell curves. Since there are serious consequences to misinterpreting those statements as absolute laws, a responsible writer should insert a qualifier like *on average* or *all things being equal*, together with *slightly* or *somewhat*. Best of all is to convey the magnitude of the effect and the degree of certainty explicitly, in unhedged statements such as “During the 20th century, democracies were half as likely to go to war with one another as autocracies were.” It’s not that good writers never hedge their claims. It’s that their hedging is a choice, not a tic.

Metaconcepts and nominalizations. A legal scholar writes, “I have serious doubts that trying to amend the Constitution ... would work on an actual level. ... On the aspirational level, however, a constitutional amendment strategy may be more valuable.” What do the words *level* and *strategy* add to a sentence that means, “I doubt that trying to amend the Constitution would actually succeed, but it may be valuable to aspire to it”? Those vacuous terms refer to metaconcepts: concepts about concepts, such as *approach*, *assumption*, *concept*, *condition*, *context*, *framework*, *issue*, *level*, *model*, *perspective*, *process*, *prospect*, *role*, *strategy*, *subject*, *tendency*, and *variable*.

It’s easy to see why metaconcepts tumble so easily from the fingers of academics. Professors really do think about “issues” (they can list them on a page), “levels of analysis” (they can argue about which is most appropriate), and “contexts” (they can use them to figure out why something works in one place but not in another). But after a while those abstractions become containers in which they store and handle all their ideas, and before they know it they can no longer call anything by its name. “Reducing prejudice” becomes a “prejudice-reduction model”; “calling the police” becomes “approaching this subject from a law-enforcement perspective.”

English grammar is an enabler of the bad habit of writing in unnecessary abstractions because it includes a dangerous tool for creating abstract terms. A process called nominalization takes a perfectly spry verb

and embalms it into a lifeless noun by adding a suffix like *–ance*, *–ment*, or *–ation*. Instead of *affirming* an idea, you effect its *affirmation*; rather than *postponing* something, you implement a *postponement*. Helen Sword calls them “zombie nouns” because they lumber across the scene without a conscious agent directing their motion. They can turn prose into a night of the living dead. The phrase “assertions whose veracity was either affirmed or denied by the subsequent presentation of an assessment word,” for example, is infested with zombies. So is “prevention of neurogenesis diminished social avoidance” (when we prevented neurogenesis, the mice no longer avoided other mice).

The theory that academese is the opposite of classic style helps explain a paradox of academic writing. Many of the most stylish writers who cross over to a general audience are scientists (together with some philosophers who are fans of science), while the perennial winners of the Bad Writing Contest are professors of English. That’s because the ideal of classic prose is congenial to the worldview of the scientist. Contrary to the common misunderstanding in which Einstein proved that everything is relative and Heisenberg proved that observers always affect what they observe, most scientists believe that there are objective truths about the world, and that they can be discovered by a disinterested observer.

By the same token, this guiding image of classic prose could not be farther from the worldview of relativist academic ideologies such as postmodernism, poststructuralism, and literary Marxism, which took over many humanities departments in the 1970s. Many of the winning entries in the Dutton contest (such as Judith Butler’s “The move from a structuralist account in which capital is understood to structure social relations in relatively homologous ways to a view of hegemony in which power relations are subject to repetition, convergence, and rearticulation brought the question of temporality into the thinking of structure ... ”) consist almost entirely of metaconcepts.

For all its directness, classic style remains a pretense, an imposture, a stance. Even scientists, with their commitment to seeing the world as it is, are a *bit* postmodern. They recognize that it’s hard to know the truth, that the world doesn’t just reveal itself to us, that we understand the world

through our theories and constructs, which are not pictures but abstract propositions, and that our ways of understanding the world must constantly be scrutinized for hidden biases. It's just that good writers don't flaunt that anxiety in every passage they write; they artfully conceal it for clarity's sake.

The other major contributor to academese is a cognitive blind spot called the Curse of Knowledge: a difficulty in imagining what it is like for someone else not to know something that you know. The term comes from economics, but the general inability to set aside something that you know but someone else does not know is such a pervasive affliction of the human mind that psychologists keep discovering related versions of it and giving it new names: egocentrism, hindsight bias, false consensus, illusory transparency, mind-blindness, failure to mentalize, and lack of a theory of mind. In a textbook demonstration, a 3-year-old who sees a toy being hidden while a second child is out of the room assumes that the other child will look for it in its actual location rather than where she last saw it. Children mostly outgrow the inability to separate their own knowledge from someone else's, but not entirely. Even adults slightly tilt their guess about where a person will look for a hidden object in the direction of where they themselves know the object to be. And they mistakenly assume that their private knowledge and skills — the words and facts they know, the puzzles they can solve, the gadgets they can operate — are second nature to everyone else, too.

The curse of knowledge is a major reason that good scholars write bad prose. It simply doesn't occur to them that their readers don't know what they know — that those readers haven't mastered the patois or can't divine the missing steps that seem too obvious to mention or have no way to visualize an event that to the writer is as clear as day. And so they don't bother to explain the jargon or spell out the logic or supply the necessary detail.

Obviously, scholars cannot avoid technical terms altogether. But a surprising amount of jargon can simply be banished, and no one will be the worse for it. A scientist who replaces *murine model* with *rats and mice* will use up no more space on the page and be no less scientific.

Philosophers are every bit as rigorous when they put away Latin expressions like *ceteris paribus*, *inter alia*, and *simpliciter*, and write in English instead: *other things being equal*, *among other things*, and *in and of itself*.

Abbreviations are tempting to thoughtless writers because they can save a few keystrokes every time they have to use the term. The writers forget that the few seconds they add to their own lives come at the cost of many minutes stolen from their readers. I stare at a table of numbers whose columns are labeled DA DN SA SN, and have to riffle back and scan for the explanation: Dissimilar Affirmative, Dissimilar Negative, Similar Affirmative, Similar Negative. Each abbreviation is surrounded by inches of white space. What possible reason could there have been for the author not to spell them out?

A considerate writer will also cultivate the habit of adding a few words of explanation to common technical terms, as in “*Arabidopsis*, a flowering mustard plant,” rather than the bare “*Arabidopsis*” (which I’ve seen in many science papers). It’s not just an act of magnanimity; a writer who explains technical terms can multiply his readership a thousandfold at the cost of a handful of characters, the literary equivalent of picking up hundred-dollar bills on the sidewalk. Readers will also thank a writer for the copious use of *for example*, *as in*, and *such as* because an explanation without an example is little better than no explanation at all.

And when technical terms are unavoidable, why not choose ones that are easy for readers to understand? Ironically, the field of linguistics is among the worst offenders, with dozens of mystifying technical terms: themes that have nothing to do with themes; *PRO* and *pro*, which are pronounced the same way but refer to different things; *stage-level* and *individual-level predicates*, which are just unintuitive ways of saying “temporary” and “permanent”; and *Principles A, B, and C*, which could just as easily have been called the Reflexive Effect, the Pronoun Effect, and the Noun Effect.

But it’s not just opaque technical terms that bog down academese. Take this sentence from a journal that publishes brief review articles in cognitive science for a wide readership: The slow and integrative nature of conscious perception is confirmed behaviorally by observations such

as the “rabbit illusion” and its variants, where the way in which a stimulus is ultimately perceived is influenced by poststimulus events arising several hundreds of milliseconds after the original stimulus.

The authors write as if everyone knows what “the rabbit illusion” is, but I’ve been in this business for nearly 40 years and had never heard of it. Nor does their explanation enlighten. How are we supposed to visualize “a stimulus,” “poststimulus events,” and “the way in which a stimulus is ultimately perceived”? And what does any of that have to do with rabbits?

So I did a bit of digging and uncovered the Cutaneous Rabbit Illusion, in which if you close your eyes and someone taps you a few times on the wrist, then on the elbow, and then on the shoulder, it feels like a string of taps running up the length of your arm, like a hopping rabbit. OK, now I get it — a person’s conscious experience of where the early taps fell depends on the location of the later taps. But why didn’t the authors just say that, which would have taken no more words than stimulus-this and poststimulus-that?

Scholars lose their moorings in the land of the concrete because of two effects of expertise that have been documented by cognitive psychology.

One is called chunking. To work around the limitations of short-term memory, the mind can package ideas into bigger and bigger units, which the psychologist George Miller dubbed “chunks.” As we read and learn, we master a vast number of abstractions, and each becomes a mental unit that we can bring to mind in an instant and share with others by uttering its name. An adult mind that is brimming with chunks is a powerful engine of reason, but it comes at a cost: a failure to communicate with other minds that have not mastered the same chunks.

The amount of abstraction a writer can get away with depends on the expertise of his readership. But divining the chunks that have been mastered by a typical reader requires a gift of clairvoyance with which few of us are blessed. When we are apprentices in our chosen specialty, we join a clique in which, it seems to us, everyone else seems to know so much! And they talk among themselves as if their knowledge were conventional wisdom to every educated person. As we settle into the clique, it becomes our universe. We fail to appreciate that it is a tiny

bubble in a multiverse of cliques. When we make first contact with the aliens in other universes and jabber at them in our local code, they cannot understand us without a sci-fi universal translator.

A failure to realize that my chunks may not be the same as your chunks can explain why we baffle our readers with so much shorthand, jargon, and alphabet soup. But it's not the only way we baffle them. Sometimes wording is maddeningly opaque without being composed of technical terminology from a private clique. Even among cognitive scientists, for example, "poststimulus event" is not a standard way to refer to a tap on the arm.

The second way in which expertise can make our thoughts harder to share is that as we become familiar with something, we think about it more in terms of the use we put it to and less in terms of what it looks like and what it is made of. This transition is called functional fixity. In the textbook experiment, people are given a candle, a book of matches, and a box of thumbtacks, and are asked to attach the candle to the wall so that the wax won't drip onto the floor. The solution is to dump the thumbtacks out of the box, tack the box to the wall, and stick the candle onto the box. Most people never figure this out because they think of the box as a container for the tacks rather than as a physical object in its own right. The blind spot is called functional fixity because people get fixated on an object's function and forget its physical makeup.

Now, if you combine functional fixity with chunking, and stir in the curse that hides each one from our awareness, you get an explanation of why specialists use so much idiosyncratic terminology, together with abstractions, metaconcepts, and zombie nouns. They are not trying to bamboozle their readers; it's just the way they think.

The specialists are no longer thinking — and thus no longer writing — about tangible objects, and instead are referring to them by the role those objects play in their daily travails. A psychologist calls the labels *true* and *false* "assessment words" because that's why he put them there — so that the participants in the experiment could assess whether it applied to the preceding sentence. Unfortunately, he left it up to us to figure out what an "assessment word" is.

In the same way, a tap on the wrist became a “stimulus,” and a tap on the elbow became a “poststimulus event,” because the writers cared about the fact that one event came after the other and no longer cared that the events were taps on the arm. But we readers care, because otherwise we have no idea what really took place. A commitment to the concrete does more than just ease communication; it can lead to better reasoning. A reader who knows what the Cutaneous Rabbit Illusion consists of is in a position to evaluate whether it really does imply that conscious experience is spread over time or can be explained in some other way.

The curse of knowledge, in combination with chunking and functional fixity, helps make sense of the paradox that classic style is difficult to master. What could be so hard about pretending to open your eyes and hold up your end of a conversation?

The reason it’s harder than it sounds is that if you are enough of an expert in a topic to have something to say about it, you have probably come to think about it in abstract chunks and functional labels that are now second nature to you but are still unfamiliar to your readers — and you are the last one to realize it.

The final explanation of why academics write so badly comes not from literary analysis or cognitive science but from classical economics and Skinnerian psychology: There are few incentives for writing well.

When Calvin explained to Hobbes, “With a little practice, writing can be an intimidating and impenetrable fog,” he got it backward. Fog comes easily to writers; it’s the clarity that requires practice. The naive realism and breezy conversation in classic style are deceptive, an artifice constructed through effort and skill. Exorcising the curse of knowledge is no easier. It requires more than just honing one’s empathy for the generic reader. Since our powers of telepathy are limited, it also requires showing a draft to a sample of real readers and seeing if they can follow it, together with showing it to *yourself* after enough time has passed that it’s no longer familiar and putting it through another draft (or two or three or four). And there is the toolbox of writerly tricks that have to be acquired one by one: a repertoire of handy idioms and tropes, the deft use of coherence connectors such as *nonetheless* and *moreover*, an ability to fix convoluted syntax and confusing garden paths, and much else.

You don't have to swallow the rational-actor model of human behavior to see that professionals may not bother with this costly self-improvement if their profession doesn't reward it. And by and large, academe does not. Few graduate programs teach writing. Few academic journals stipulate clarity among their criteria for acceptance, and few reviewers and editors enforce it. While no academic would confess to shoddy methodology or slapdash reading, many are blind about their incompetence at writing.

Enough already. Our indifference to how we share the fruits of our intellectual labors is a betrayal of our calling to enhance the spread of knowledge. In writing badly, we are wasting each other's time, sowing confusion and error, and turning our profession into a laughingstock.

Steven Pinker is a professor of psychology at Harvard University, chair of the usage panel of the American Heritage Dictionary, and author, most recently, of The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century (Viking, 2014). Originally published on September 26, 2014

Why Academics Stink at writing? (by Steven Pinker)

Why?

- Theory 1.** They have nothing to say.
- Theory 2.** The subject matter is complex and abstract
- Theory 3.** The gatekeepers of journals and university presses insist on ponderous to reveal their seriousness.

Styles of writing (by Francis Thomas and Mark Turner):

Impossible to understand



Most academic writing is a blend of 2 styles: practical (to satisfy a reader's need) and self-conscious (to escape being convicted of lack of wisdom and knowledge about his own enterprise)

- *Romantic
- *Oracular
- *Prophetic
- *Practical
- *Classic style (**purpose**: presentation; **motive**: disinterested truth; **success is achieved** by clarity & simplicity)

Unpleasant to read



clumsy
bloated
Obscure

The reasons and problems of bad academic writing by analysis and explanation

- ***metadiscourse** (verbiage about verbiage);
- ***professional narcissism**- academics (A) lose sight of whom they are writing for and narcissistically describe the obsessions of their federation.
- ***apologizing.** (A) kvetch that the concepts are difficult, complicated, controversial;
- * (A) often use **quotation marks**;
- ***hedges** (almost, apparently, comparatively, fairly, in part, nearly..)
- ***metaconcepts** (approach, assumption, issue, level).
- ***nominalization** (the process of creating abstract terms); zombie nouns (-ance, -ment, -ation)
- ***the Curse of Knowledge**: a difficulty in imagining what it is like for someone else
- ***chunking and functional fixity**: (A) lose their moorings in the land of the concrete
- *a lack of incentives, practice for writing well, a few graduate programs teach writing

Read the text and try to grasp the main idea of it. See if the mind map offered reflects all the nuances of the problem touched upon in the text. Compare it with your vision of the things. Render the text using the mind map as the guiding outline of your answer.

TEXT 2.

The Art and Science of Finding Your Voice

by Theresa Macphail

Developing a personal style requires you to vocalize your prose. Finding your voice is really about envisioning and communicating with your ideal reader for a piece.

Here's my advice: Practice these six key techniques and exercises. They will help you speed up the process of finding and developing your distinctive voice. The first technique is the simplest and most powerful.

1. Free write. Free writing is a wonderful tool for discovering your voice (and for identifying your arguments). It requires you to sit down with a blank piece of paper or a blank document on your screen. You won't have any other pieces of text to work with. No notes, no quotes, no evidence, no data. Just you and your thoughts. Write for 15 to 20 minutes without stopping. No backspacing or deleting or rearranging. Write whatever comes into your head — even if it's "I don't know what I'm writing."

If you are working on an article or a book chapter, picture your reader, and really conjure her up. Envision her. You are talking to this person on the page. So talk to her. "Speak" to her in your own language. What do you need her to know about your subject? Give her some context, some background. But don't talk forever and don't overwhelm her with details. This is a one-sided conversation, but remember it's still a conversation. Then start describing — in your own words — what your argument is. Walk her through it. I recommend doing this exercise whenever you begin a new piece of writing. It also works wonders when you are stuck on something. But it is crucial to discovering your own words on a subject.

2. Read more. Always be reading. When you're writing, it's helpful to have a handful of writers you admire "on deck." I learned this trick from my dissertation chair at the University of California at Berkeley, Xin Liu, but I've heard at least a dozen writers echo it. Stack a few key books or essays you love on your desk. Occasionally pick them up and read a few passages. But read them like a writer. Tear them apart like an engineer would take apart a machine in order to know how it works. Ask questions like: How did the author do it? Are the sentences long or short here? Is the writing clear or playful? What is the tone? How is the argument arranged? Is this structured in sections or not? Try to mimic the styles that you most esteem. Eventually, you'll craft your own unique voice out of the hodgepodge of other styles that you've admired.

Also, read outside your field and your genre. I mean it. Don't tell me you don't have time. Pick up a thriller and try to learn how the author moves the story along. Read a cooking blog and see how the author describes the complicated steps for preparing a dish or how she manages to make her particular recipe for macaroni and cheese seem exotic and new. Peruse long, investigative magazine articles to see how to construct a tight narrative arc in a relatively short amount of space. There are tricks of the trade to be learned from anything you read. Eventually, if you read enough while you're writing, you'll pick up your "voice" almost by osmosis.

3. Write every day. Even if it's only for a few minutes. Don't get out of the habit. A writer's voice develops in only one fashion — through continuous usage. The more you write, the more you'll refine your skills. The more you revise and edit, the more you'll see your own style start to emerge from the page.

4. Talk, don't write. Try using voice-recognition software or a tape recorder and talk out your arguments. This is a great way to begin to recognize your own voice by literally hearing it.

5. Share your early drafts. Be open to feedback, even if it's critical. It may hurt, but it's often the best way to mature as a writer. If you think your writing comes across a certain way, but no one who reads your work agrees, you need to listen to them. Readers will let you know how your

words sound to them. Gather as much feedback as you can, especially early on in your career. Readers can help you spot your strengths and weaknesses as a writer. Coda: Learn to sort out constructive criticism from feedback that's off the mark.

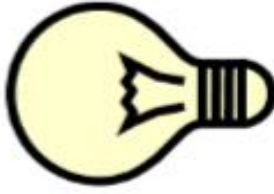
Which brings us to our last point ...

6. Trust your instincts. You have to trust yourself to know when you're good, when you need work, and when you're talking utter nonsense. If you write every day, you should start to develop a pretty good feel for how you — and only you — write about your subject. Be honest with yourself, but be fair. Following your gut instinct about how best to write a particular piece of text will very often directly reveal your voice. After all, only you know how to write like you. And when you finally find your voice, you'll know it.

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The Art and Science of Finding Your Voice

by Theresa Macphail



1. Free writing

- Just sit down and take a blank piece of paper only!
- document on your screen.
- No notes, no quotes, no evidence, no data.
- Write for 15-30 min without stopping.
- Just you & your thoughts.
- Picture your reader and converse time up.
- Finish your reader. Talk to your reader in your own language.

2. Read more

- Always be reading.
- Create a list of handy writers you admire "on deck".
- Back a few key books/ essays you love on your desk.
- Read at least a few passages from those books from time to time.
- Ask yourself!
- Try to mimic these authors's style.
- Browse long, investigative magazines for its construction.
- eventually you'll pick up your "voice" by osmosis.

3. Write every day

Write even if it's only for a few minutes.

Do not get out of the habit. The more you write, the more you'll refine your skills. The more you revise and edit, the more you'll see your own style start to emerge.

4. Talk, don't write

- Use voice-recognition software or a tape recorder.
- Talk out your thoughts and arguments.

5. Share your early drafts

- Be open to feedback.
- Listen attentively to your readers.
- Gather as much feedback as you can.
- Learn to sort out constructive criticism from feedback that's off the mark.

6. Trust your instincts

- Trust yourself to know when you're good, when you need work, when you're talking utter nonsense.
- Be honest with yourself, but be fair.
- Follow your gut instinct about how to write a certain piece of text.

After all, only you know how to write like you. And when you finally find your voice, you'll know it.

Read the text and try to grasp the main idea of it. Draw the mind map to reflect all the nuances of the problem touched upon in the text. Render the text using the mind map as the guiding outline of your answer.

TEXT 3.

10 Tips on How to Write Less Badly

by Michael C. Munger

Most academics, including administrators, spend much of our time writing. But we aren't as good at it as we should be. I have never understood why our trade values, but rarely teaches, nonfiction writing. In my nearly 30 years at universities, I have seen a lot of very talented people fail because they couldn't, or didn't, write. And some much less talented people (I see one in the mirror every morning) have done OK because they learned how to write.

It starts in graduate school. There is a real transformation, approaching an inversion, as people switch from taking courses to writing. Many of the graduate students who were stars in the classroom during the first two years — the people everyone admired and looked up to — suddenly aren't so stellar anymore. And a few of the marginal students — the ones who didn't care that much about pleasing the professors by reading every page of every assignment — are suddenly sending their own papers off to journals, getting published, and transforming themselves into professional scholars.

The difference is not complicated. It's writing. Rachel Toor and other writers on these pages have talked about how hard it is to write well, and of course that's true. Fortunately, the standards of writing in most disciplines are so low that you don't need to write well. What I have tried to produce below are 10 tips on scholarly nonfiction writing that might help people write less badly.

1. Writing is an exercise. You get better and faster with practice. If you were going to run a marathon a year from now, would you wait for months and then run 26 miles cold? No, you would build up slowly, running most days. You might start on the flats and work up to more

demanding and difficult terrain. To become a writer, write. Don't wait for that book manuscript or that monster external-review report to work on your writing.

2. Set goals based on output, not input. "I will work for three hours" is a delusion; "I will type three double-spaced pages" is a goal. After you write three pages, do something else. Prepare for class, teach, go to meetings, whatever. If later in the day you feel like writing some more, great. But if you don't, then at least you wrote something.

3. Find a voice; don't just "get published." James Buchanan won a Nobel in economics in 1986. One of the questions he asks job candidates is: "What are you writing that will be read 10 years from now? What about 100 years from now?" Someone once asked me that question, and it is pretty intimidating. And embarrassing, because most of us don't think that way. We focus on "getting published" as if it had nothing to do with writing about ideas or arguments. Paradoxically, if all you are trying to do is "get published," you may not publish very much. It's easier to write when you're interested in what you're writing about.

4. Give yourself time. Many smart people tell themselves pathetic lies like, "I do my best work at the last minute." Look: It's not true. No one works better under pressure. Sure, you are a smart person. But if you are writing about a profound problem, why would you think that you can make an important contribution off the top of your head in the middle of the night just before the conference?

Writers sit at their desks for hours, wrestling with ideas. They ask questions, talk with other smart people over drinks or dinner, go on long walks. And then write a whole bunch more. Don't worry that what you write is not very good and isn't immediately usable. You get ideas when you write; you don't just write down ideas.

The articles and books that will be read decades from now were written by men and women sitting at a desk and forcing themselves to translate profound ideas into words and then to let those words lead them to even more ideas. Writing can be magic, if you give yourself time, because you can produce in the mind of some other person, distant from you in space or even time, an image of the ideas that exist in only your mind at this one instant.

5. Everyone's unwritten work is brilliant. And the more unwritten it is, the more brilliant it is. We have all met those glib, intimidating graduate students or faculty members. They are at their most dangerous holding a beer in one hand and a cigarette in the other, in some bar or at an office party. They have all the answers. They can tell you just what they will write about, and how great it will be.

Years pass, and they still have the same pat, 200-word answer to “What are you working on?” It never changes, because they are not actually working on anything, except that one little act. You, on the other hand, actually are working on something, and it keeps evolving. You don't like the section you just finished, and you are not sure what will happen next. When someone asks, “What are you working on?” you stumble, because it is hard to explain. The smug guy with the beer and the cigarette? He's a poseur and never actually writes anything. So he can practice his pat little answer endlessly, through hundreds of beers and thousands of cigarettes. Don't be fooled: You are the winner here. When you are actually writing, and working as hard as you should be if you want to succeed, you will feel inadequate, stupid, and tired. If you don't feel like that, then you aren't working hard enough.

6. Pick a puzzle. Portray, or even conceive, of your work as an answer to a puzzle. There are many interesting types of puzzles: n “X and Y start with same assumptions but reach opposing conclusions. How?” n “Here are three problems that all seem different. Surprisingly, all are the same problem, in disguise. I'll tell you why.” n “Theory predicts [something]. But we observe [something else]. Is the theory wrong, or is there some other factor we have left out?” Don't stick too closely to those formulas, but they are helpful in presenting your work to an audience, whether that audience is composed of listeners at a lecture or readers of an article.

7. Write, then squeeze the other things in. Put your writing ahead of your other work. I happen to be a “morning person,” so I write early in the day. Then I spend the rest of my day teaching, having meetings, or doing paperwork. You may be a “night person” or something in between. Just make sure you get in the habit of reserving your most productive time for writing. Don't do it as an afterthought or tell yourself you will write

when you get a big block of time. Squeeze the other things in; the writing comes first.

8. Not all of your thoughts are profound. Many people get frustrated because they can't get an analytical purchase on the big questions that interest them. Then they don't write at all. So start small. The wonderful thing is that you may find that you have traveled quite a long way up a mountain, just by keeping your head down and putting one writing foot ahead of the other for a long time. It is hard to refine your questions, define your terms precisely, or know just how your argument will work until you have actually written it all down.

9. Your most profound thoughts are often wrong. Or, at least, they are not completely correct. Precision in asking your question, or posing your puzzle, will not come easily if the question is hard. I always laugh to myself when new graduate students think they know what they want to work on and what they will write about for their dissertations. Nearly all of the best scholars are profoundly changed by their experiences in doing research and writing about it. They learn by doing, and sometimes what they learn is that they were wrong.

10. Edit your work, over and over. Have other people look at it. One of the great advantages of academe is that we are mostly all in this together, and we all know the terrors of that blinking cursor on a blank background. Exchange papers with peers or a mentor, and when you are sick of your own writing, reciprocate by reading their work. You need to get over a fear of criticism or rejection.

Nobody's first drafts are good. The difference between a successful scholar and a failure need not be better writing. It is often more editing. If you have trouble writing, then you just haven't written enough. Writing lots of pages has always been pretty easy for me. I could never get a job being only a writer, though, because I still don't write well. But by thinking about these tips, and trying to follow them myself, I have gotten to the point where I can make writing work for me and my career.

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Originally published on September 6, 2010

Read the text and try to grasp the main idea of it. Draw the mind map to reflect all the nuances of the problem touched upon in the text. Render the text using the mind map as the guiding outline of your answer.

TEXT 4.

Why Most Academics Will Always Be Bad Writers.

***No one should be surprised if much scholarly
writing continues to be mediocre and confused***

by Noah Berlatsky

Academic writing is bad, and academics should feel bad for writing it. So said Steven Pinker in *The Chronicle* a couple of years back, but he's hardly alone. Academics have been kicking — or, if you prefer, virtually dialectically deconstructing — academic writing for more than a decade.

Many “academics (and especially younger ones) tend to confuse incomprehensibility with profundity,” Stephen Walt declared in 2013. “Call me simple-minded, call me anti-intellectual, but I believe that most poor scholarly writing is a result of bad habits, of learning tricks of the academic trade as a way to try to fit in,” Rachel Toor argued in 2010. “Obscurity creates an aura of importance,” said Martha Nussbaum as part of a lengthy takedown of the feminist theorist Judith Butler in 1999. You can go back further to find people making the same case if you're so inclined.

For at least a generation, academics have elaborately and publicly denounced the ponderous pedantry of academic prose. So why haven't these ponderous pedants improved, already?

The critics would say the ponderous pedants are doing it on purpose. Academics supposedly indulge in pettifoggery to obscure their own muddled thinking. Or, in a more generous reading, professors write obscurely because they know obscurity is expected of them, and they fear for their jobs if they phrase their insights with populist clarity. In either case, these critics say, a clotted style is a sign of a clotted soul. Didn't

Orwell link “staleness of imagery” and “lack of precision” to cultural decadence and Communism? Likewise, Pinker warns of “relativist academic ideologies such as postmodernism, poststructuralism, and literary Marxism” that reject, with convoluted fervor, both objective truth and beautiful prose.

For people who possess a lucid prose style, there’s an undeniable appeal to equating lucidity with virtue. As a professional writer myself, I admit I’m tempted to endorse that worldview: You mean I’m a paragon because I can say “I’m a paragon” and have most people understand? Great! The path to purity and awesomeness is easier than I thought.

Unfortunately, I’m not actually a paragon — or at least, if I am, it’s not because of my prose style.

There is, to my sorrow, no necessary correlation between integrity and the ability to write clearly. Hemingway, famed for his brief sentences and manly clarity, was equally famous for being a massive jerk. Bill Cosby wrote in a way that was accessible to everyone — and yet. On the other hand, you can be a lovely human in most respects and still write “An anatomo-politics of human and non-human bodies is sustained by accumulating and classifying such necroliths in the museum’s observational/expositional performances.”

Bad prose is ugly, but it’s not necessarily a sign of spiritual ugliness. Often it’s just a sign of incapacity.

If I tried to build a chair, the chair would be lopsided, unstable, and an embarrassment to carpenters everywhere. But the badness of my chair wouldn’t be a sign of elitism or creeping socialism. Nor would it be a sign that I had rejected scientific truth. My chair would simply be bad because. I’m bad at building things. And also because I don’t know how to make a chair.

Writing is a skill, and — as any editor will tell you — it’s not one that everyone possesses. Academics are primarily researchers and teachers; there’s no reason those talents should necessarily overlap with writing. To my mind, the real surprise isn’t that so much academic writing is bad, but that so much of it is comparatively well written and

entertaining. Take this quote from Eve Kosofsky Sedgwick's marvelous 1990 classic of gender theory *The Epistemology of the Closet*:

"An assumption underlying the book is that the relations of the closet — the relations of the known and unknown, the explicit and the unexplicit around homo/heterosexual definition — have the potential for being peculiarly revealing, in fact, about speech acts more generally. It has felt throughout this work as though the density of their social meaning lends any speech act concerning these issues — and the outlines of that 'concern' it turns out are broad indeed — the exaggerated propulsiveness of wearing flippers in a swimming pool: the force of various rhetorical effects has seemed uniquely difficult to calibrate."

"Exaggerated propulsiveness." I love that. Sedgwick is just the sort of writer — steeped in Foucault and Freud and postmodern queer theory — at whom Pinker et al. are wagging their fingers and/or flippers. It's certainly true that Sedgwick's sentences are not short and punchy; she writes more like Henry James than like Orwell.

She qualifies and interrupts herself, she embellishes and vacillates, so that that enthusiastic, goofy "exaggerated propulsiveness" emerges with an almost audible "whoosh!" from the foam of carefully parsed uncertainty. So is Sedgwick a bad writer? Or is she a good writer — with a better feel for language, and what it can do — than the anti-academic advocates of clarity?

To me, at least, as a writer, "good writing" doesn't necessarily mean "clear information transmission." Good writing includes humor, love of language, fitting style to content. That can sometimes mean clarity and a lack of clutter.

But, as writers like Slavoj Žižek demonstrate, it doesn't have to. Remember that in 1984, totalitarian newspeak is created not through elaborate sentences and jargon, but through cutting words out of the dictionary and simplifying grammar.

Clear, transparent writing can be used for propaganda purposes as easily as can convoluted prose — and maybe even more easily.

Academics are primarily

researchers and teachers;
there's no reason those
talents should necessarily
overlap with writing.

Steven Pinker himself has on occasion simplified his message in unfortunate ways. In his hugely successful 2011 volume *Better Angels of Our Nature*, for example, Pinker puts forward the thesis that humankind has become less and less violent. To support this argument, he writes: “The worst atrocity of all time was the An Lushan Revolt and Civil War, an eight-year rebellion during China’s Tang Dynasty that, according to censuses, resulted in the loss of two thirds of the empire’s population, a sixth of the world’s population at the time.”

That is a perfectly clear and precise sentence. It’s also misleading to the point of being an outright falsehood.

As Pinker says, he’s extrapolating from census data. But you can’t treat 8th-century censuses as some sort of straightforward registry of wartime death tolls. One expert on the population statistics of China notes, “Even if such a huge loss were conceivable, it would be naïve to suppose that an accurate count could be carried out in the midst of the ensuing chaos.” Other researchers have tentatively placed the death toll at something more like 13 million — though even that’s very dicey. The truth is we don’t know for sure how many people were killed in the An Lushan rebellion. To be accurate, Pinker would have had to have been vague. The rage for clarity led him astray.

I’m not trying to impugn Pinker: Anyone can make a mistake, especially when writing a book like *Better Angels of Our Nature*, which attempts to synthesize a vast amount of information from a wide variety of fields. But that’s exactly the point. It’s not easy to communicate complicated data and ideas with precision, style, and a modicum of propulsive punch. Many professional writers stumble into infelicities and inaccuracies.

Why should academics be any different?

Of course academics should try to write as well as they can. They might even work to write better than they can, by hiring (ahem) wonderful professional writers to edit their manuscripts before they send them to press.

But no one should be surprised if much academic writing is mediocre and confused. Academics don't need to be elitist, careerist, or corrupted by postmodernism to write badly. Most people, most of the time, write badly. Writing well is hard. Celebrate those who have mastered it, and have some sympathy for the rest of us, laboring for competence one keystroke at a time.

Noah Berlatsky is a freelance writer and independent scholar who edits the online comics-and-culture website The Hooded Utilitarian. He is the author of the book Wonder Woman: Bondage and Feminism in the Marston/Peter Comics, 1941-1948. Originally published on July 11, 2016

Read the text and try to grasp the main idea of it. Draw the mind map to reflect all the nuances of the problem touched upon in the text. Render the text using the mind map as the guiding outline of your answer.

TEXT 5.

The Secret to Hitting Your Writing Goals May Be Simple: Peer Pressure

by Jennifer Howard

“Your office hours or not show up for your class,” says Ms. Matzek. “But writing doesn’t have that kind of privilege in your calendar. It can always get pushed back” — unless you treat writing time with the same seriousness as you would any other professional obligation.

“If you say you have a meeting, it’s the end of discussion,” Ms. Matzek says. “Nobody challenges you when you say you have to go to a meeting. You don’t have to be specific about what the meeting is.”

Although they often spring from grass-roots efforts, faculty writing groups sometimes get a boost from campus administrations, with sympathetic deans or faculty-development groups organizing summer writing retreats and boot camps or meetups during the year, occasionally with a free meal thrown in. Many institutions belong to the National Center for Faculty Development and Diversity, headed by Kerry Ann Rockquomore. The center runs a popular Faculty Success Program that aims to help academics develop good writing and productivity habits, among other survival skills.

Naomi Levy, an assistant professor of political science who co-organized the Shut Up and Write group about three years ago at Santa Clara with Ms. Matzek, is training to be a coach in Ms. Rockquomore’s program. “A lot of it is about finding the balance that aligns with your institution’s expectations and sticking to it,” she says.

THE POWER OF SHAME

Whether formal or informal, writing-accountability groups operate with a couple of basic assumptions:

You're more likely to get writing done if 1) you book regular time for it and 2) you find colleagues to help hold you accountable. The power of scheduling and the equally formidable power of shame underpin writing guides like Paul J. Silvia's *How to Write a Lot: A Practical Guide to Productive Academic Writing* (American Psychological Association, 2007), which has become something of a cult classic for academic writers. A writing group "builds social pressure. It also builds the habit," says Mr. Silvia, an associate professor of psychology at the University of North Carolina at Greensboro.

Although some academics prefer what Mr. Silvia calls the lone-wolf approach to writing, others — particularly in the book-heavy humanities — benefit from a collective boost. "There's really no desperation quite like assistant-professor-working-on-a-book desperation," Mr. Silvia says.

For years he's belonged to a writing-accountability group at UNC called Agraphia, a nod to a medical condition that renders people unable to write.

The group assembles at a coffee shop near campus for just 10 to 15 minutes every week. Mr. Silvia keeps a file folder with a paper on which everybody's weekly goals are written down, to be revisited the following week. (The writing itself happens on their own time.) "We keep it crisp," he says.

At Santa Clara, Ms. Matzek and Ms. Levy keep the mechanics of their group simple. At the beginning of each quarter they send out a general announcement.

Usually 20 or 25 people express interest, and a smaller core group turns up regularly. Most of the regulars don't have tenure yet, according to Ms. Matzek.

Sessions don't usually run longer than an hour and a half or so. People show up, write a goal on a whiteboard — finish this chapter, do those footnotes — then get up and cross it off once it's done.

Beyond writing, “there are people who are editing video, there are people who are analyzing data,” Ms. Matzek says. “That task that you need to make yourself do, you can come do.”

Julia Voss, an assistant professor in the English department at Santa Clara, has found the approach so useful that she started a departmental group with a couple of senior colleagues. It was hard to find mutually convenient times to meet, though, so this year they’ve been doing it virtually.

“It’s really motivating for me to open up my email in the morning” and see how everybody’s doing with their goals, says Ms. Voss.

At Santa Clara and other smaller, liberal-arts institutions, meeting up to write also offers junior faculty in particular a research-friendly break from the institutional focus on teaching. At Colgate University, a writing-accountability group organized by Meg Worley and a colleague steers clear of the classroom. Ms. Worley, a medievalist who’s an assistant professor of writing and rhetoric, makes a sideways reference to the famous quote from *Fight Club*: The only rule of writing group is “you don’t talk about teaching.”

The all-female group comprises early-career academics faculty from all of the college’s divisions; postdocs and visiting faculty are welcome too. In addition to setting weekly goals, the group functions as a support network. “We also talk about self-care,” Ms. Worley says, adding that she doesn’t like the term because “it’s a little too squishy for me.” Whatever it’s called, that support comes in especially handy for junior female faculty, she says, because often they “get pushed to open a vein for the institution.”

To help one writer get out of her rut, the members of the group took turns as her writing buddy.

“All week long, everybody did one hour writing with her,” Ms. Worley recalls. “And by the end of the week, she had gotten out of the quicksand.”

Maybe it’s time to add “Organize a writing group” to your fall calendar.

Originally published on June 8, 2015

APPENDIX 1

TROUBLESOME WORDS, TERMS, AND EXPRESSIONS OF SCIENTIFIC WRITING

This listing includes some of the most frequently troublesome words, terms, and expressions found in journal papers and manuscripts. Any glossary of word usage assumes that what is acceptable for some uses may not be for others. Some terms and expressions are worn-out clichés and have outlived their usefulness; other expressions and terms, though not incorrect, are not precise because their meanings are ambiguous or clouded. In reporting and recording research, try to be as accurate and precise in describing it as in doing it. Wherever possible choose the more precise words with unmistakable meanings. Avoid the ambiguous and “faddish”; the latter may not be in years hence. For the benefit of foreign readers, especially, use standard words in their established meanings.

Above ("the above method," "mentioned above," etc.) -- Often, you are referring to something preceding, but not necessarily above; a loose reference, convenient for writers, but not for readers. Be specific. You know exactly what and where, but your readers may have to search (sometimes through much preceding material).

Affect, effect -- Affect is a verb and means to influence. Effect, as a verb, means to bring about;
as a noun, effect means result.

All of, both of -- Just "all" or "both" will serve in most instances.

Alternate, alternative -- Be sure which you mean.

And (to begin a sentence) -- Quite proper. You may have been told not to do this in grade school. But teacher's purpose was to keep you from using fragmentary sentences; either "and" or "but" may be used to begin complete sentences. And both are useful transitional words between related or contrasting statements.

Apparently (apparent) -- means obviously, clearly, plainly evident, but also means seemingly or ostensibly as well as observably. You know the meaning that you intend, but readers may not.

Ambiguity results. Use obvious(ly), clear(ly), seeming(ly), evident(ly), observable or observably, to remove all doubt.

Appear, appears -- Seem(s)? "He always appears on the scene, but never seems to know what to do." "Marley's ghost appeared but seemed harmless."

As -- Dialectal when used in place of that or whether; do not use "as" to mean because or inasmuch as.

At the present time, at this point in time -- Say "at present" or "now" if necessary at all.

Below -- See comment about "above".

But (to begin a sentence) -- Go right ahead (see "And" and "However").

By means of -- Most often, just "by" will serve and save words.

Case -- Can be ambiguous, misleading, or ludicrous because of different connotations; e.g., "In the case of Scotch whiskey,...." Case also is a frequent offender in padded, drawn-out sentences. For "in this case," try "in this instance."

Commas and punctuation – Not precisely a word-usage matter except in relation to how words are put together. The trend was toward less punctuation (particularly fewer commas), but that demands careful writing, without misplaced or dangling elements. Do not omit commas before the conjunctions in compound sentences. Most journals, but not all, use final commas before "and" or "or" in series; check the journal.

Compare with, compare to -- Compare with means to examine differences and similarities; compare to means to represent as similar. One may conclude that the music of Brahms compares to that of Beethoven, but to do that, one must first compare the music of Brahms with that of Beethoven.

Comprise -- Before misuse, comprise meant to contain, include, or encompass (not to constitute or compose) and still does, despite two now opposite meanings. Use and meanings now are so confused and mixed that "comprise" is best avoided altogether!

Correlated with, correlated to -- Although things may be related to one another, things are correlated with one another.

Different from, different than -- Different from! Also, one thing differs from another, although you may differ with your colleagues.

Due to -- Make sure that you don't mean because of. Due is an adjective modifier and must be directly related to a noun, not to a concept or series of ideas gleaned from the rest of a statement. "Due to the fact that..." is an attempt to weasel out.

During the course of, in the course of -- Just use "during" or "in."

Either....or, neither...nor -- Apply to no more than two items or categories. Similarly, former and latter refer only to the first and second of only two items or categories.

Etc. -- Use at least two items or illustrations before "and so forth" or "etc."

Experience(d) -- To experience something is sensory; inanimate, unsensing things (lakes, soils, enzymes, streambeds, farm fields, etc.) do not experience anything.

Following -- "After" is more precise if "after" is the meaning intended. "After [not following] the procession, the leader announced that the ceremony was over."

High(er), low(er) -- Much too often used, frequently ambiguously or imprecisely, for other words such as greater, lesser, larger, smaller, more, fewer; e.g., "Occurrences of higher concentrations were lower at higher levels of effluent outflow." One interpretation is that greater concentrations were fewer or less frequent as effluent volume(s) increased, but others also are possible.

However -- Place it more often within a sentence or major element rather than at the beginning or end. "But" serves better at the beginning.

Hyphening of compound or unit modifiers -- Often needed to clarify what is modifying what; e.g., a small-grain harvest (harvest of small grain) is different from a small grain harvest (small harvest of all grain), a fast acting dean isn't necessarily as effective as a fast-acting dean, a batch of (say, 20) 10-liter containers is different from a batch of 10 [1-] liter containers, and a man eating fish is very different from a man-eating fish! Grammatically, adjectives are noun modifiers, and the problem is when adjectives and nouns are used to modify other adjectives and nouns. Adverbs (usually with "ly" endings), however, are adjective modifiers.

In order to -- For brevity, just use "to", the full phrase may be used, however [in order] to achieve useless padding.

Irregardless -- **No, regardless.** But irrespective might do.

It should be mentioned, noted, pointed out, emphasized, etc. -- Such preambles often add nothing but words. Just go ahead and say what is to be said. It was found, determined, decided, felt, etc. -- Are you being

evasive? Why not put it frankly and directly? (And how about that subjective "felt"?)

Less(er), few(er) -- "Less" refers to quantity; "fewer" to number.

Majority, vast majority -- See if most will do as well or better. Look up "vast."

Myself -- Not a substitute for me. "This paper has been reviewed by Dr. Smith and myself" and "The report enclosed was prepared by Dr. Jones and myself" are incorrect as is "Don't hesitate to call Dr. Doe or myself"; me would have been correct in all instances. (Use of I also would have been wrong in those examples.) Some correct uses of myself: I found the error myself. I myself saw it happen. I am not myself today. I cannot convince myself. I locked myself out of the car.

Nonparallel construction --

Partially, partly -- Compare the meanings (see also impartially). Partly is the better, simpler, and more precise word when partly is meant.

Percent, percentage -- Not the same; use percent only with a number.

Predominate, predominant -- Predominate is a verb. Predominant is the adjective; as an adverb, predominantly (not "predominately").

Prefixes -- (mid, non, pre, pro, re, semi, un, etc.) -- Usually not hyphenated in U.S. usage except before a proper name (pro-Iowa) or numerals (mid-60s) or when lack of a hyphen makes a word ambiguous or awkward. Recover a fumble, but perhaps re-cover a sofa. Preengineered is better hyphenated as pre-engineered, one of the few exceptions so hyphenated. Breaking pairs such as predoctoral and postdoctoral into pre- and post-doctoral "forces" hyphenating of both otherwise unhyphenated words.

Principle, principal -- They're different; make sure which you mean.

Prior to, previous to -- Use before, preceding, or ahead of. There are prior and subsequent events that occur before or after something else, but prior to is the same kind of atrocious use that attempts to substitute "subsequent to" for "after."

Proven -- Although a proven adjective, stick to proved for the past participle.

Provided, providing -- Provided (usually followed by "that") is the conjunction; providing is the participle.

Reason why -- Omit why if reason is used as a noun. The reason is...; or, the reason is that... (i.e., the reason is the why).

Similar...as – No! If things are similar, they are similar to one another. Since -- has a time connotation; use "because" or "inasmuch as" when either is the intended meaning.

That and which -- Two words that can help, when needed, to make intended meanings and relationships unmistakable, which is important in reporting scientific information. If the clause can be omitted without leaving the modified noun incomplete, use which and enclose the clause within commas or parentheses; otherwise, use that.

To be -- Frequently unnecessary. "The differences were [found] [to be] significant."

Varying -- Be careful to distinguish from various or differing. In saying that you used varying amounts or varying conditions, you are implying individually changing amounts or conditions rather than a selection of various or different ones.

Under way – two words except as adjective (e.g., "Further work on development is under way, but the problem of underway repair has not been solved.").

Where -- Use when you mean where, but not for "in which," "for which," etc.

Which is, that were, who are, etc. -- Often not needed. For example, "the data that were related to age were analyzed first" means that the data related to age were analyzed first. Similarly, for "the site, which is located near Ames," try "the site, located near Ames" or "the site, near Ames." Rather than "all persons who were present voted," just say that "all persons present voted." Rephrasing sometimes can help. Instead of "a survey, which was conducted in 1974" or "a survey conducted in 1974," try "a 1974 survey."

While -- Preferably not if, while writing, you mean and, but, although, or whereas.

Remember that a research report should communicate and record information as accurately and concisely as possible. The purpose is to report, not to impress with elegance. Excess wordage, tortuous construction, unnecessary detail, duplication, repetition, third-person passive pseudoobjectivism, etc., obstruct rather than facilitate communication. It's the message that is important, not sheer numbers of words. Use precise words and expressions of unmistakable meaning; avoid the clouded, ambiguous, vague, and needlessly complex.

APPENDIX 2

BANK OF PRESENTATIONS

Presentation 1

LINGUOSTYLISTIC MEANS OF
EMOTIONALITY REALIZATION
IN THE NOVEL "LORD OF THE
FLIES" BY W. GOLDING
AND ITS TRANSLATION INTO
UKRAINIAN



Supervised by
Associate Professor
Bagats'ka O. V.
Performed by
Kozel Valentyna

A need for a more in-depth study of the regularities and mechanisms of the expression of emotions and feelings in language and speech is an issue of **relevance** of our work.

The purpose of the research is to identify and analyze the linguo-stylistic means of expression of emotionality in the English novel "Lord of the Flies" by W. Golding and its adequate reproduction in the Ukrainian language.

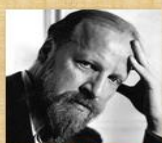
The object of research is the category of emotionality in the English novel "Lord of the Flies" by W. Golding.

The subject of the research is the lexical-semantic and stylistic features of the expression of emotions in the English novel "Lord of the Flies" by W. Golding and its adequate reproduction in the Ukrainian language (S. Pavlychko).

The following main **objectives** of the study were identified:

- 1) to consider the notion of emotionality, emotiveness, expressiveness and approaches to their differentiation;
- 2) to reveal modern approaches to the study of emotionality;
- 3) to determine language levels of the realization of emotions;
- 4) to consider modern approaches to the translation of emotions and emotional states of characters;
- 5) to identify and analyze linguo-stylistic means for designating emotions in the novel "Lord of the Flies" by W. Golding;
- 6) to investigate the adequacy of reproduction of emotionality in the Ukrainian translation of the novel "Lord of the Flies".

The material of the work



"Dynamic equivalence" by E. Nida

vocabulary and grammar are reproduced in such a way that the translation sounds like the author would write it in another language.



Emotionality



- a set of means for expressing feelings and emotions of a person (V.D.Nebylitsyn).
- the speaker's feelings, attitude to the object of speech, reflected and fixed in word semantics (V. I. Shakhovskiy).

Emotiveness



an emotionality in linguistic interpretation expression of feelings, states, experience by linguistic means (A.V. Kunin).

Expressiveness



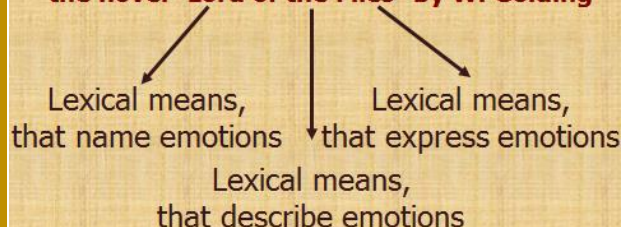
the features of figurative speech which differentiate it from the conventional neutral speech and make it vivid, figurative and emotive (A.I. Efimov).

Linguostylistic means of emotionality realization

Lexical	Syntactic	Phonetic	Stylistic
<ul style="list-style-type: none"> • Lexic, which name emotions • Lexic, which describe emotions • Interjections • Vulgarisms • Slang 	<ul style="list-style-type: none"> • Inversion • Repetitions • Rhetorical question • Exclamatory sentences • Emphatic constructions 	<ul style="list-style-type: none"> • Intonation • Empatic stress 	<ul style="list-style-type: none"> • Metaphors • Epithets • Similes

The second practical part analyzed lexical, syntactic, and stylistic means for designating emotions in English novel "Lord of the Flies" by W. Golding.

Lexical means of emotionality realization in the novel "Lord of the Flies" by W. Golding



1. Lexical means, which name emotions

"What d'you mean by it, eh?" said the chief **fiercely**. "What d'you mean by coming with spears? What d'you mean by not joining my tribe?"

2. Lexical means, which describe emotions

Immured in these tangles, at perhaps their most difficult moment, Ralph turned **with shining eyes** to the others. –

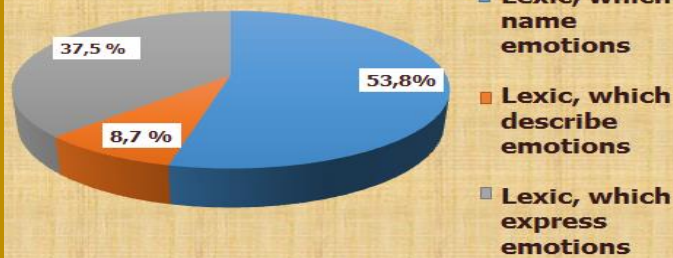
Мабуть на найважчому відтинку шляху, застряглий у клубку ліан, Ральф обернувся, **з сяючими очима**.

3. Lexical means, which express emotions

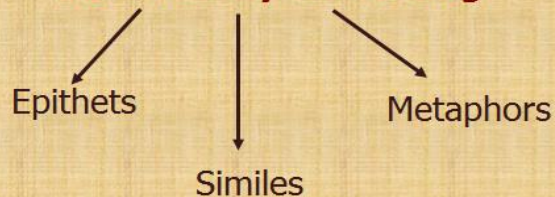
"Tell us about the **snake-thing**." – "Now he says it was a **beastie**." – "Beastie?" – "A snake-thing. Ever so big. He saw it."

Розкажи нам про **змія**. – Тепер він каже, що це **звір**. – Звір? – Схожий на змю. Величезний. Він сам бачив.

Lexical means of emotionality realization in the novel "Lord of the Flies" by W. Golding



Stylistic means of emotionality realization in the novel "Lord of the Flies" by W. Golding



Metaphors

Most, he was beginning to dread **the curtain that might waver in his brain**, blacking out the sense of danger, making a simpleton of him.

Найбільше лякала **завіса, що могла заслати розум**, притупити почуття небезпеки, обернути його у дурника.

Epithets

For the first time that day, and despite the **crowding blackness**, Ralph sniggered.

Вперше за день, забувши про **гніт чорноти**, Ральф хихотів.

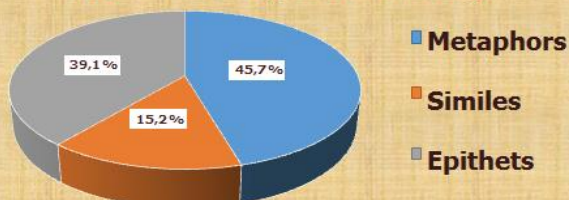


Similes

"I'm scared of him," said Piggy, "and that's why I know him. If you're scared of someone you hate him but you can't stop thinking about him. You kid yourself he's all right really, an' then when you see him again; **it's like asthma** an' you can't breathe.

Я Джека боюся, – провадив Роха, – а тому я його вивчив. Коли ти когось боїшся, ти його ненавидиш, але весь час про нього тільки й Думаєш. Ти себе дуриш, що вінцілком нормальний, а потім, коли знов його бачиш, **це мов ядуха**, ти задихаєшся.

Stylistic means of emotionality realization in the novel "Lord of the Flies" by W. Golding

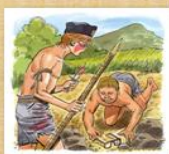


Translation transformations by L.S. Barkhudarov:

- ✓Transpositions
- ✓Substitutions
- ✓Additions
- ✓Omissions

Ralph watched them, envious and resentful.	Ральф дивився на них із заздрістю і відразою.
---	---

Piggy watched him in disgust.	Роха стежив за ним обурено.
--------------------------------------	------------------------------------



Ralph reached inside himself for the worst word he knew. "They let the bloody fire go out. "	Ральф видобув із себе найгірше слово з усіх, що знав. «Сволота! Погубили вогонь!»
---	---



"Sod you!"	Геть його!
------------	------------



Then they stepped back, laughing with triumphant pleasure , so that immediately Ralph had to stand on his head.	Тоді відступили, переможно засміялися , і Ральфові тут-таки довелося стати на голову.
--	--



"Golly!"	Лелечки!
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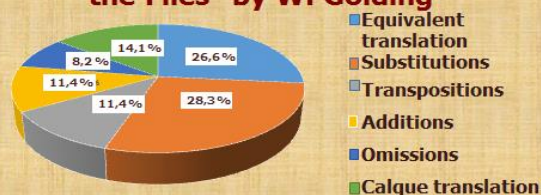


Whee-aa-oo!"	Yii-aa-oo!
"Whee--oh!"	O-o-ox!

Transformations, applied by S. Pavlychko, during translation the stylistic means of emotionality realization in the novel "Lord of the Flies" by W. Golding



Transformations, applied by S. Pavlychko, during translation the lexical means of emotionality realization in the novel "Lord of the Flies" by W. Golding



THANK YOU FOR YOUR ATTENTION

Presentation 2

«ISLAMIC THREAT» IMAGE IN MODERN ENGLISH MEDIA DISCOURSE: LEXICO-SEMANTIC AND STYLISTIC ASPECTS



Performed by: 6-th year student
Dokashenko Tetiana Viktorivna
Scientific Supervisor:
Associate Professor
Bagatska Olena Viktorivna

THE ACTUALITY OF THE RESEARCH



the interest of modern linguistics in the study of
language means of media images representation
and description of media images meaning

Object of
the
research

the Islamic threat image in
English media discourse

Subject of
the
research

language means of creating the
Islamic threat image in English
media discourse

The aim of the research



to study language means of
representation of the Islamic threat
image in English media discourse

The tasks of the research:

to define the notion of discourse in the linguistic paradigm;

to examine the typology of discourse;

to describe media discourse as one of the discourse types;

to study the notion of imagery and its representation in media
discourse;

to examine the phenomenon of Islamic threat in philosophical,
sociological, psychological and culturological interpretation;

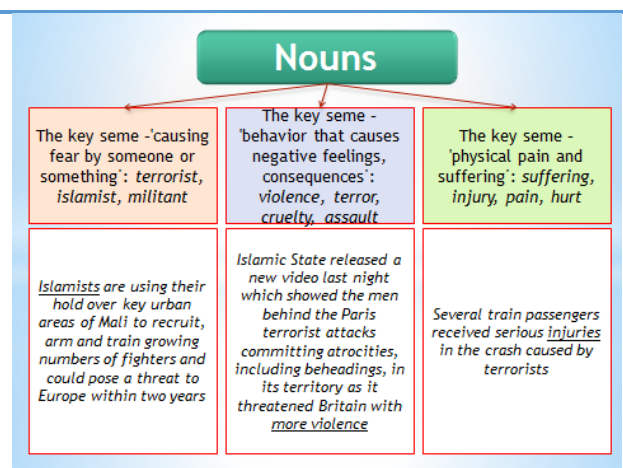
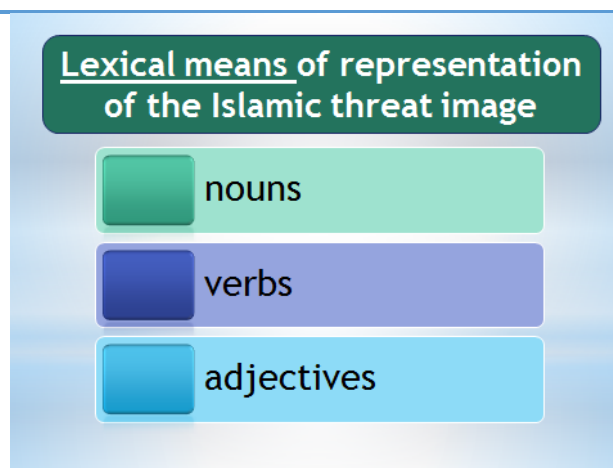
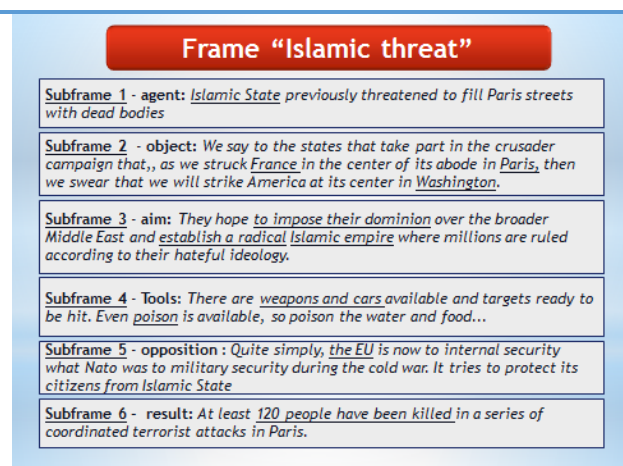
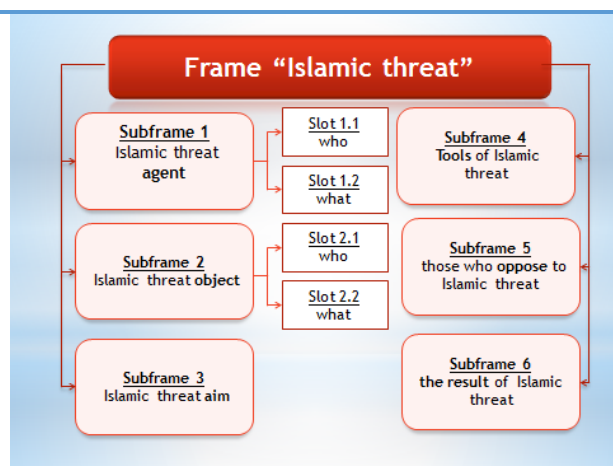
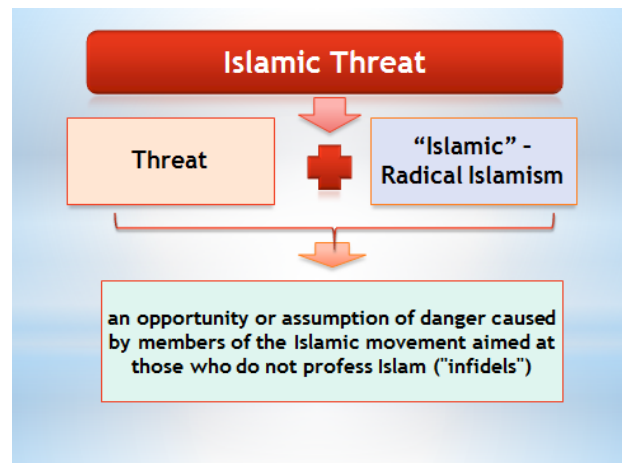
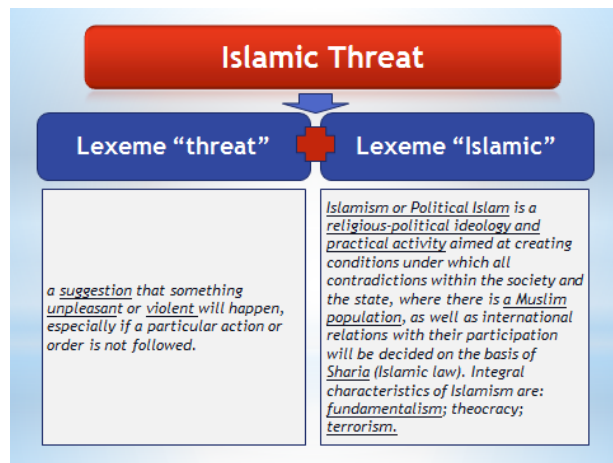
to model the conceptual space of the Islamic threat image in English
media discourse;

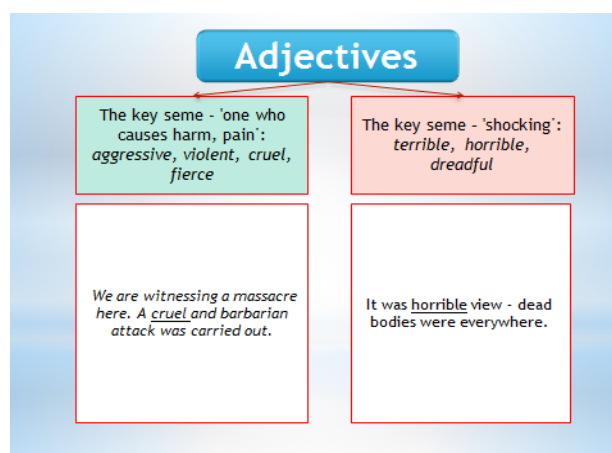
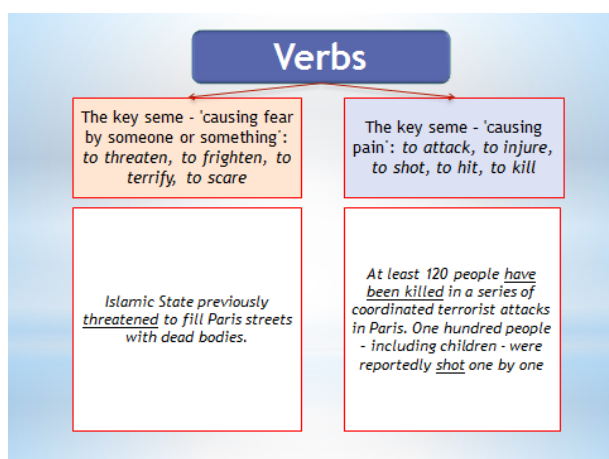
to specify and analyze language means of representation of the Islamic
threat image in English media discourse.

The basic notions

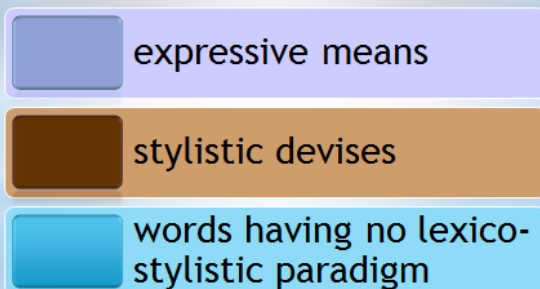
Media discourse is a coherent verbal or non-verbal, oral or written text combined with pragmatic, socio-cultural, psychological and other factors, that is expressed in mass media and is taken in the terms of events, involved in the socio-cultural interaction and reflects the mechanism of communicants' consciousness.

A media image is considered to be a reproductive in imagination, emotively colored, sensually vivid basic unit of reality.

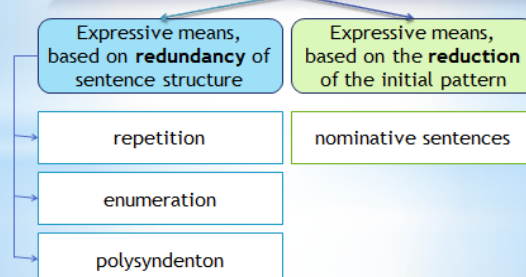




Stylistic means of representation of the Islamic threat image



Syntactical expressive means of the Islamic threat image representation



Expressive means, based on redundancy of sentence structure

❖ Repetition:

Ex. I say to the European countries that we are coming, coming with booby traps and explosives, coming with explosive belts and (gun) silencers and you will be unable to stop us because today we are much stronger than before," he said.

❖ Enumeration:

Ex. Killings by shooting, beheading, bulldozing and burning alive are detailed, as well as cases of people being thrown off the top of buildings.

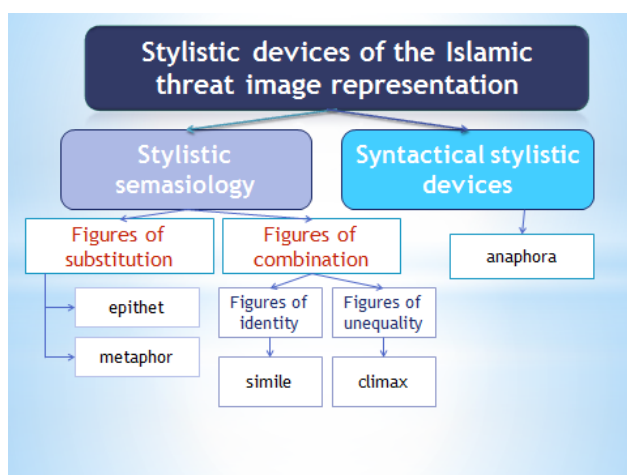
❖ Polysyndeton:

Ex. There was al-Qaida and before that there was Hezbollah and Hamas... and before that there was Abu Nidal, and Black September and various other PLO factions.

Expressive means, based on the reduction of the initial pattern

❖ Nominative sentences:

Ex. Alive. Just cuts... Carnage... Dead bodies everywhere...



Stylistic semasiology

Figures of substitution

❖ **Metaphor:**
Ex. The Islamic State has no place in this century, is ideologically bankrupt, and is a cancer infecting the entire world that must be stopped

❖ **Epithet:**
Ex. The massacre of over 150 people in Paris is a chilling reminder of a threat issued by the Islamic State (Isis) early this year to "fill the streets of Paris with dead bodies"

Stylistic semasiology

Figures of combination

Figures of identity

❖ **Simile:**
Ex. Islamism is like a tree. You keep cutting its branches, but it will continue to grow, but if you want to eradicate it completely, you have to see the roots of the tree.

Stylistic semasiology

Figures of combination

Figures of inequality

❖ **Climax:**
Ex. I The message was addressed to the French, the international community and "everyone who fights Allah and his prophet"

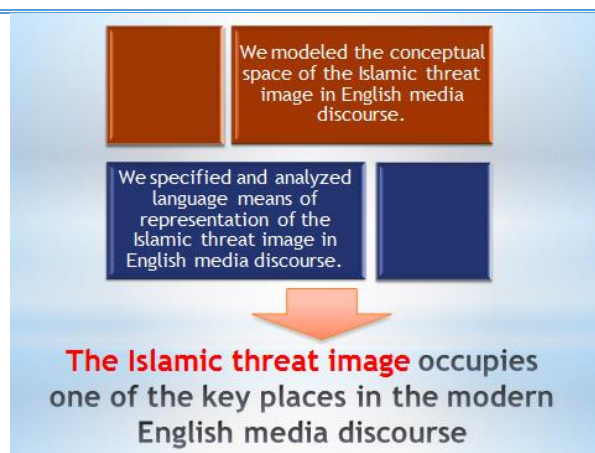
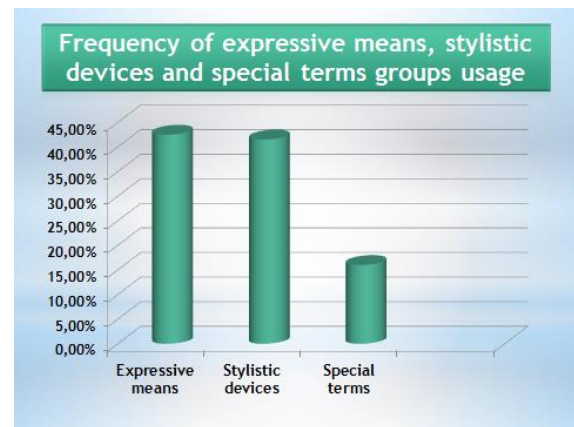
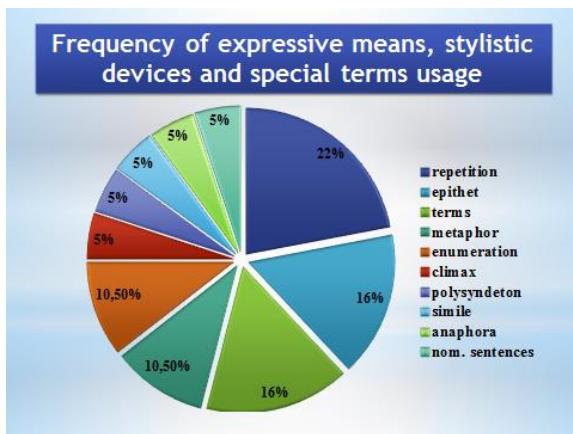
Syntactical stylistic device

❖ **Anaphora:**
Ex. The Paris bombings brought heightened awareness, which can elevate feelings of risk. "People who have a tendency to worry, they are able to ask themselves the questions: what if it happened here, what if it happened to me what if it happened to somebody I care for, how would I feel, could I cope?"

Words Having no Lexico-Stylistic Paradigm

Special terms

❖ *According to the Paris Public Prosecutor four attackers who were wearing suicide belts are thought to be dead.*



**Thank you
for your
attention!**

PRESENTATION 3

THE CONCEPTUAL SPACE OF THE MARGARET MITCHELL'S NOVEL "GONE WITH THE WIND": LEXICAL AND SEMANTIC ANALYSIS

The actuality of the master degree work

is due to the prospect of studying concepts within a range of sciences, in particular cognitive linguistics. In the paradigm of modern cognitive linguistics, the term "concept" has been in prior position for more than a decade. Despite a large number of works devoted to the concepts, modeling of the conceptual space has not been made yet on the material of the work of Margaret Mitchell "Gone With the Wind".

The aim of the master degree research work is to model the conceptual space of the novel "Gone With the Wind" by Margaret Mitchell, as well as to detect the language means of its representation.

Tasks:

to reveal the basic principles of cognitive linguistics;

to identify the basic concepts that frame the conceptual space of the novel;

to study the conceptual analysis as the major method of cognitive linguistics;

to describe the concept as the fundamental notion of cognitive linguistics and to define approaches to the understanding of the concept;

to specify the concept typology and structuring;

to characterize the genre-stylistic features of the Margaret Mitchell's novel "Gone with the Wind";

to analyze the language means which are applied to represent the basic concepts implemented in the novel;

The object

- the conceptual space of the novel "Gone With the Wind" by Margaret Mitchell

The subject

- the language representation of the conceptual space of the novel

Cognitive linguistics is a branch of linguistics that focuses on the language as the general cognitive mechanism, as a cognitive tool, a system of signs, which plays a role in the representation (coding) and transformation of information.

(O. S. Kubriakova)

Concepts are those ideal, abstract units, with the meanings of which a person operates in the process of thinking. They reflect the content of the knowledge, experience, results of all human activities and the results of their cognition of the world in the form of certain units of knowledge.

(N. N. Boldyrev)

Conceptual analysis – is the main method of logical analysis of language and cognitive linguistics.

- the concept is an object of analysis
- to do the conceptual analysis means to analyze concepts

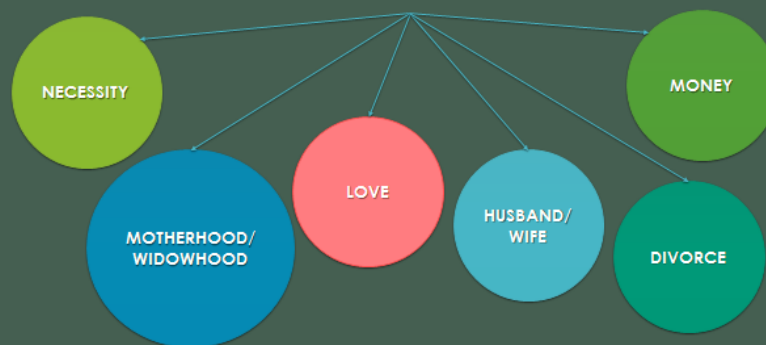
(R. M. Frumkina)

THE CONCEPTUAL MODEL OF THE NOVEL

Paragraph 2



The conceptual field "marriage"



The conceptual field "marriage"



- "Ellen had hinted before the wedding that marriage was something women must bear with dignity and fortitude"
- "Of course, a girl wanted her own wedding – not shared glory"

The conceptual field "marriage"

~~'love'~~

~~'family'~~



- "Love isn't enough to make a successful marriage."
- "it's very bad form for husband and wife to love each other";

The conceptual field "marriage"

- "At least, he had the store and he had cash money. And if she could only marry him and get her hands on that money"
- "If she could somehow manage to marry him while he was in jail, all those millions would be hers"
- "During the three weeks of her new marriage, she had been in a fever to see his account books and find out just how money matters stood".



The conceptual field "marriage"

- 'Widowhood had crowded closely on the heels of marriage'.
- 'Within two weeks Scarlett had become a wife, and within two months more she was a widow.'
- in these exciting days her widowhood and her motherhood weighed less heavily'



The conceptual field "war"

Structural
parameters

CAUSES OF THE WAR

CONFLICT PARTIES

EXPERIENCERS OF THE WAR

PLACE OF HOSTILITIES

WEAPONS OF WAR



The conceptual microfield CAUSES OF THE WAR

insult
fight
secession

"But, no matter what rallying cries the orators give to the idiots who fight, no matter what noble purposes they assign to wars, there is never but one reason for a war. And that is money. All wars are in reality money squabbles."

The conceptual microfield CONFLICT PARTIES

South

North

Confederate
Southerner
 +
 uncivilized,
 wild,
 barbarian,
 aristocrat

Yankee
 +
 cowards,
 thieves, hate,
 fear, burn, rape,
 torture, horror

- "one Southerner can lick twenty Yankees"
- "And she thinks Southerners are **wild barbarians**."
- "Even small children could recite with **hate** and **fear** the **horrors** the Yankees had inflicted upon the conquered territory."

The conceptual microfield EXPERIENCERS OF THE WAR

wounded
sufferer

casualty list

dead
killed

soldier
fighter

wives, mothers, families, relatives, refugees, widows, orphans

- "There were so many **dead**, so many **wounded** and maimed for life, so many **widowed**, so many **orphaned**"
- "Atlanta was crowded with visitors, **refugees**, **families** of **wounded men** in the hospitals, **wives** and **mothers** of **soldiers** fighting at the mountain".
- "The army in butternut were now seasoned **fighters**"

The conceptual microfield PLACE OF HOSTILITIES

- "Willie was strong and healthy and of military age and yet he wasn't at the **front**."
- "The place where the Yankees were concentrating was only a few miles southeast of the **battlefield** of Chickamauga."
- "his high hopes of honor and glory on the **field of battle**"
- "pumping the materials of war up the railway arteries to the two **battle fronts**".

The conceptual microfield WEAPONS OF WAR



- "*the monotonous booming of **cannon** that never rested*"
- "I was a West Pointer and so I was in the **artillery**"
- "Wounded with **bayonets, shells** and **balls**"
- "Many carried **bowie knives** in their boots and bore in their hands long thick poles with iron-pointed tips known as "Joe Brown **pikes**.""

The conceptual microfield PREPARATION TO THE WAR

- "Why, **one Southerner can lick twenty Yankees**."
- "Troop was organized and they had joined **enthusiastically**"
- "They want war; **we'll make them sick of war**."

The conceptual microfield BEGINNING OF THE WAR

- "The South was intoxicated with **enthusiasm** and **excitement**."
- "The ladies were making uniforms, **knitting** socks and **rolling** bandages, and the men were **drilling** and **shooting**."
- "Only the older men, the cripples and the women were left, and they spent their time **knitting** and **sewing**, **growing** more cotton and corn, raising more hogs and sheep and cows for the army."

The conceptual microfield WARFARE

fight	skirmish	attack	to win	defeat
fighting	beat	assault	victory	loss
battle			triumph	retreating

- "Atlanta could hear the sound of **battle**."
- "there was fierce **skirmishing** and the Yankees were **beaten back**"
- "They could not break the gray lines by direct **assault**"
- "the same line over which the Southern troops had been rushed last fall **to win** the **victory** at Chickamauga"
- "They knew they were **retreating** but they knew they had not been **beaten**."

The conceptual microfield THE END OF THE WAR

- "The war was over and Ashley-if Ashley was alive."
- ""The war is over," she thought and suddenly she dropped the quill as a wild happiness flooded her."
- "The war was over, peace had been declared"
- "In that warm summer after peace came"
- "but war had always seemed foolish to her and peace was better"



The conceptual field "slavery"

owning, slave, servitude, submission, influence, drudgery, hard work, legal, without pay

to have

to buy

slave trades

to own

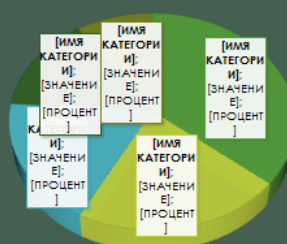
to sell

had been given

- "Gerald wanted to be a slave owner and a landed gentleman"
- "till Pa got enough money to buy some more darkies"
- "the unpardonable social breach of selling some of his negroes to passing slave traders"

The conceptual field "slavery"

Lexemes-verbalizers to denote slaves



- "He had never had the term "nigger" applied to him by a white person in all his life. By other negroes, yes. But never by a white person."
- "Their family had more money, more horses, more slaves than any one else in the County"
- "Mother worked harder than any darky on this place"

The conceptual field "slavery"

Caste system

'house servants'
'house negroes'
'house niggers'

'yard negroes'
'yard niggers'

'field hands'

- "Thousands of house servants, the highest caste in the slave population"
- "The fat cook, a yard negro elevated by necessity to the kitchen, never had the meals on time, and the chambermaid, formerly a field hand."

The conceptual field "slavery"

work

labor



drudgery

hard work

burden

- "He would hire two others to do the drudgery and leave her as Mammy-in-chief"
- "they still stuck with their white folks and worked much harder than they ever worked in slave times"
- "The old darkies went back to the plantations gladly, making a heavier burden than ever on the poverty-stricken planters."

The conceptual field "slavery"

to reprimand

to hit

lick

to whip

whipping

punishment

- "In other days she would have been forced at least to reprimand him severely"
 - "and while no one was permitted to whip a horse or a slave"
 - "I'll bet your pa never hit a darky a lick in his life"

loyalty

loyal

devoted

- 'There were qualities of loyalty and tirelessness and love in them'
- 'Many loyal field hands also refused to avail themselves of the new freedom'
- 'He's the smartest old darky I've ever seen and about the most devoted.'

LANGUAGE MEANS OF REPRESENTATION OF THE CONCEPTUAL SPACE OF THE NOVEL

Paragraph 3

The concept MARRIAGE

- "cut each other to pieces with such sharp knives"
 - "Widowhood had crowded closely on the heels of marriage"
 - "emerged from the chrysalis of widowhood"
 - "dear wife of my bosom", "a jewel of a wife"
 - "marrying both money and fine name"
 - "marriages with the bride turned out in blushing happiness".
- Metaphor
- "she sat like a crow"
 - "the crepe veil made her look like a crow"
 - "they looked like a clump of fat crows"
 - "as from a dream"
 - "It was all very dreamlike"
- Simile
- staid matrons in dull silks, dull-colored dresses, sober matrons, tacky old grays and tans and lilacs, hideous black dresses, dark mourning, beautiful, dashing creature
- Epithet

The concept **WAR**

- "the hand of war fell heavily upon them"
 - "the South was aflame with war"
 - "war had cut their lives in two"
 - "a deafening explosion burst on her ears"
 - "the odor assaulting her nostrils"
 - "smell that clung to her hands and hair and haunted her in her dreams"
- Metaphor**
- "you're a mercenary rascal – just like Yankees"
 - "dollar-lovers like the Yankees",
 - "The Confederacy is doomed, it's living on its hump now, like the camel"
 - "the Southern ranks might be falling like grain before a hailstorm"
 - "Sherman was circling the town like a wrestler seeking a fresh hold on an opponent's body"
- Simile**
- dreadful day, sinister, bloody mouths, fierce skirmishing, desperate fighting, continuous fighting, black smoke, sickening-sweet stinks, barefoot army, stinking, bleeding bodies, cruel war, war is a dirty business
- Epithet**

The concept **SLAVERY**

- frightened slaves, revolting slaves, ignorant darky, ignorant city-bred darky, lazy darky, lazy and dangerous, provoking sometimes and stupid and lazy, fool darkies, stupid negroes, mean niggers, trashy free issue nigger, childlike in mentality
 - negro voices, deep throated, careless, negroes' lazy voices, tall and loud voiced, large negroes, young saddle-colored negro with a serious face, throaty laughter of the negroes, their black faces a peculiarly ashen shade
- Epithet**
- "working like a nigger."
 - "to plow or chop cotton like a darky."
 - "work in the fields like a darky"
 - "their faces black as negroes"
 - "You look like a nigger"
 - "old nigger swell up like a toad"
- Simile**
- "freedom became a never-ending picnic, a barbecue every day of the week, a carnival of idleness and theft and insolence"
- Metaphor**

"Black English"

- "Jes' a few mo' (more) days"
- "Dey's buhnin' (burning) de foun'ry an"
- "de ahmy (army) supply"
- "Ah done stole hawses befo' (before) dis night"
- "Dey (they) is de shiflesses"
- "Men mahys dem (them) fer dey money"
- "But we ten' to dat (that) later"
- "splain (explain) ter you"
- "cross (across) dey saddles"
- "bout (about) a year"



parallelism

- "The war in which he had served so conscientiously had wrecked his health, cost him his fortune and made him an old man."

antithesis

- "You've been married to a boy and to an old man."
- "It all seemed so right when I did it but now I see how wrong it was."

- "Despite privation and hardships, despite food speculators and kindred scourges, despite death and sickness and suffering which had now left their mark on nearly every family, the South was again saying "One more victory and the war is over"" (**Anaphora**)
- "I lied to him and I married him." (**Epiphora**)
- "They had nursed the wounded, closed dying eyes, suffered war and fire and devastation, known terror and flight and starvation." (**Polysyndeton**)
- "New Hope Church was behind the gray troops now, a memory in a mad haze of like memories, heat, dust, hunger, weariness, tramp-tramp on the red rutted roads, slop-slop through the red mud, retreat, entrench, fight-retreat, entrench, fight." (**Asyndeton**)
- "Everything about it was sacred, the graves of the men who had died for it, the battle fields, the tom flags, the crossed sabres in their halls, the fading letters from the front, the veterans." (**Enumeration**)

- "She had made her **bargain** (marriage), and she intended to stand by it."
- "I don't recall that love was prominent in your other two **ventures** (marriage). " (**Metonymy**)
- "the South roared with elation"
- "the Cause was dead"
- "the war would come"
- "weariness that comes when hope is gone"
- "hope again raised its head"
- "death screamed overhead" (**Personification**)
- "There were **so many** dead, **so many** wounded and maimed for life, **so many** widowed, **so many** orphaned. And there was still a long struggle ahead, which meant **more dead**, **more wounded**, **more widows** and **orphans**." (**Repetition**)
- "ignorant negroes drunk with **whisky** and **freedom**" (**Zeugma**)
- "these things" = sexual relations
- "marital rights" = sexual relations
- "was gone" = died (**Euphemism**)
- "if I wait till I return you'll have married some one else with **a little money**" (**Meiosis**)
- "tragic smile"
- "a sickish sweet smell" (**Oxymoron**)

Thank you for your
attention!



PRESENTATION 4

PECULIARITIES OF LANGUAGE REPRESENTATION OF THE LINGUOCULTURAL TYPE «GLAMOROUS WOMAN» IN MODERN ENGLISH FILM DISCOURSE (ON THE BASIS OF AMERICAN TV SERIES «SEX AND THE CITY»)



Supervised by
Associate Professor
Kozlova V. V.

Performed by
Lykhykh M. V.

THE TOPICALITY OF THE RESEARCH



determined by the dominance of the paradigm of anthropocentrism in modern humanities studies, which concentrate on studying the fields of “language and speech”, “language and culture”, “language and mentality”. In linguoculturology, formed at the intersection of linguistics and cultural studies at the turn of the third millennium, the term “linguocultural type” has become a central issue. Among the number of researches devoted to the study of different linguocultural types, the type “glamorous woman” in the context of English film discourse has not studied yet. Also, the peculiarities of the communicative behavior of the representatives of the American linguistic culture represented in the text fragments of the American television series “Sex and the City” are not well researched.

The **object** of the research is the linguocultural type “*glamorous woman*” in modern English film discourse.

The **subject** of the research is the verbal means of representation of the linguocultural type “*glamorous woman*” in modern English film discourse.

The **aim** of the given research is to clarify several peculiarities of linguistic representation of the linguocultural type “*glamorous woman*” in modern English film discourse.



- to clarify several aspects of the notion of linguocultural type in modern linguistic studies;
- to investigate the main features of modern English film discourse;



- to define the concept of linguocultural type "*glamorous woman*" and distinguish its types in modern English film discourse;



- to characterize the conceptual, image-bearing and value components of the linguocultural type "*glamorous woman*" and to reveal their linguistic representation in modern English film discourse;
- to reveal the peculiarities of the communicative behavior of the linguocultural type "*glamorous woman*" in modern English film discourse.

The research is based on:

□ fragments of 6 seasons of the US television series "*Sex and the City*" (94 episodes that aired on HBO during 1998-2005;

□ two feature films made on the basis of the series:

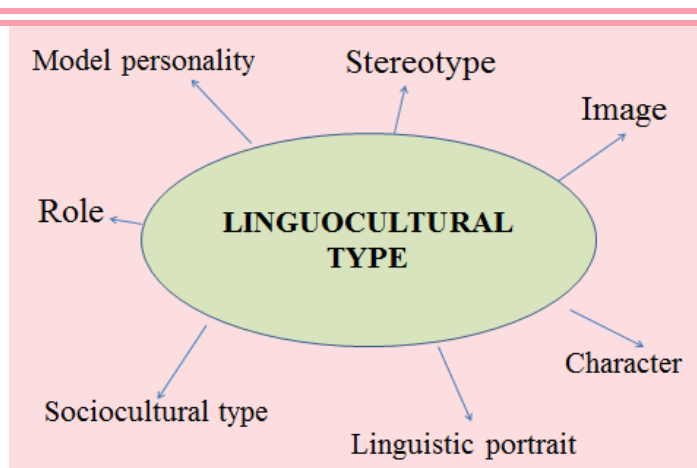
- 1) "*Sex and the City: The Movie*." (2008);
- 2) "*Sex and the City 2*" (2010).

sex and the city



LINGUOCULTURAL TYPE

CONCEPTUAL COMPONENT	IMAGE-BEARING COMPONENT	VALUE COMPONENT
<ul style="list-style-type: none"> ▪ vocabulary definitions; ▪ possible synonyms; ▪ additional characteristics. 	<ul style="list-style-type: none"> ▪ appearance; ▪ age; ▪ sex; ▪ social status; ▪ place of residence; ▪ linguistic features; ▪ manners of behavior; ▪ leisure activities and hobbies; ▪ socio-historical conditions. 	<ul style="list-style-type: none"> ▪ evaluation by contemporaries and representatives of certain linguoculture; ▪ value priorities.



Conceptual Component of Linguocultural Type “Glamorous Woman”

Vocabulary Definitions:

- 1) a beautiful woman, who wears sexy and attractive clothing and makeup;
- 2) an attractive in an exciting and special way woman;
- 3) someone who is more attractive, exciting, or interesting than ordinary people.



The Lexico-Semantic Field of the Linguocultural Type “Glamorous Woman”

Substantive Lexical Units	Attributive Lexical Units	Adverbial Lexical Units	Set Expressions
woman, lady, glamour, luxury, success.	feminine, glamorous, luxurious.	feminine/ womanly; glamorous, luxuriously.	luxurious look, glamorous clothing, female image.

Image-bearing Component of the Linguocultural Type “Glamorous Woman”

It is represented by the following characteristics:

1) *glamorous woman's appearance*, which is characterized by expensive and fashionable clothing and shoes:

“So I walked. I walked 48 blocks in four-hundred-dollar shoes.”

“Oh my God! Do you know what these are? Manolo Blahnik Mary Janes! I thought these were an urban shoe myth!”

“Is it bad my life is filled with shoes and not children?”

2) *age*: glamorous woman is associated with a middle-aged woman who has reached a certain social status, has a favorite job by profession and knows exactly what she wants life to be:

“I thought I had to term with my looks the year I turned 30... when I realized that I no longer had the energy to be completely superficial.”

“But a 34-year-old woman with a job and a great home because she's single, is considered tragic.”

3) *marital status*: glamorous women are unmarried, in search of the “dream man”:

“Why there are so many great unmarried women and no great unmarried men?”

“Being single used to mean that nobody wanted you. Now it means you're pretty, sexy and you're taking your time deciding how you want your life to be and who you want to spend it with.”

“I hate it when you're the only single person at a dinner party...”



4) *place of residence and lifestyle*: Manhattan, NYC:

“Miranda: Why do I think living in Manhattan is so fantastic? Carrie: Because it is.”

“In New York, you're always looking for a job, a boyfriend or an apartment.”

5) personal traits of character:

- bitchiness	"What is all this? - It's an apology for <u>being le bitch.</u> "
- self-sufficiency, determination	"My name is Samantha and I am <u>a loveaholic.</u> " "I'm also demanding, stubborn, self-sufficient and always right."
- sensibility, emotionality	"I am someone looking for <u>love, real love, ridiculous, inconvenient, consuming, "can't-live-without-each-other" love.</u> "
- independence	"Listen to me! The right guy is an illusion. <u>Start living your lives.</u> "

6) **hobby:** shopping, reading fashion magazines, fashion show:



Value Component of Linguocultural Type "Glamorous Woman"

- **wealth:**

"Sweetheart, this is the first time in the history of men...that women've had as much money and power as men."

"I like my money right where I can see it... Hanging in my closet."

"I've spent \$40,000 on shoes and I have no place to live?! I will literally be the old woman who lived in her shoes!"

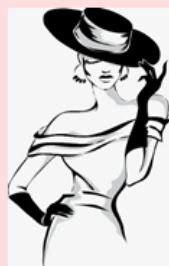
- beauty and perfect appearance:

“Being beautiful is such a power. You can get whatever you want. You can get anything.”

“- I happen to love the way I look.

– You should. You paid enough for it.

– Hey, I resent that! I do not believe in plastic surgery. Well, not yet.”



Linguocultural type “glamorous woman” is a generalized recognizable image of a successful attractive-looking woman, whose behavior and value priorities reflect the characteristics of the culture, within which this type is distinguished.

Subtypes of Linguocultural Type “Glamorous Woman”



woman-lover
(Samantha Johns)



woman-wife
(Charlotte Yorke)



career-woman
(Miranda Hobbes)

Carrie Bradshaw



COMMUNICATIVE STYLE

Typical communicative styles, which characterize the linguocultural type “**glamorous woman**” in modern English film discourse within the American linguoculture:

1) direct communicative style

a) Miranda: Will I get to see you sometime?
Carrie: Absolutely. How about tonight?

b) Carrie: Well, enjoy your dinner.
Mr. Big: Are you okay?
Carrie: Sure. I was just... I just didn't realize you were dating other women...

2) collapsed

Miranda: God, would you listen to yourself?
 Carrie: Yeah, I know. I've become one of those women we hate.
 Miranda: Yes, you have. I can't talk now. I'll call you later. Okay?
 Carrie: All right. Bye.

3) personal

a) Skipper: Hey, you guys. Great to see you. What are you up to?
 Carrie: Just hanging.
 Skipper: Allison, this is Miranda and Carrie. Miranda and Carrie, this is Allison.
 Carrie: Hi! Nice to meet you! I've heard so much about you.
 Allison: Me too. We're all such big fans of your column over at Vogue.
 b) Carrie: Oh, my God! Joe! It's been years!

Emotionally Charged Vocabulary of Linguocultural Type "Glamorous Woman"

1) affectionate words

a) Samantha: Sweetheart, you can't go listening to every fucking little voice that runs through your head. You will go nuts.
 b) Carrie: How can I marry a guy who doesn't know which ring is me?
 Samantha: Exactly, honey. Wrong ring – wrong guy.

2) vulgarisms / offensive words:

a) Samantha: If I worried about what every bitch in New York was saying about me, I'd never leave the house.
 b) Stanford: Monogamy is on the way out again. It had a brief comeback in the 90s, but as the millennium approaches... everyone's leaving their options open.
 Carrie: You wouldn't commit to a nice guy given the option?
 Stanford: I can't even commit to a long distance carrier.
 Carrie: You know what you are? You're a whore.

3) nonce-words

a) Miranda: Are you telling me you haven't gotten those "poor single you" looks?
 Carrie: I hate those.
 Charlotte: Ok, I have...
 b) Carrie: How do you sustain a relationship without the zsa-zsa-zsu?
 Miranda: The what?
 c) Carrie: You bought a pregnant woman a bottle of Scotch?
 Samantha: The invitation said BYOB.
 Miranda: That meant bring "your own baby."

THE COMPONENTS OF A TYPICAL COMMUNICATIVE SITUATION:

1) addressee and addresser: four girlfriends:

- a journalist Carrie Bradshaw,
- a lawyer Miranda Hobbs,
- the owner of the Art Gallery Charlotte Yorke,
- a PR manager Samantha Johns
- and their friends and lovers;



2) the theme of communication:

- the theme of love:

Charlotte: You can't push yourself into feeling good. The only way to get over somebody is to feel really bad, cry to your girlfriends...and to replay what you hated about him over and over in your head all day.

Carrie: That sounds about right.



- the theme of fashion:

Carrie's inner monologue: Where better to find modelizers in their natural habitat than a fashion show? Luckily, my friend Stanford Blatch had a client in the hottest show in town.



- the theme of friendship and relationships:

a) *Carrie's inner monologue: It's hard to find people who will love you no matter what. I was lucky enough to find three of them.*

b) *Carrie: They say nothing lasts forever: dreams change, trends come and go, but friendships never go out of style.*



3) place and time:

- table talk;
- night-club talk;
- telephone talk;
- social event talk (baby shower, the opening of a new restaurant etc.)

- table talk:

Samantha: Sweetheart, men give, women receive. It's biological destiny.

Miranda: Hello? Do you really want to say that? I mean, that's the argument men have used since the dawn of time to exploit women.

Carrie: Guys! I'm just gonna write the whole thing off as a bad date with a cash bonus.

The theme of relationships with the hint of feminism is revealed.

Themes of inner monologue of one of the main characters (Carrie Bradshaw):	
Monogamy	<i>Is it that men have an innate aversion to monogamy... or is it more than that? <u>I wondered</u>. In a city like New York with its infinite possibilities... has monogamy become too much to expect?</i>
The personality of a modern woman	<i><u>I couldn't help but wonder</u>. Inside every confident, driven, single woman ... is there a delicate, fragile, princess just waiting to be saved?</i>
The relationship between men and women	<i>Can you really forgive if you can't forget?</i>
Marriage	<i>Was Miranda right? Were we enemies? Is there a secret cold war between marrieds and singles?</i>

Thank You for Your Attention!



PRESENTATION 5

Master Degree Project



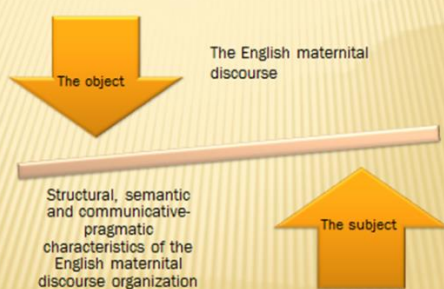
STRUCTURAL, SEMANTIC AND COMMUNICATIVE-PRAGMATIC CHARACTERISTICS OF THE ENGLISH MATERNITAL DISCOURSE



FAMILY DISCOURSE



THE OBJECT AND THE SUBJECT OF THE RESEARCH



THE AIM OF THE RESEARCH WORK

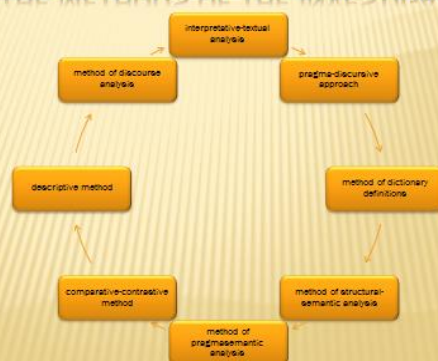


is to detect the specific organization of the English maternal discourse in the light of its structural, semantic and communicative-pragmatic characteristics.

THE TASKS OF THE MASTER DEGREE PROJECT

- to analyze theoretical foundations of the English maternal discourse;
- to clarify the notion of the English maternal discourse and specify its typological hallmarks;
- to characterize gender and age specifics of the communicants' interaction and to determine the main types of their stereotypical roles;
- to define structural and semantic characteristics of the speech representation of main stereotypical roles in the English maternal discourse;
- to identify the variation of vocatives as the means of addressing in the English maternal discourse;
- to trace the peculiarities of realization of age-preferential and age-neutral tactics within the cooperative strategy;
- to specify the peculiarities of realization of gender-preferential and gender-neutral tactics within the conflict strategy.

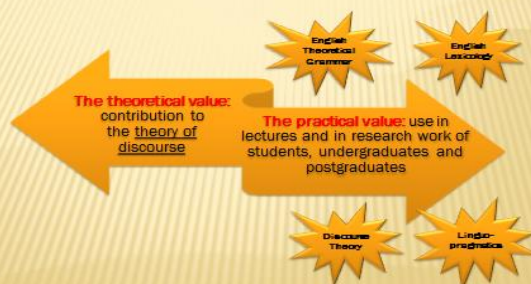
THE METHODS OF THE INVESTIGATION



THE SCIENTIFIC NOVELTY

- specification of structural and semantic characteristics of main stereotypical roles realized by the interactants of the English maternal discourse;
- determining a constellation of age-preferential and age-neutral tactics within the cooperative strategy and a constellation of gender-preferential and gender-neutral tactics within the conflict strategy.

THE THEORETICAL AND PRACTICAL VALUE



THE APROBATION OF THE RESEARCH WORK



article "Address as a Means of Speech Addressing in the English Mother-child Discourse" (Sumy)

theses of report "Functionality of gender parameter in the English maternal discourse" (Lutsk)

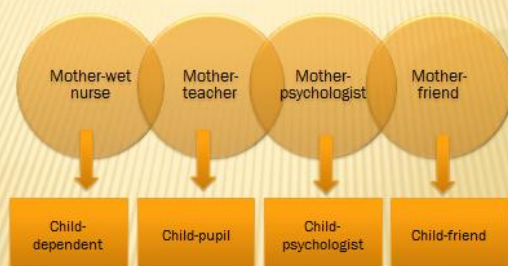
CHAPTER 1. THEORETICAL FOUNDATIONS OF THE ENGLISH MATERNAL DISCOURSE INVESTIGATION

EMD is the personality-centred communication between mother and child ("mother - son", "mother - daughter") which takes place in the everyday household sphere and has an informal character.

TYPOLICAL HALLMARKS OF THE EMD

- ✦ blood relationship of the interactants;
- ✦ informal and natural conversation;
- ✦ high degree of emotionality;
- ✦ wide range of topics for discussion including intimate and purely womanish themes;
- ✦ mother' status superiority over the child;
- ✦ information capacity;
- ✦ instructive character;
- ✦ behaviour and values correction.

STEREOTYPICAL ROLES IN THE EMD



CHAPTER 2. STRUCTURAL-SEMANTIC CHARACTERISTICS OF THE EMD

Speech representation of the role configuration

Mother-wet nurse

- general questions;
- simple affirmative sentences with modal verbs of obligation and polysyndeton;
- phraseological units and means of subject drift;
- imperatives and negative sentences with status nomination.

Child-dependent

- simple affirmative sentences;
- general questions with modal verbs of request of admission;
- lexical units, which designate products and meals, the process of eating and drinking;
- lexemes used to nominate money and operations with it, assessment of family financial position.

EXAMPLES

- ✦ "And can I have some of those meat things? That look like sticks?" – "Those are sausage links. And we don't have any of those right now. I'll get you some when I go to the grocery store" (S. Bagwell).
- ✦ "Momma, do you have enough money to buy us things?" – "Yes, yes," she said hurriedly, "I have enough, and my mother and father are proud people. They would not have me seen by their friends and neighbors looking shabby, or ill-groomed. They will provide for me and they'll provide for you, as well. You'll see. And every spare minute I have, and every spare dollar I don't use, I'll put away..." (V. Andrews, I).

SPEECH REPRESENTATION OF THE ROLE CONFIGURATION

Mother-teacher

- exclamations used for the designation of agreement;
- simple affirmative sentences;
- general questions with frame repetition or disjunctive questions;
- elliptical constructions;
- negative illocutionary sentences with the index of politeness;
- expletives and short forms of imperative;
- status nomination;
- indices of persuasion;
- adjectives with negative evaluative meaning;
- metaphors, parallelism and phraseological units.

Child-pupil

- general questions;
- simple affirmative sentences with address;
- exclamatory sentences;
- rhetorical questions with modal verbs of obligation;
- illocutionary sentences with age or status nomination.

EXAMPLES

- ✦ "What about brushing your teeth? Did you remember that, too?" Nodding. Melanie curled back her lips and clamped her teeth together to allow her mother a closeup inspection. "See? They're clean" (S. Bagwell).
- ✦ "Patrick! How dare you! How dare you say that to me!" The words had come out on a hissed whisper, and now making swiftly for the door, she said, "I'll talk to your father about your attitude." – "Oh, don't be silly, mother. You talk as if you were dealing with a boy. I'm a man and twenty-six years old. Don't forget it, Mother" (C. Cookson).

SPEECH REPRESENTATION OF THE ROLE CONFIGURATION

Mother-psychologist

- simple general sentences in present or future tense;
- elliptical sentences with anaphoric repetition and conditional sentences;
- the means of affinity;
- phraseological units;
- imperative constructions;
- illocutionary expressions.

Child-client

- questions with modal verbs of ability;
- conditional sentences with adjectives describing the emotional state of the communicant;
- exclamations;
- address;
- affirmative sentences, which are accompanied by proverbial and contact non-verbal means of communication.

EXAMPLES

- ✱ "What if I can't sleep at night?" – "Take a book with you. Then if you can't sleep, you can pull out your flashlight, and read for a bit until you get sleepy." I nodded. "What if I have a nightmare?" – "Your teachers will be there, sweetie. And Jack. And your friends." "I wish they allowed cell phones." – "I know, me too! Though I know you're going to have a great time, Auggie" (P. J. Palacio).

SPEECH REPRESENTATION OF THE ROLE CONFIGURATION

Mother-friend

- disjunctive and special questions;
- affirmative sentences in simple present or present perfect tense;
- kinetical and prosodical non-verbal means of communication.

Child-friend

- affirmative sentences with verbs of volition;
- imperatives accompanied by the index of politeness;
- exclamations and conversational variants of lexemes;
- vocatives;
- lexical units designating the act of forgiveness or the state of innocence, which are intensified by prosodical and contact non-verbal means of communication, as well as by idioms describing the emotional condition of the communicant.

EXAMPLES



- ✱ "Mummy, are we still going to Tom's again on Sunday?" – "Yes, darling. Why? You still want to go, don't you?" Her daughter nodded. "I want to see Tina and Ronan." "And you like Tom, too, don't you?" – "He's funny. Do you love him?" Kate almost prodded herself in the eye with the mascara wand. "What?" – "It's Friday now, and you've seen him nearly every night this week. Melanie at school says you must be in love." "We've only gone out twice so far this week," Kate pointed out hastily. "And I've only known him for a short while." "So?" – "So it's far too soon to be talking about love" (V. A. Baglietto).

THE HALLMARKS OF THE ADDRESS IN THE EMD

Age group	Preschooler	Junior pupil	Teenager	Adult
Mother → child	1) honey, darling, sweetheart; 2) Mei, Jory, Cory	1) Franny, Auggie, Jack(ie), Jamie; 2) my love, dear, sweet boy, sweetie	1) Cathy, Via, but Christopher 2) sweetie, my son, darling *	1) dahlin, sweetheart, child, dear; 2) Kate dear, but Thom, Pat, son
Child → mother	mummeee, mummy (daughter), mommy, momma (son)	mama (daughter), mom, mommy (son)	momma ya mom (the same for daughter and son)	mom, mam, mum, sweetheart (daughter), mama, mother (son)
Mother → child	Mei → Melanie	dear → Peter	Christopher Foxworth	Catherine, Cathy, Kate, Corrine, dear*; Thom → Thomas, Pat → Patrick, son → Jubal
Child → mother	momma (daughter), ma'am (son)	mama (daughter), mom, mommy (son)	Corrine Foxworth	mama, dearest mother * (daughter), mom, mother (daughter/son)

THE FUNCTIONALITY OF ADDRESS IN THE EMD

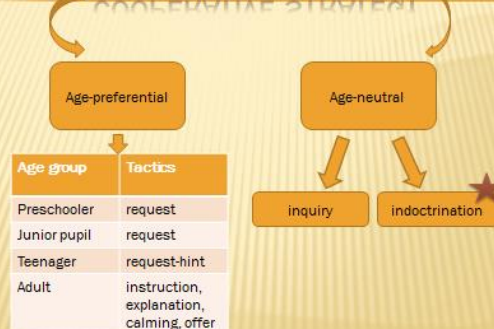
Age group / Function	Preschooler	Junior pupil	Teenager	Adult
Vocative	✓	✓		✓
Phatic	✓			
Social-regulative		✓		
Emotive	✓	✓	✓	✓

 Cooperative interaction
  Conflict interaction

CHAPTER 3. COMMUNICATIVE-PRAGMATIC PECULIARITIES OF THE EMD ORGANIZATION



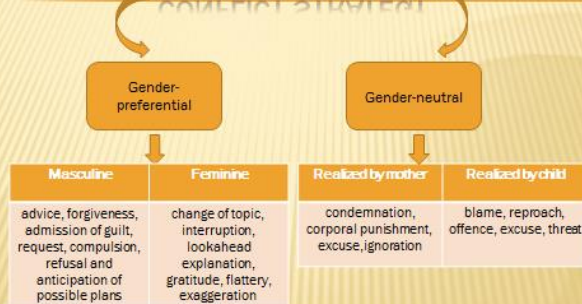
COOPERATIVE STRATEGY



FUNCTIONS OF COMMUNICATION WITHIN COOPERATIVE STRATEGY

Function	Tactics	Types of speech act
Educational	indoctrination, instruction	1) directive, constative, evaluative, expressive; 2) direct and indirect directive.
Psychological aid	giving new information, calming	1) constative, commissive; 2) constative, commissive, evaluative.
Material-economic	request, request-hint, inquiry	1) indirect directive; 2) constative, indirect directive; 3) directive.
Recreational	inquiry, request and offer	1) directive; 2) indirect directive, constative; 3) directive.

CONFLICT STRATEGY



FUNCTIONS OF COMMUNICATION WITHIN CONFLICT STRATEGY

Function	Tactics	Types of speech act
Educational	1) condemnation, corporal punishment, exaggeration, justification, refusal; 2) blame, reproach, offence, advice, change of topic, interruption, lookahead explanation.	1) evaluative, expressive, constative, constative; 2) commissive, commissive, constative, constative.
Psychological aid	1) excuse, ignorance, request, compromise, compulsion; 2) forgiveness, admission of guilt, gratitude and flattery.	1) fative, constative, directive, directive, directive; 2) fative, fative, fative, evaluative.
Material-economic	1) refusal, promise; 2) threat, blame, request, compulsion.	1) directive, commissive; 2) commissive, commissive, directive, directive.
Recreational	1) informing-explanation, justification, indirect inquiry, discontent and persuasion; 2) exaggeration, reproach, anticipation of possible plans and refusal.	1) constative, constative, constative; 2) constative, commissive, constative, directive.



PRESENTATION 6

THE REALIZATION OF THE COMMUNICATIVE CATEGORY OF TOLERANCE IN THE ENGLISH EUROPEAN PARLIAMENT DISCOURSE.



Performed
by:
Alexandra
Bergazova

Scientific
Supervisor:
Associate
Professor
Kozlova V.

THE NOTION 'TOLERANCE'

■ is fast becoming a key point in regulating of interpersonal and social relations

■ is entrenched in the human mind in the first place as a marker of freedom, democracy and civil society.



RELEVANCE

■ Little is known about the issue of the implementation of the communicative category of tolerance in the Parliamentary Discourse and English European Parliament discourse and it remains insufficiently researched today.

■ There is a lack of publications on the subject, which is an important area of study of linguistics



TASKS

1) to find out the linguistic status of the communicative category of tolerance;

2) to clarify the concept of European Parliament discourse and to characterize its typological features;

3) to establish lexical-semantic, syntactic means and stylistic features of expression of the communicative category of tolerance in the English European Parliament discourse;

4) to characterize communicative strategies and tactics for realization of the communicative category of tolerance in English European Parliament discourse.

OBJECT

■ the communicative category of tolerance in English European Parliament discourse.

SUBJECT

■ the peculiarities of the realization of the communicative category of tolerance in the English European Parliament discourse.

PURPOSE

■ to analyze the peculiarities of implementation of the communicative category of tolerance in the English European Parliament discourse.



TOLERANCE AS A COMMUNICATIVE CATEGORY

■ is a complex, multifaceted phenomenon, a constructive feature of which is the regulation of communicative behavior of speakers in the process of communication, aimed at preventing communicative failures, preventing conflict, achieving the goal of balancing the relationship.



THE NOTION 'PARLIAMENTARY DISCOURSE'

Parliamentary communication

is an institutionalized sphere and is represented by parliamentary debates and discussion.



Parliamentary discourse

is defined as the set of oral and written texts that operate in parliament.

THE TYPOLOGICAL COMPONENTS OF ENGLISH EUROPEAN PARLIAMENT DISCOURSE

Participants

- **The addressees** : journalists who cooperate with the EP and members of the EP.
- **The recipients**: visitors of the European Parliament's website (EU residents, UK and US citizens).

Chronotope

- **The place** : EU countries and EU partner countries.
- **Chronos (time)**: ritual events (elections to the European Parliament) , calendar events (meetings of the European Parliament) as well as spontaneous events .

Purpose

- the regulation of political activity,
- the ensuring of communication between Members of Parliament and between Parliament and other components of political and other structures of the country
- the solving of problems related to legal and political issues

Chronotope

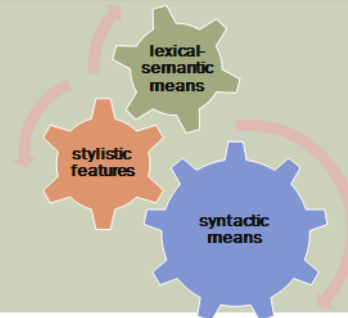
- **The place** : EU countries and EU partner countries.
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Genres

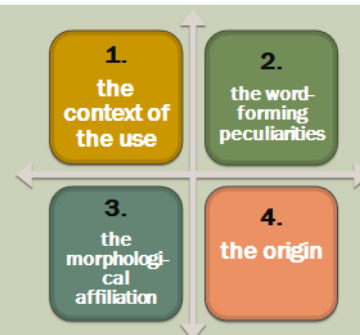
Topics

- foreign and domestic policy
- democratic activity in EU
- investigating cases of breach of EU law
- legislation

THE LANGUAGE REPRESENTATION OF THE COMMUNICATIVE CATEGORY OF TOLERANCE IN ENGLISH EUROPEAN PARLIAMENT DISCOURSE



LEXICAL-SEMANTIC MEANS ARE SYSTEMATIZED BY :



1. BY THE CONTEXT OF THE USE

THE SUBJECTS OF:

- Brexit
- military aggression on the part of the Russian Federation
- economic, diplomatic issues of the EU
- issues of migrants, women and protection of their rights

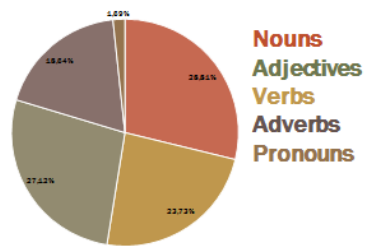
▪ E.g.

The BSG remains very strongly of the view that, in the event that the UK decides not to revoke Article 50 and stay in the European Union, an orderly exit of the UK from the European Union is in the overwhelming interests of both parties.

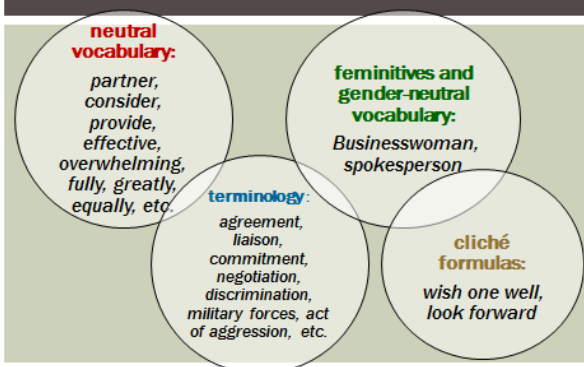
2. BY MORPHOLOGICAL AFFILIATION

- **Nouns**: partner, parties, partnership, agreement, liaison, commitment, damage, disruption, rights;
- **Verbs**: exit, reaffirm, consider, provide ;
- **Adjectives**: open, effective, overwhelming, safeguarded, increased;
- **Adverbs**: closely, constructively, strongly, orderly, fully;
- **Pronouns**: his/her («...whether a consumer buys a household appliance, a toy or a computer via the Internet or over the counter in his/her local store.»).

LEXICAL MEANS OF REPRESENTATION OF THE COMMUNICATIVE CATEGORY "TOLERANCE" IN ENGLISH EUROPEAN PARLIAMENTARY DISCOURSE



3. BY ORIGIN



4. BY WORD-FORMING PECULIARITIES

- 1) words formed by the prefixal mode
 - refugees, reaffirm, discrimination, overwhelming, illegitimate, illegal, self proclaimed, unfounded
- 2) words formed by the suffixal mode
 - partner, partnership, agreement, commitment, refugee, disruption, negotiation, discrimination, monitor
- 3) words formed by compounding
 - Businesswoman (business+ woman)
 - Spokesperson (spoke+person)

SYNTACTIC MEANS OF REPRESENTATION OF THE COMMUNICATIVE CATEGORY "TOLERANCE" IN ENGLISH EUROPEAN PARLIAMENTARY DISCOURSE

Grammatical means :

- ✓ Intensifiers
- ✓ modal words and objections
- ✓ degrees of comparison of adjectives.

Syntactic means :

- ✓ interrogative sentences
- ✓ conditional sentences

INTENSIFIERS

➤ "EP to keep fighting to fully protect the rights of EU-UK citizens."

Other adverb intensifiers:

- Closely
- strongly
- Fully
- Greatly
- equally
- completely

DEGREES OF COMPARISON OF ADJECTIVES

- ✓ much greater
- ✓ more ambitious

✓
"The BSG is open, however, to consider changes to the Political Declaration, in particular if such changes provided for much greater detail and a more ambitious future EU-UK partnership such that deployment of the Irish backstop would not be necessary."

MODAL VERBS

- will
- need
- «The EU and the UK made significant progress to guarantee that citizens affected by Brexit will maintain their rights, but key issues still need to be solved.»

INTERROGATIVE SENTENCES

❖ the article "What Europe does for me":

«Do you know what the EU does in your region? Do you know which European Union policies are important in your daily life? Do you feel that the EU does many things but you can never say any specific action?»

CONDITIONAL SENTENCES

- «For example, if you live in Cambridge, all 7 Eastern region MEPs represent you and you can contact any or all of them. If you are not sure, please phone us on 020 7227 4300.»

STYLISTIC FEATURES OF THE REPRESENTATION OF THE COMMUNICATIVE CATEGORY "TOLERANCE" IN ENGLISH EUROPEAN PARLIAMENT DISCOURSE

euphemisms

- "Fifteen per cent of speed offenses in the UK are committed by non-residents."

dysphemisms

- "Bloody Foreigners: The Story of Immigration to Britain."

irony

- "You would expect an experienced, diligent correspondent not to take what they read on the internet on face-value, so you might be interested to know that all articles today are rehashing a story from a Brussels-based news website."

STRATEGIES AND TACTICS THAT REALIZE THE COMMUNICATIVE CATEGORY OF "TOLERANCE" IN ENGLISH EUROPEAN PARLIAMENT DISCOURSE

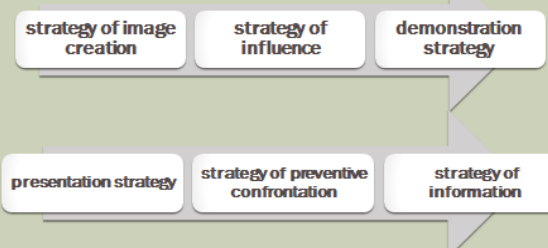


IMAGE CREATION (SELF-PRESENTATION STRATEGY)

- tactics of identification
- tactics of solidarity
- "At the same time, such controls would not be sufficient to guarantee the protection of EU consumers and businesses in all circumstances, thereby potentially leaving the EU with a significant hole in its Single Market."

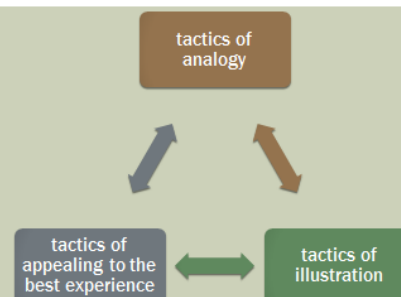
THE STRATEGY OF INFLUENCE

- tactics of calling for sympathy and pity
- tactics of encouraging actions that promote the development of tolerant relations.
- "Many of the animals which are born alive die in the first few weeks, and they die painfully. Should we allow that?" said the environment committee co-rapporteur, Renate Sommer.

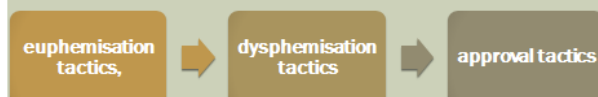
DEMONSTRATION STRATEGY

- tactics for demonstrating solidarity
- tactics for demonstrating protest against violence and degrading human dignity
- tactics for demonstrations of the desire to finish discrimination
- tactics for demonstrations of respect for people of other nationalities and religions.
- "Parliament should urgently examine recent allegations of sexual harassment and abuse, introduce mandatory training for all staff and Members on respect and dignity at work, maintain a confidential register of cases, set up a task force of independent experts and improve formal procedures and support for victims in proceedings within the European Parliament and/or with the local police."

THE STRATEGY OF INFORMATION



PRESENTATION STRATEGY



STRATEGY OF PREVENTIVE CONFRONTATION



*Thank
You*

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Навчальне видання

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ПРАКТИКУМ
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