

Національна академія педагогічних наук України

Інститут педагогічної освіти і освіти дорослих імені Івана Зязюна

Методичні вказівки

для підготовки до семінарських і практичних занять з дисципліни

«НАУКОВА ФАХОВА АНГЛІЙСЬКА МОВА»

для здобувачів ступеня доктора філософії на третьому (освітньо-науковому)
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ПРАКТИЧНЕ ЗАНЯТТЯ № 1

Вдосконалення вимови

Завдання 1.

How many words with the modified spelling will you be able to find in the humorous text below? Try to "restore " their traditional spelling.

Mor Gud Nuz

The European Union commissioners have announced that agreement has been reached to adopt English as the preferred language for European communications, rather than German, which was the other possibility. As part of the negotiations, Her Majesty's Government in London conceded that English spelling had some room for improvement and has accepted a five-year plan for what will be known as EuroEnglish (Euro for short). In the first year, "s" will be used instead of the soft "c." Certainly, sivil servants will resieve this news with joy. Also, the hard "c" will be replased with "k." Not only will this klear up konfusiuin, but typewriters kan have one less letter.

There will be growing publik enthusiasm in the sekond year, when the troublesome "ph" will be replased by "f." This will make words like "fotograf" 20 per sent shorter. In the third year, publik akseptanse of the new spelling kan be expekted to reach the stage where more komplikated changes are possible. Governments will enkourage the removal of double letters, which have always been a deterent to akurate speling. Also, al wil agre that the horrible mes of silent "e"s in the languag is disgrasful, and they would go. By the fourth year, people wil be reseptiv to steps such as replasing "th" by "z" and "w" by "v." During ze fifz year, ze unesesary "o" kan be dropd from vords kontaining "ou," and similar changes vud of kors be aplid to ozer kombinations of leters. After zis fifz yer, ve vil hav a reli sensible riten styl. Zer vil be no mor trubls or difikultis and evrivun vil find it ezi tu understand ech ozer. Ze drem vil finali kum tru.

In academic writing, spelling should always be consistent, either American or British throughout. In some cases, however, alternatives exist, for example, judgement ox judgment, medieval ox mediaeval. In case of alternatives, it is advisable to follow the appropriate rules suggested by publishers.

Завдання 2.

Check your knowledge of the differences in the American and British spelling by dividing the row of words below into two appropriate groups.

Labeled, neighbour, center, insofar, fibre, modelling, colour, rumor, theater, favour, armor, favor, labelled, neighbor, theatre, in so far, fiber, armour, centre, modeling, rumour, color.

Завдання 3.

Consider the three pairs of research paper titles given below. Which of the titles in each pair could, in your opinion, be written by an English or an American professor, and which—by their Ukrainian colleague?

1. On the Problem of Mastering Academic Writing in Foreign Languages
2. Mastering Academic Writing in Foreign Languages: Problems, Solutions, and Costs
3. Teaching of English Academic Writing Gives Important Benefits
4. Teaching of English Academic Writing as an Important Pedagogical Activity
5. Investigation of the Possible Place and Role of the English Academic Writing Course in the Changing Language Curriculum of Ukrainian Universities
6. To Teach or not to Teach? The Place and Role of the English Academic Writing Course in the Changing Language Curriculum of Ukrainian Universities

ПРАКТИЧНЕ ЗАНЯТТЯ № 2

Лексика наукового спілкування. Лексичні та фразеологічні одиниці наукового дискурсу

Завдання 1.

Below are the most frequently used "scientific verbs" (in the left column) and the descriptions of their meanings (in the right column) arranged in groups often, alphabetically. Check your knowledge of the verbs by matching them with the descriptions of their meanings. Memorize the words you do not know actively.

A)

- | | |
|-----------------------|---|
| 1. accept | 1. put in order |
| 2. accomplish | 2. reach by effort |
| 3. account for | 3. decide the importance and give reasons |
| 4. achieve | 4. have an influence on, act on |
| 5. adjust | 5. agree or recognize with approval |
| 6. affect | 6. make practical use of |
| 7. apply | 7. regulate |
| 8. arrange . | 8. take as true before there is proof |
| 9. assess . | 9. perform successfully |
| 10. assume . | 10. explain the cause of |

B)

- | | |
|--------------------|---|
| 1. avoid | 1. describe similarities or differences |
| 2. clarify | 2. arrive at an opinion |
| 3. coincide | 3. be similar in area and outline |
| 4. compare | 4. keep away from |

5. **complete**
6. **concern**
7. **conclude**
8. **consider**
9. **correspond**
10. **deduce**

5. arrive at (knowledge, a theory) by reasoning
6. have relation to
7. finish
8. make clear
9. be in harmony
10. think about, regard

C)

1. **define**
2. **derive from**
3. **determine**
4. **emerge**
5. **emphasize**
6. **ensure**
7. **establish**
8. **estimate**

1. appear
2. lay stress on
3. found, set up
4. state precisely the meaning of
5. form a judgment about, calculate the value of
6. find out precisely
7. guarantee
8. take as a starting point, source or origin

9. **evaluate**
10. **focus on**

9. concentrate on
10. find out the value of

D)

1. **identify**
2. **imply**
3. **include**
4. **increase**
5. **indicate**
6. **infer**
7. **investigate**
8. **involve**
9. **maintain**
10. **neglect**

1. keep up
2. become concerned with something
3. point
4. pay no attention to
5. make a careful study of
6. make a suggestion
7. become greater in size
8. conclude
9. bring in
10. establish the identity of

E)

1. **observe**
2. **obtain**
3. **occur**
4. **omit**
5. **perform**
6. **precede**
7. **proceed**
8. **produce**
9. **provide**
10. **reduce**

1. make
2. go before
3. make smaller
4. give, supply
5. get
6. watch carefully
7. go forward
8. do
9. leave out
10. happen

F)

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

Special advice: write out the verbs on a separate sheet and keep it at hand while writing in English: you will find this helpful. You may also add to this list other "general scientific verbs" that you will come across when reading literature in your field.

Завдання 2.

The following sentences contain widespread academic collocations. However, one component—a noun (in the majority of cases)—has been omitted. Find the missing words in the list above the sentences and fill in the blanks.

status quo	implications	issues
scope	conclusions	account
clues	rise	granted
light	insights	emphasis

- Social and ideological crises usually *give* to non-traditional religions and beliefs.
- Ecologists *lay* on the consequences of human utilization of natural resources.
- The data he has found will *shed* on theoretical assumptions.
- Advances in molecular biology may *have* for therapy.
- Recent research into mental illnesses has *provided* to the causes of schizophrenia.
- The recent elections have shown that political forces managed to *maintain the* .
- The participants of the conference have raised many *burning* .
- The paper *offers* into the history of the Ukrainian emigration to Canada.
- For the purposes of this research, this theorem will be *taken for* .
- The tests of gene therapy have allowed medical scientists to *draw* about its possible risks and benefits.
- Practical consequences of the research lie outside the of this paper.
- When investigating the origin of different disease, researchers take into both hereditary and environmental factors.

Завдання 3.

Below you will find a list of ten features characteristic of academic writing. According to several findings, five of them are relatively prominent in Anglo-American research texts. Try to find these features in the list judging from your own experience that you might gain while reading English papers in your field.

1. Impersonal style of writing (i.e., without using the personal pronouns "I" or "we").
2. Intensive use of logical connectors (words like "therefore" or "however").
3. Heavy load of terminology and specialized jargon.
4. High degree of formal text structuring (i.e., division of the text into sections and subsections with appropriate headings).
5. Tendency to cite and to include into the lists of references the most recent publications in the field.
6. Frequent occurrence of the phrases which provide reference to the text itself (e.g., "This paper discusses ...").
7. Use of long sentences with complicated grammar.
8. Strong emphasis on generalizations and highly theoretical issues.
9. Frequent use of footnotes and long remarks in parentheses.
10. Tendency to follow a certain pattern of textual organization (e.g., problem-solution).

Практичне заняття № 3

Граматичні та синтаксичні конструкції наукових текстів

Завдання 1.

Identify the sentences with a mistake and correct it.

1. A number of U.S. lecturers comes to our University next week.
2. Critically he studied the article on transgenic food products.
3. As the annual report of the Mesa Garden states, these cactuses grow exclusively in the northern parts of Mexico.
4. Either the journalist or the witness know the truth about this mysterious event.
5. Elaborated will be in this paper the model of corrosive destruction of metals under lacquer-paint coatings.
6. The teacher asked the students if they knew the health effects of insecticides.
7. The premises of the library is cleaned every day.
8. Twenty dollars are not enough to buy this book.
9. Many mathematical symposiums are held in Europe every year.
10. Bile acids contains significant amounts of cholesterol.
11. This extremely interesting new Ukrainian historical novel has been favorably reviewed.

12. In no case the work on the project will be terminated.

Завдання 2.

Fill in the blanks with the logical connectors given before the text.

in other words	for example	therefore
however	even though	in fact
that is why	then	

Computers are clever machines, they cannot understand ordinary spoken English or any other natural language. _____, the only language they can understand directly is machine code: central processors operate on codes, which consist of a series of binary digits. _____ The instructions are said to be in machine code. _____, machine code as a means of communication is very difficult to write. _____ we use symbolic languages that are easier to understand. _____, by using a special program, these languages can be translated into machine code. _____, the so-called "assembly languages" use abbreviations such as ADD, SUB, MPY to represent instructions.⁸, they are labels, which can be easily associated with the items they refer to. Special advice: write down the list of logical connectors on a separate sheet and keep it at hand when writing in English: you will find this helpful.

Практичне заняття № 4

Різні типи читання та основні прийоми перекладу

Завдання 1.

Read the following passages. Which one is easier to read? Why? Now look back at version (B) and answer the questions that follow.

A)

E-mail and electronic communications are not new. Large-scale use of computer-to-computer transfer of information was implemented by the United States military in the late 60s and early 70s—part of the superpower competition of the cold war and the arms race. ... Recognizing that shared information among scientists and mathematicians was also of strategic value, the network was made accessible to scholars and researchers in universities and colleges around the world.

Mathematicians and scientists (and their universities) have been linked and electronically exchanging information over the Internet since the mid- 70s. E-mail and Internet are too wonderful to remain in the hands of just a few academics or

the military, and in the last few years, important developments in electronic communications have begun to affect the lives of all of us. ...

The Post-industrial age is the information age, and the means to acquire, store, manipulate, and use information will lead to success and power. Electronic transfer of information is so important to education. Electronic communications are global and the Internet has no borders. This technology creates many opportunities for cultural and linguistic exchange

B)

E-mail and electronic communications in general are not new. In fact, large-scale use of computer-to-computer transfer of information was implemented by the United States military in the late 60s and early 70s—part of the superpower competition of the cold war and the arms race.

... Later, recognizing that shared information among scientists and mathematicians was also of strategic value, the network was made accessible to scholars and researchers in universities and colleges around the world. Thus, mathematicians and scientists (and their universities) have been linked and electronically exchanging information over the Internet since the mid-70s. However, e-mail and Internet are too wonderful to remain in the hands of just a few academics or the military, and in the last few years, important developments in electronic communications have begun to affect the lives of all of us. ...

The Post-industrial age is the information age, and the means to acquire, store, manipulate, and use information will lead to success and power. That is why electronic transfer of information is so important to education. Moreover, since electronic communications are global and the Internet has no borders, this technology creates many opportunities for cultural and linguistic exchange

1. Which expressions in the text show causal relationship?
2. Which expression shows that more information will be added?
3. Which expression indicates time?
4. Which expression shows that the sentence will contradict something said earlier?
5. Which expression introduces a conclusion?
6. Which expressions intensify the meanings of the sentences?

Завдання 2.

Read the text and its possible titles (given after the text). Discuss the features and potential effects of these variations; then try to compose a title of your own. The questions below provide some guidelines for discussion.

Proxemics is the study of one's perception and use of space. People handle space differently—the way they do is largely determined by the culture in which they are immersed. Therefore, one's use of space conveys meaning. North Americans and Latin Americans, for example, have fundamentally different proxemic systems. While North Americans usually remain at a distance from one

another, Latin Americans stay very close to each other. This simple fact can tell much about these people's different concepts of privacy. While most North Americans value privacy, Latin Americans seldom consider it an important aspect of life.

The relevance of proxemics in foreign language teaching is enormous. Mastering the verbal system of a foreign language does not guarantee effective communication because mastering the non-verbal systems of that foreign language is also essential. These verbal and nonverbal systems are connected, and the use of one without the other might cause a disequilibrium.

Proxemics is one of the most important aspects of non-verbal communication. For those students whose own culture's proxemic patterns are very different from the target culture's, it is essential to know these differences. For instance, an Arab ESL (English as a Second Language) student in the United States who ignores the difference between the United States' and his own country's Important Features and Elements of Academic Texts proxemic behaviors might have serious problems: she/he could be rejected, considered homosexual, promiscuous, physically abused, and so on. Teachers can help students avoid such misunderstandings by teaching the different aspects of proxemics. Knowing and using these cues, students can increase their comprehension and expression, hold their listener's attention, and be more successful in the communication process.

1. Proxemics in the ESL Classroom
2. Proxemics in the ESL Classroom: Potential Effects, Problems, and Solutions
3. On Some Important Aspects of Non-Verbal Communication and their Relevance in Second Language Teaching
4. Non-verbal Communication and Language Teaching (Toward the Importance of Proxemics in the ESL Classroom)
5. Is Proxemics Relevant in Language Teaching?
6. Proxemics, Culture, and the ESL Classroom
7. Verbal and Non-Verbal Communication: Are They Related?
8. Proxemics is Relevant in Foreign Language Teaching

1. *Which title(s) best indicates the topic of the text?*
2. *Which title(s) provides the most balanced coverage of the topic and scope of the text?*
3. *Which title(s) presents the topic as having a novel character?*
4. *Which title(s) presents the topic as a part of a broader theme/study?*
5. *Which title (s) has the features of interestingness?*
6. *Which title(s) sounds rhetorically strong?*
7. *Which title(s) has a neutral tone?*

Практичне заняття № 5
Особливості мови анотації та реферату

Завдання 1.

Match the names of the English academic genres in the left column with their definitions (descriptions) in the right column. Translate the names of the genres into Ukrainian. Do you see any English-Ukrainian mismatches? Can you translate into English the word "реферат"?

- | | |
|----------------------|--|
| 1. Summary 1. | An article that critically examines a new book or any other piece of writing. |
| 2. Abstract 2. | A research project proposed for funding. |
| 3. Review 3. | A short account of a research paper placed before it. |
| 4. Conference 4. | A relatively short piece of research usually abstract published in a journal or a volume. |
| 5. Research 5. | A shortened version of a text aimed at giving the paper most important information or ideas of the text. |
| 6. Grant proposal 6. | A short account of a conference paper. |

Завдання 2.

Divide the following text into paragraphs with appropriate indentation.

Spain occupies most of the Iberian Peninsula, on the western edge of Europe. It is nearly surrounded by the Atlantic Ocean and the Mediterranean Sea. Spain's dry climate and poor soil make farming difficult. Extensive irrigation allows farmers to raise strawberries and rice in dry areas. Vegetables and citrus trees grow on the coastal plains, and olives and grapes grow in the river valleys. The grasslands of the large dry central plateau are used for grazing sheep, goats, and cattle. People in this region eat roasted and boiled meats. They also raise pigs for ham and spicy sausage called *chorizo*. And people all over the country eat lots of seafood from the Atlantic and the Mediterranean. One classic Spanish dish, *paella*, includes sausage, mussels, lobster, or chicken, plus red pepper, peas, tomatoes, and saffron rice. Peasants were the first to make *paella*, using whatever food was available. But this dish and others also reflect Spain's history of traders, conquerors, and explorers who brought a variety of foods by land and by sea. Phoenicians from the Middle East introduced grapes to Spain in about 1100 B.C. Hundreds of years later, Romans brought olives from what is now Italy. In the 8th century A.D., Moors (Muslim Arabs and Berbers from Africa) introduced short-

grain rice and *za faran*, or saffron—the spice that colors rice yellow. And in the 1400s, 1500s, and 1600s, Spanish explorers and traders returned home with nutmeg and cloves from the East Indies; and peppers, tomatoes, potatoes, and chocolate from the Americas.

Завдання 3.

Below are the first parts of the "colon "-titles. Expand them by adding the second part.

1. What People Eat:
2. From Land and Sea:
3. The Role of Physical Environment, Culture, and Customs in Food Traditions:
4. Food as a Reflection of National History:

In English research writing, there is a tendency now to compose eye catching titles with vivid outward features of "interestingness," which aim at gaining readers' attention (usually such titles appear before conference abstracts and journal papers in certain fields). Writing such titles requires, however, some experience and is not generally advised for beginning writers.