

Волинський національний університет імені Лесі Українки
Факультет іноземної філології
Кафедра іноземних мов природничо-математичних спеціальностей

А. М. Троцюк, В. В. Кирикилиця, Е. В. Розвод

ACADEMIC ENGLISH THROUGH VIDEO AND ARTIFICIAL INTELLIGENCE

*Практикум з освітнього компонента
«Наукова іноземна (англійська) мова в професійній комунікації»
для здобувачів другого (магістерського) рівня вищої освіти*

Луцьк 2025

Рекомендовано до друку науково-методичною радою
Волинського національного університету імені Лесі Українки
(протокол № 2 від 15 жовтня 2025 року)

Рецензент:

Біскуб Ірина Павлівна — доктор філологічних наук, декан факультету іноземної філології, професор кафедри прикладної лінгвістики Волинського національного університету імені Лесі Українки.

А 38 Academic English through Video and Artificial Intelligence : практикум з ОК «Наукова іноземна (англійська) мова в професійній комунікації» для здобувачів другого (магістерського) рівня вищої освіти / уклад. А. М. Троцюк, В. В. Кирикилиця, Е. В. Розвод. Волинський нац. ун-т імені Лесі Українки. Луцьк, 2025. 88 с.

Практикум «Academic English through Video and Artificial Intelligence» укладено відповідно до вимог силабусу освітнього компонента «Наукова іноземна (англійська) мова в професійній комунікації». Видання охоплює 8 тематичних розділів і містить відеоматеріали, що надають стислий огляд особливостей англійського наукового стилю. Практичні завдання структуровано у три етапи: до, під час і після перегляду відео. У практикумі інтегровані інструменти штучного інтелекту, які сприяють ефективному розумінню та створенню наукових текстів. Технології ШІ допомагають студентам аналізувати науково-дослідницькі матеріали, генерувати зв'язні резюме та покращувати стиль академічного письма. Використання ШІ стимулює критичне мислення та підтримує інноваційні підходи до наукової комунікації.

Практикум доповнює основний навчальний матеріал і спрямований на розвиток англійської комунікативної компетентності здобувачів вищої освіти. Його мета полягає у вдосконаленні навичок студентів-магістрантів щодо роботи з англійськими академічними текстами, а також написання анотацій, рефератів, тез доповідей, курсових і дипломних робіт.

Рекомендовано здобувачам другого (магістерського) рівня вищої освіти, а також усім, хто цікавиться вивченням англійської мови для академічних цілей.

CONTENTS

ПЕРЕДМОВА

Змістовий модуль 1. PECULIARITIES OF SCIENTIFIC DISCOURSE

Unit 1. English as the Language of Science and Research

Video 1. An Introduction to Academic Writing

Video 2. Hedging in Academic Writing

Unit 2. The Important Features and Elements of Scientific Texts

Video 3. An Introduction to Cohesion in Academic Writing

Тема 3. Plagiarism in Academic Writing

Video 4. The Art of Paraphrasing: Avoiding Plagiarism

Unit 4. Summaries and Requirements to Them

Video 5. Academic Summaries: How to Write

Змістовий модуль 2. TYPES OF RESEARCH PAPERS

Unit 5. Research Paper Abstracts

Video 6. How to Write an Abstract: a Practical Guide with Examples

Unit 6. Conference Abstracts

Video 7. How to Prepare a Conference Abstract

Video 8. Conference Abstract Presentation

Unit 7. Analytical and Argumentative Research Papers

Video 9. How to Write an Analytical Essay

Video 10. How to Write an Argumentative Essay

Unit 8. Application of Artificial Intelligence in Scientific Research Organization

RESEARCH PROJECTS: TOPICS

VIDEO SCRIPTS

GLOSSARY

REFERENCES

ПЕРЕДМОВА

Практикум «Academic English through Video and Artificial Intelligence» з освітнього компонента «Наукова іноземна (англійська) мова в професійній комунікації» призначений для здобувачів освіти другого (магістерського) рівня вищої освіти. Англомовна комунікативна компетентність магістра включає володіння навичками говоріння, аудіювання, читання та письма для ефективної наукової комунікації в академічному і професійному середовищі.

Практикум, як доповнення до основного навчального матеріалу, сприяє кращому розумінню змісту навчання та має практичну спрямованість на вдосконалення англомовної комунікативної компетентності здобувачів вищої освіти через перегляд відповідних відеоматеріалів YouTube. Залучення автентичних відео дозволяє магістрантам не лише розвивати навички аудіювання, вимови, граматики, написання наукових текстів англійською мовою різних жанрів і збагачувати словниковий запас, а й формувати такі soft skills, як комунікативність, командна робота, критичне мислення та креативність. Це досягається шляхом інтеграції мовленнєвих умінь і мовних знань у межах тематичного та ситуативного контексту.

Навчання за допомогою відео (video-assisted learning) створює підґрунтя для подальшої роботи з англомовними джерелами здобувачів вищої освіти, а також забезпечує необхідну мовну компетентність для вивчення професійно-орієнтованих освітніх компонентів, які викладаються англійською мовою. Також використання відеозаписів сприяє індивідуалізації навчання та розвитку вмотивованості мовленнєвої діяльності студентів.

Практикум складається з восьми тематичних розділів, зміст яких відображений у Силабусі ОК «Наукова іноземна (англійська) мова в професійній комунікації». До тем підібрані відповідні відео, робота з якими підвищує інтерес студентів-магістрантів до подальшого вивчення навчального матеріалу. Опрацювання теми побудовано за єдиною схемою і відбувається впродовж трьох етапів: 1) **pre-viewing** етап передбачає виконання вправ, спрямованих на стимулювання мотиваційної сфери студентів та налаштування на сприйняття автентичного відеоматеріалу: висловлення здогадки щодо контексту вживання поданих слів; утворення сталих словосполучень; підбір термінів до їх визначень; надання відповідей на питання щодо перевірки розуміння теми, що вивчається; 2) **while-viewing** етап сприяє подальшому розвитку мовної і соціокультурної компетентностей студентів-магістрантів під час виконання завдань на загальне розуміння контексту та пошук, фіксування і трансформацію певного мовного матеріалу

з лексики, граматики, фонетики: надання відповідей на запитання; заповнення пропусків; прикладної фізики 3) **post-viewing** етап забезпечує розвиток продуктивних умінь усного і писемного мовлення, аналітичних навичок та критичного мислення студентів-магістрантів під час виконання завдань на перевірку розуміння переглянутого відеоматеріалу: визначення правдивих і виправлення неправдивих речень; підбір синонімів до ключових мовних одиниць; використання нової лексики у відповідях на запитання, власних міркуваннях та висновках.

У практикумі особливу увагу звернено на можливості штучного інтелекту для підвищення ефективності наукової комунікації англійською мовою. Генеративні мовні моделі й спеціалізовані ШІ-помічники (ChatGPT, Elicit, Scite Assistant, DeepL Write тощо) допомагають магістрантам швидко знаходити релевантні джерела, структурувати та редагувати академічні тексти, виконувати якісний переклад і отримувати миттєвий зворотний зв'язок щодо логіки викладу, термінології та стилю. Взаємодіючи з такими інструментами, здобувачі вищої освіти водночас навчаються критично оцінювати згенерований контент, перевіряти інформацію на достовірність, дотримуватися вимог академічної доброчесності й уникати плагіату. Таким чином, інтеграція ШІ виступає каталізатором розвитку професійної автономії дослідника та розширює можливості іншомовної наукової взаємодії у глобальному академічному просторі.

Мета практикуму «Academic English through Video and Artificial Intelligence» – за порівняно короткий час надати студентам-магістрантам значний обсяг інформації з академічного письма, а саме: навчити працювати з англomовними академічними текстами, писати анотації, реферати, тези доповідей, курсові та дипломні роботи.

Змістовий модуль 1.
PECULIARITIES OF SCIENTIFIC DISCOURSE

Unit 1. English as the Language of Science and Research

Video 1. An Introduction to Academic Writing

PRE-VIEWING

1. Discuss the questions:

1. Do you know what Academic Writing is?
2. Is there any difference between general English and academic English?
3. Can you name any distinctive features of academic English?

2. Match words 1–7 with their collocations A–G:

1.	academic	A)	thinking
2.	to create	B)	reasoning
3.	critical	C)	argument
4.	logical	D)	one's profession
5.	ongoing	E)	an argument
6.	to improve	F)	dialogues
7.	convincing	G)	writing

3. Match the terms 1-10 with their definitions a-j:

1.	academic English	A)	a way of doing something that is considered usual and correct
2.	genre	B)	easy to sell; attractive to customers or employers
3.	academic writing	C)	the English language variety used to share research
4.	critical thinking	D)	facts, information, documents, etc. that give reason to believe that something is true
5.	convention	E)	logically connected; consistent
6.	reasoning	F)	an argument why you support or oppose an idea or suggestion, or the process of explaining these reasons
7.	coherent	G)	a particular subject or style of literature, art, or music
8.	evidence	H)	the variety of academic English used to convey research in writing
9.	marketable	I)	the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you
10.	argument	J)	the process by which you reach a conclusion after thinking about all the facts

WHILE-VIEWING

<https://www.youtube.com/watch?v=MyTLosz6aHA> (7:39 min.)

4. You're going to watch the video *An Introduction to Academic Writing*.

Watch the video from (01:10–01:50). Circle the words you hear:

- | | |
|---------------|---------------|
| 1. analysis | 7. type |
| 2. scientific | 8. variety |
| 3. persuade | 9. spoken |
| 4. academic | 10. audience |
| 5. insight | 11. share |
| 6. research | 12. statement |

5. Now watch the video (01:51–04:50) and number the sentences in the order you hear them:

- _____ Academic writing must be clear and consistent.
- _____ Each kind of academic writing has its own rules and conventions.
- _____ The most effective academic writing follows a systematic writing process.
- _____ While the features of a piece of academic writing may differ depending on the type, a few traits are common to most academic writing.
- _____ Facts are more important than feelings.
- _____ There are many different kinds of academic writing, from literature reviews to research paper abstracts and lab reports.
- _____ Effective academic writing starts with focused and specific questions to be answered.
- _____ Academic writing must be coherent by emphasizing logical and connected ideas.

6. a) Read the abstract from the video. Complete the sentences with the phrases in the box:

marketable skill	effective academic writer	to make individual contributions
critical thinker	a collection of skills	Finally putting your thoughts
critical thinking	an important skill	First in the end Additionally

Academic writing is _____¹ to master for both professional growth and personal development. _____², it allows writers _____³ to the discussions within their academic or professional fields. It empowers individuals with a stronger voice and ability to participate in conversations about topics that are important to them. _____⁴, by developing the necessary skills to become an _____⁵ a person also becomes an effective researcher and _____⁶. _____⁷, academic writing is a _____⁸ that improves person's professional qualifications and makes them more appealing to employers. So, _____⁹, we see that academic writing is about much more than just the act of writing, which is itself not simply a skill but _____¹⁰. In addition to _____¹¹ on the page, effective

academic writing involves _____¹² – the ability to create a convincing argument and good research skills.

b) Watch the video (6:13-7:16) and check your answers.

7. a) Match column A and B to make sentences:

A		B	
1.	The most effective academic	A)	for writing and identifying your target audience.
2.	There are a few stages that most people follow	B)	quality fact-based objective evidence.
3.	Analyzing the task involves clarifying your purpose	C)	writing follows a systematic writing process.
4.	It is important to consider things	D)	how you will support this claim using evidence.
5.	Research is necessary to gather	E)	and to both edit and proofread your writing.
6.	You need to create the argument	F)	when producing a piece of academic writing.
7.	It's important to produce multiple drafts	G)	to support your main claim.
8.	You need to develop the main claim and decide	H)	like punctuation and proper spelling.

b) Watch the video (04:51-06:12) and check your answers.

8. Match the words from the video in column A (1-10) with their synonyms in column B (A-J):

A		B	
1.	characteristics	A)	reasoning
2.	research	B)	proof
3.	argument	C)	to communicate
4.	evidence	D)	exclusive
5.	to persuade	E)	features
6.	genre	F)	consistent
7.	to emphasize	G)	investigation
8.	to convey	H)	to convince
9.	coherent	I)	category
10.	unique	J)	to highlight

9. Watch the video again and decide if the following statements are True (T) or False (F). Correct the false statements.

1. Research supports the creation of arguments through critical analysis and the use of evidence. T / F Research supports the creation of arguments by using evidence to back up claims and critical analysis to interpret that evidence, evaluate different perspectives, and build a coherent, reasoned case.
2. Generally, each kind of academic writing has similar rules and conventions. T/F
3. In academic writing feelings are less important than facts. T / F
4. One of the ways to do the text coherent is to begin sentences with information that relates forwards to the next sentence. T / F
5. It is not important to produce multiple drafts. T / F
6. It's important to structure well your argument and the information in your writing. T / F
7. Academic writing is an important skill to master for professional and personal reasons. T / F
8. Academic writing improves one's professional qualifications and makes a candidate more attractive for potential employers. T / F

POST-VIEWING

10. Answer the following questions on the video.

1. What is academic English? Name its varieties.
2. What is research?
3. What is academic writing?
4. What genres of academic writing are mentioned in the video?
5. What features are common to most academic writing?
6. What steps does an academic writing process include?
7. What does the term *coherent* mean?
8. Why is academic writing an essential skill to master?
9. Was the video helpful to improve your understanding of what academic writing is?

Unit 2. Hedging in Academic Writing

PRE-VIEWNG

1. Discuss the following questions:

1. Have you ever heard about the concept of hedging in academic writing?
2. What does the verb “to hedge” mean?
3. What do you think the most important strategy in academic writing is?

2. Match words 1–10 with their collocations A–J:

1. absolute	A)	results
2. to make things	B)	strategies
3. overstating their	C)	of certainty
4. the threat	D)	fuzzy
5. hedging	E)	points
6. submit	F)	precision
7. to build out	G)	the claims
8. confident	H)	of opposition
9. to hedge	I)	new arguments/claims
10. absence	J)	uncertainty

3. Match the terms 1-11 with their definitions A-K:

1. hedging	A)	to make something happen more quickly
2. to refine	B)	planned in an effective way
3. categorical	C)	strong, angry, or violent disagreement and disapproval
4. to expedite	D)	characterized by the desire to avoid potential problems
5. opposition	E)	a way of avoiding giving a direct answer or opinion
6. well-thought-out	F)	to talk about something in a way that makes it seem more important than it really is
7. tentativeness	G)	to make minor changes so as to improve or clarify
8. fuzzy	H)	to interpret (something) in a new or different light
9. to overstate	I)	unambiguously explicit and direct
10. reinterpret	J)	confused and not clear
11. cautious	K)	the quality of not being certain or confident

WHILE VIEWING

https://www.youtube.com/watch?v=N_gM_GNU0Rw (15:02 min.)

4. You're going to watch a video “*Hedging in Academic Writing*”. Watch the video (00:30–02:02) and circle the words you hear:

1. contribution
2. scientific
3. balance
7. teamwork
8. sentence
9. commitment

4. problem-solving
5. various
6. unique

10. importance
11. hedging
12. claims

5. a) Complete the abstract from the video with the phrases in the box:

tentativeness and possibility	item or strategy	proposition or a desire
words or language strategies	absence of certainty	more or less fuzzy
a lack of commitment	less clear or absolute	

The definition of hedging has evolved over the years. In 1972 Lakoff defined it as words whose job is to make things _____.¹ He was using the word *fuzzy* to talk about words that can make a statement _____.² In 1995, noted EAP writing specialist Ken Hyland wrote that hedging is the expression of _____³ in language use. And that it represents an _____⁴ and is used to describe any linguistic _____⁵ employed to indicate _____⁶ to the truth, value or an accompanying _____⁷ not to express that commitment categorically. In more basic terms, this definition of hedging defines it as a collection of _____⁸ that allow a writer to make a statement without implying that he/she believes it to be 100% true or the ultimate solution or answer.

b) Watch the video (02:03–03:25) and check your answers:

6. Now watch the video from (05:36-07:17). Number the sentences in the order you hear them.

- ___ Hedging is a helpful part of this process.
- ___ Academic writing is a balance of facts and evaluation.
- ___ Academic writing is the language we use to convey answers to research questions.
- ___ The researcher tries to take the data and facts as fully, accurately and objectively as possible.
- ___ Hedging allows researchers to anticipate and address possible opposition to their claims.
- ___ These arguments are based on claims which are then supported with evidence.
- ___ We answer these questions by creating arguments.

7. a) Match column A and B to make sentences:

A	B
1. Hedging allows the writers to offer something new and establish	a) to their field in a productive and cooperative way.
2. Hedging is important because it allows the writer	b) up-to-date on the current state of affairs.
3. Without hedging the world is purely	c) to be 'confidently uncertain' in their

propositional,	claims.
4. Hedging allows the researchers to make a new contribution	d) (if not) impossible to achieve.
5. Hedging encourages and allows researchers	e) a rigid (and rather dull) place.
6. It's almost impossible to stay completely	f) themselves as a possible authority on a topic.
7. Absolute precision is very difficult,	g) to submit new arguments or claims.

b) Watch the video (07:19–09:32) and check your answers.

8. Match the words from the video in column A (1-8) with their synonyms in column B (A-H):

A	B
1. hedged	A speed up
2. up-to-date	B uncertainty
3. well-thought-out	C current
4. precision	D loyalty
5. tentativeness	E cautious
6. claim	F contemplated
7. commitment	G assertion
8. expedite	H accuracy

9. Watch the video again and decide if the following statements are true (T) or false (F). Correct the false statements:

1. The focus of all research is problem-solving and collaboration and teamwork often speed up this process. **T / F**
2. Lakoff defined hedging as words whose job is to make things more or less distinct. **T / F**
3. We use the word *fuzzy* to talk about words that can make a statement less clear or absolute. **T / F**
4. Hedging is a linguistic strategy allowing the author to avoid committing to the absolute truth of a proposition, or statement, or claim. **T / F**
5. Hedging allows researchers to avoid possible opposition to their claims. **T / F**
6. Hedging allows the researcher to have the flexibility making absolute/categorical statements. **T / F**
7. Hedging encourages and allows writers to be 'confidently uncertain' in their claims. **T / F**

8. Lexical verbs are most often used to express the logical probability of a claim. **T / F**
9. In academic writing authors often have to be very categoric about the way they present their hypotheses, results, and conclusions. **T / F**
10. To hedge means to use a categorical or absolute statement. **T / F**

POST-VIEWING

10. Answer the following questions giving arguments from the video:

1. What is hedging?
2. How did Lakoff define the word 'hedging'?
3. What did Ken Hyland mean by the term 'hedging'?
4. What is hedging according to Crompton's 1997 conception?
5. Why is hedging important in producing effective academic writing?
6. How can hedging strategies be defined?
7. Why is hedging an important strategy in academic writing?
8. What does hedging allow the writer/researcher to do?
9. What are the ways to hedge the claims in academic writing?
10. What are the reasons for the authors to be very cautious about the way they present their hypotheses, results, and conclusions?

11. Using different techniques make the following sentences less categorical:

1. The study proves the link between smoking and lung disease.
2. Scientists states that population growth will peak in the next twenty years.
3. The number of unemployed people will continue to raise as the poor economic situation persists.
4. Playing violent video games causes more aggression, bullying, and fighting.
5. This (and subsequent) studies led to the conclusion that the GTP itself must be the elusive base, and therefore to the proposal of the GTP-as-base mechanism (Schweins et el. 1994, 1995).
6. Mars is the focus of much scientific study and the foremost planet for human colonization.
7. New reports can never be trusted because of media bias, journalist interpretation and agenda setting.

Unit 2. The Important Features and Elements of Scientific Texts

Video 3. An Introduction to Cohesion in Academic Writing

PRE-VIEWING

1. Discuss the following questions:

1. Do you know the meaning of the word *cohesion*?
2. Why is it necessary for the text to be cohesive?
3. Can you name some words or expressions that make the text cohesive?

2. Match words 1–9 with their collocations A–I:

1.	to promote	A)	repetition
2.	cohesive	B)	multiple times
3.	lexical	C)	the readers
4.	to write	D)	list
5.	exhaustive	E)	the writing
6.	to review	F)	perfectly
7.	to avoid	G)	signposts
8.	to organize	H)	device
9.	to guide	I)	clarity

3. Match the terms 1-13 with their definitions A-M:

1. cohesion	A) to regard with attention, especially so as to see or learn something
2. cohesive devices	B) a section of a piece of writing, usually consisting of several sentences dealing with a single subject.
3. to observe	C) the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning.
4. strategy	D) a rough written version of something that is not yet in its final form
5. to submit	E) words or phrases used to connect ideas between different parts of text.
6. paragraph	F) to give a document, proposal, etc. to somebody in authority so that they can study or consider it
7. draft	G) all the words that exist in a particular language or subject
8. to review	H) words that make specific kinds of connections.
9. to highlight	I) a general plan of actions or set of plans intended to achieve an aim, especially over a long period.
10. exhaustive	J) to consider something again in order to make changes to it, give an opinion of it or study it
11. lexical signpost	K) referring back to or substituting for a preceding word

	or group of words
12. vocabulary	L) complete and including everything
13. anaphoric	M) to emphasize something important

WHILE-VIEWING

<https://www.youtube.com/watch?v=TScPcKfQ9ds> (8:00 min)

4. You're going to watch a video "*Cohesion in Academic Writing*". Watch the video (00:52–02:17) and circle the words you hear:

1. vocabulary	7. repetition
2. among	8. previous
3. vitally	9. connections
4. refer	10. types
5. denote	11. effective
6. helpful	12. improve

5. Now watch the video (06:38-07:34) and number the sentences in the order you hear them:

- _____ The more you review what you've written the better you will understand the connections between ideas.
- _____ However, this is not an exhaustive list.
- _____ Cohesion is an important quality of effective academic writing.
- _____ Even the best writers very rarely write something perfectly the first time.
- _____ There are many different ways to promote cohesion through the use of cohesive devices.
- _____ The final way to make your writing more cohesive is to review it multiple times before you submit it.

6. Complete the sentences from the video with the phrases in the box:

grammatical structures	promotes clarity	avoid repetition
lexical signposts	to repeat keywords	to highlight and clarify

- Pronouns are helpful because they let writers _____ by referring to something that has already been mentioned.
- It is helpful _____ throughout the course of a paragraph.
- Cohesion refers to the way we use vocabulary and _____ to make connections between the ideas within a text.
- You can use some of cohesive devices _____ the connections for your readers.

5. Cohesion is a vitally important characteristic of good academic writing because it _____.
6. There are many different categories of _____.

7. Match column A and B to make sentences:

A	B
1. Cohesion is the way of using vocabulary and grammatical structures	A) good academic writing because it promotes clarity.
2. Pronouns let writers avoid repetition	B) should be related to one another.
3. Cohesion is an important feature of	C) to make connections between the ideas within a text.
4. There are many different ways	D) help organize their writing and guide their readers.
5. The sentences within an academic text	E) to make your writing more cohesive.
6. Writers use certain words and phrases to	F) by referring to something mentioned in the previous sentence.

8. Match the words from the video in column A (1-9) with their synonyms in column B (A-I):

A	B
1. connection	A) associated
2. clear	B) useful
3. related	C) to belong
4. helpful	D) another possibility
5. to refer	E) marker
6. specific	F) understandable
7. signpost	G) linking
8. consequence	H) particular
9. alternatively	I) result

9. a) Fill in these lexical signposts in the following paragraph:

After	Moreover	To begin	Second	Finally
First	Then	Another possibility would be		

_____¹, writing well is a multi-step process. _____², a writer should brainstorm to help generate ideas. _____³, writing an outline is important because it allows the writer to organize his/her thoughts. _____⁴, outlines help to ensure that the writer includes all the necessary information. _____⁵ outlining, the writer should create first draft of his or her work. _____⁶,

he/she should get feedback on the draft from a classmate. _____⁷ asking a teacher for suggestions for improvement. _____⁸, after several drafts, the writer will produce a final version for submission.

b) Watch the video (03:50-04:35) and check your answers.

10. Watch the video again and decide if the following statements are True (T) or False (F). Correct the false statements:

1. Vocabulary and grammatical structures are used to make connections between the ideas within a text. **T / F**
2. Lexical signposts let writers avoid repetition by referring to something mentioned before. **T / F**
3. Phrases like ‘for example’, ‘in other words’ are used to make lists. **T / F**
4. The phrase *This/these* + *noun* is a useful way to highlight the connection between two sentences or ideas. **T / F**
5. It is not helpful to repeat keywords throughout the course of a paragraph. **T / F**
6. Cohesion ensures that ideas in the text are properly connected and that the reader can clearly observe these connections. **T / F**

POST-VIEWING

11. Answer the following questions on the video:

1. What is cohesion?
2. What are cohesive devices used for?
3. Why should academic writing be cohesive?
4. Why are pronouns helpful?
5. What is meant by lexical signposts? Name some of them.
6. What do lexical signposts include?
7. What is the final way to make your writing more cohesive?

Tema 3. Plagiarism in Academic Writing

Video 4. The Art of Paraphrasing: Avoiding Plagiarism

PRE-VIEWING

1. Discuss the following questions:

1. Do you know what plagiarism is?
2. What can guarantee the absence of academic plagiarism?
3. Are you familiar with the Academic Integrity Policy at our university?
4. What do you understand under the term 'Academic Integrity'?

2. Match words 1–10 with their collocations A–J:

1.	to avoid	A)	material
2.	citation	B)	properly
3.	original	C)	into trouble
4.	the art	D)	style
5.	to paraphrase	E)	plagiarism
6.	to get	F)	of paraphrasing
7.	to write down	G)	quotation marks
8.	to rearrange	H)	phrases
9.	to put	I)	ideas
10.	identical	J)	from memory

3. Match the terms 1-10 with their definitions A-K:

1.	content	A)	to state something written or spoken in different words
2.	quotation	B)	a short part of a text, consisting of at least one sentence and beginning on a new line
3.	to paraphrase	C)	to say or write something again in a different way
4.	verbatim	D)	a quotation from or reference to a book, paper, or author, especially in a scholarly work
5.	plagiarism	E)	the ideas that are contained in a piece of writing, a speech, or a film
6.	to rephrase	F)	a story or a description of a series of events
7.	parenthetical	G)	a group of words from a book, speech, etc., that are repeated by someone who did not write them
8.	narrative	H)	the brief form of the reference that you include in

			the body of your work.
9.	paragraph	I)	in a way that uses exactly the same words as were originally used
10.	citation	J)	the process or practice of using another person's ideas or work and pretending that it is your own
11.	in-text quotation	K)	written in parentheses, or said in addition to the main part of what you are saying

WHILE-VIEWING

<https://www.youtube.com/watch?v=H1qo10dG5Gw> (9:09 min.)

4. You're going to watch a video "The Art of Paraphrasing". Watch the video (00:07–03:22) and circle the words you hear:

- | | |
|---------------|-------------------|
| 1. content | 7. original |
| 2. review | 8. automatically |
| 3. plagiarism | 9. arrangement |
| 4. rearrange | 10. research |
| 5. to cite | 11. to paraphrase |
| 6. context | 12. source |

5. Complete the sentences from the video with the phrases in the box:

parenthetical citation	to become familiar	original source	rephrase
page number	quotation marks	direct quotation	

- Read the original a few times _____ with the content.
- If there are any phrases that are identical to phrases from the original, either rephrase or put _____ around them.
- Using quotations, make sure you always cite the _____.
- Look at where the _____ is located.
- The citation for the source needs to always come at the end of the sentence no matter where the _____ is.
- Since I am using a direct quote, I have to put the _____ in here.
- I can either _____ it further or I use direct quotations.

6. Now watch the video (01:20-03:22) and number the steps for paraphrasing in the order you hear them:

- _____ Put the original passage aside – don't look at it!
- _____ Rephrase or put quotation marks around the phrases that are identical to phrases from the original.
- _____ There are seven steps for successful paraphrasing.
- _____ Cite your source according to the citation style you are required to use.
- _____ Read the original a few times.

- _____ Write your paraphrase rearranging ideas in a different order.
- _____ Take some notes on the main ideas from memory.
- _____ Check your paragraph with the original.

7. Match column A and B to make sentences:

A		B	
1.	You should read the original a few times	A)	you automatically get into a different flow of the narrative of the argument.
2.	You should cite your source according	B)	use the title of the article and the page number.
3.	If you start with the idea that's expressed in the last sentence of the passage,	C)	phrases from the original, try to rephrase them.
4.	Do not use sentences that are	D)	to the citation style you are required to use.
5.	If you don't have an author,	E)	to become familiar with the content.
6.	If there are any phrases that are identical to	F)	almost verbatim from the original.

8. Match the words from the video in column A (1-10) with their synonyms in column B (A-J):

A		B	
1.	original text	A)	extract
2.	passage	B)	rephrasing
3.	content	C)	citation
4.	paraphrase	D)	story
5.	quotation	E)	source text
6.	narrative	F)	topic

9. Watch the video again and decide if the following statements are True (T) or False (F). Correct the false statements:

- Paraphrasing is an important skill to develop in order to avoid plagiarism. **T / F**
- To avoid plagiarism, to change a word here or there is enough. **T / F**
- Parenthetical citation is put right after the quote. **T / F**
- It is useful to start paraphrasing from the last sentence of the passage. **T / F**
- You need not put quotation marks around any original or any phrasing that comes from the original source. **T / F**
- The practice of using another person's ideas or work and pretending that it is your own is called plagiarism. **T / F**

POST-VIEWING

10. Answer the following questions giving arguments from the video:

1. What is plagiarism?
2. What are the ways to avoid plagiarism?
3. What is paraphrasing?
4. What are the steps for successful paraphrasing? Name them.
5. What is a direct quotation and how is it indicated in your text?
6. Where is the parenthetical citation located?
7. What is in-text citation?

11. Decide if this student plagiarized. If so, redo it so that the student doesn't plagiarize.

Original source: Clearly, tattooing has emerged from the underbelly to the surface of the American landscape. And as the popularity of tattoos has expanded, so has the art itself. No longer restricted to Bettie Page look-alikes' muddy blue anchors, and ribbon-wrapped hearts reading *Mom*, today's tattoo images make bold statements of personality, as individualized and varied as any art form.

Addonizio, Kim and Cheryl Dumesnil. Introduction. Dorothy Parker's Elbow: Tattoos on Writers, Writers on Tattoos. New York: Warner Books, 2002: xiii-xvi.

The student's paraphrase: It's a fact that tattoos have arisen from the underbelly to the top of the American landscape. Tattooing has experienced a growing popularity, and so has the art itself. It is no longer limited to sailor-style ships and blue anchors, or biker-type hearts reading "Mom." Today's images include bold statements of individualized personality as diverse as any art form (*Addonizio and Dumesnil xii*).

12. Write a paraphrase of the following passage.

Whether you have morning sickness, motion sickness, or nausea from chemotherapy or radiation therapy, help may be no farther than your refrigerator or kitchen pantry. There are several foods that can help the body mitigate mild to moderate nausea. Pectin is a dietary fiber that occurs naturally in plant cell walls. Fruits such as apples, peaches, plums, and currants are good sources of pectin, as are carrots and potatoes. Ginger, also known as ginger root, is another very powerful plant that works on the digestive tract. Ginger is found in ginger ale, gingersnaps, gingerbread, and certain Chinese dishes. So the next time your stomach is feeling queasy, try reaching for a can of ginger ale, or nibbling a gingersnap cookie, an apple, or a carrot.

From Greening, Samantha M. "Natural Remedies for What Ails You." Healthful Today's and Tomorrow's 7 Apr. 2005: 18-21.

Unit 4. Summaries and Requirements to Them

Video 5. Academic Summaries: How to Write

PRE-VIEWING

1. Discuss the following questions:

1. What is a summary?
2. Why is the summary written?
3. Who writes the summary?
4. Why are summarizing skills important for those who wish to master English academic writing?

2. Match words 1–9 with their collocations a–i:

1.	accurate	a)	of the evidence
2.	hit	b)	in your own words
3.	overview	c)	quotes or quotations
4.	a random	d)	representation
5.	be written	e)	main claims
6.	to use	f)	the highlights
7.	to start	g)	summary
8.	to include	h)	list
9.	academic	i)	at the beginning

3. Match the terms 1-15 with their definitions A-O:

1. academic summary	A) a short piece of writing on one particular subject written by a student or by a writer for publication
2. evidence	B) a short description of something that provides general information about it, but no details
3. essay	C) critical, objective, specialized texts written by experts or professionals in a given field using formal language
4. overview	D) the facts, signs or objects that make you believe that something is true
5. academic text	E) a complete and accurate representation of an academic text
6. context	F) a reason or set of reasons given in support of an idea, action or theory
7. quotation	G) a piece of writing in a magazine, newspaper, etc.
8. argument	H) the text that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning
9. claim	I) a word or phrase that is used to refer to a particular thing, especially in a technical or scientific subject

10. article	J) a sentence or phrase taken from a book, poem, or play, which is repeated by someone else
11. content	K) a subject that you talk or write about
12. passage	L) a statement that something is true, although you have not proved it
13. term	M) a piece of writing or a plan that is not yet in its finished form
14. topic	N) the information or ideas that are talked about in a book, speech, film, etc.
15. draft	O) a short part of a book, speech, or piece of music

WHILE-VIEWING

<https://www.youtube.com/watch?v=oDBabCxxulY> (12:05 min.)

4. You're going to watch a video "*Academic Summaries: How to Write*". Watch the video (00:40–01:54) and circle the words you hear:

1. accurate	7. involve
2. to describe	8. reasons
3. world	9. similar
4. structure	10. random
5. research	11. to focus
6. author	12. to explain

5. a) Read the sentences from the video. Complete the sentences with the phrases in the box:

research process	college career	complete summary	research projects
skipping over	entire text	no matter	to give context

Understanding a text is the first step toward using it. So, practicing your skills in an academic summary is going to help you throughout your _____ when you are dealing with the _____. Summarizing and taking the time to do a _____ forces you to make sure that you understand the _____ and that you are not _____ things that might be confusing still. You are going to need the skills that you learn in an academic summary _____ in your essays and your _____ throughout your academic career. And finally, summarizing can help you learn material more effectively _____ what course you are in.

b) Watch the video (02:01–02:50) and check your answers.

6. Now watch the video (02:58-03:38) and number the sentences in the order you hear them:

- _____ highlighting anything that seems to be something that the author wants to highlight,
- _____ The first step is to read for content.
- _____ If you skip over words, phrases or terms that you don't understand, then you cannot possibly understand how to summarize it.
- _____ and finally, you are really going to make sure that you define any new or unfamiliar terms.
- _____ Writing an academic summary takes a few different steps.
- _____ You are going to read through the text carefully and actively marking passages that you think are important,

7. a) Match column A and B to make sentences:

A	B
1. You should analyze the text	A) to reread your text multiple times.
2. What do we mean	B) for the structure of the argument.
3. This time you are going to	C) that they are trying to make?
4. You are going to identify	D) by the logic of the author's argument?
5. Sometimes you have	E) reread your text.
6. What are the different points	F) where the overall topic might shift to a new idea.
7. Your academic summary	G) the article source title, the publication title, the date published.
8. It is really important that you	H) should include all main claims.
9. You are going to include the author's complete name,	I) you should try to use transitional words.
10. Throughout your draft	J) make a plan before you start writing.

b) Watch the video (03:39–07:34) and check your answers.

8. Match the words from the video in column A (1-10) with their synonyms in column B (A-J):

A	B
1. accurate	A) unsystematic
2. claim	B) time line
3. overview	C) reference
4. random	D) to comprehend
5. source	E) exact
6. transition	F) to state
7. chronology	G) outline
8. to posit	H) to mean
9. to figure out	I) argument
10. to imply	J) change

9. Watch the video again and decide if the following statements are True (T) or False (F). Correct the false statements:

1. In academic summaries you are just hitting the highlights. **T / F**
2. An academic summary is written in your own words. **T / F**
3. Signal phrases help you situate the descriptions and the summaries so that your reader understands these are your ideas. **T / F**
4. Every time you are giving new information you are introducing it with a signal phrase. **T / F**
5. The more signal phrases you use, the better. **T / F**
6. Academic summaries are incomplete. **T / F**
7. Academic summaries are neutral. **T / F**

POST-VIEWING

10. Answer the following questions giving arguments from the video.

1. What is an academic summary? What does an academic summary show?
2. Why should you write an academic summary?
3. What are the steps of writing an academic summary? Characterize each of them.
4. What is meant by signal phrases? Why is it necessary to introduce new information with a signal phrase?
5. What does a topic sentence involve?
6. What do signal phrases include?
7. What transitional statements are used in academic summaries?

11. Read the following text and compare the summaries. Decide which one is best giving reasons.

Researchers in France and the United States have recently reported that baboons are able to think abstractly. It has been known for some time that chimpanzees are capable of abstract thought, but baboons are a more distant relation to mankind. In the experiment, scientists trained two baboons to use a personal computer and a joystick. The animals had to match computer designs which were basically the same, but had superficial differences. In the experiments the baboons performed better than would be expected by chance. The researchers describe their study in an article in the *Journal of Experimental Psychology*.

Summaries

- a) French and American scientists have shown for the first time that baboons have the ability to think in an abstract way. The animals were taught to use a computer and then had to select patterns that were similar, which they did at a rate better than chance.
- b) Baboons are a kind of monkey more distant from man than chimpanzees. Although it is known that chimpanzees are able to think abstractly, until recently it was not clear if baboons could do the same. But new research by various scientists has shown that this is so.
- c) According to a recent article in the *Journal of Experimental Physiology*, baboons are able to think in an abstract way. The article describes how researchers trained two baboons to use a personal computer and a joystick. The animals did better than would be expected.

Unit 5. Research Paper Abstracts

Video 6. How to Write an Abstract: a Practical Guide With Examples

PRE-VIEWING

1. Discuss the following questions:

1. Have you ever written research paper abstracts?
2. What is it usually written for?
3. Whom is it written by?
4. Are there any requirements for writing it?

2. Match words 1–10 with their collocations A–J:

1.	research	A)	implications
2.	methodological	B)	research method
3.	set out	C)	key findings
4.	theoretical and practical	D)	requirements
5.	a standard	E)	journal papers
6.	to present	F)	with subheadings
7.	to summarize	G)	to investigate
8.	standard	H)	approach
9.	journal	I)	the key words
10.	to come	J)	format

3. Match the terms 1-8 with their definitions A-H:

1.	research paper abstract	A)	expressing or covering much in few words; brief in form but comprehensive in scope
2.	objective	B)	to observe or study by close examination and systematic inquiry
3.	journal	C)	a summary of the study in very clear and concise language.
4.	to investigate	D)	what you are trying to achieve
5.	concise	E)	a way of considering or doing something
6.	research method	F)	easy to understand or simple
7.	approach	G)	a newspaper or magazine that deals with a particular subject or professional activity
8.	straightforward	H)	a strategy or technique utilized in the collection of data for analysis in order to uncover new information

WHILE-VIEWING

<https://www.youtube.com/watch?v=sxixLYBtBH0> (6:26 min)

4. You're going to watch a video "*How to Write an Abstract: a Practical Guide With Examples*". Watch the video (00:01–02:46) and circle the words you hear:

- | | |
|-----------------|---------------|
| 1. concisely | 7. describe |
| 2. thesis | 8. subheading |
| 3. conversation | 9. paper |
| 4. study | 10. require |
| 5. set out | 11. briefly |
| 6. narrative | 12. summarize |

5. a) Read the sentences from the video. Complete the sentences with the phrases in the box.

research method	research journals	research study	key words
research objective	of relevance	describe	

1. Most _____¹ require the abstract to be within 150 words.
2. The first sentence usually tells what the _____² was.
3. If your _____³ is standard and straightforward then probably one sentence is enough.
4. The second sentence would typically _____⁴ the research method that was used in the study.
5. Below the abstract, we presented the _____⁵.
6. I first read the abstract of a study in order to see whether or not this study is _____⁶ or interest to me.
7. Reading the abstract would enable you to quickly understand what this _____⁷ is all about.

6. Now watch the video (04:09-05:13) and number the sentences in the order you hear them:

- _____ First, they use the subheading *Purpose* for the authors to present the study's key research objective.
- _____ Then we have *Originality/Value* where we have to tell how valuable our findings, conclusions, and implications are.
- _____ But even using a different format for the abstract, its general components would essentially be very similar to the format we talked about.
- _____ Different journals requirements for the abstract could be a little bit different.
- _____ Finally, *key words* which is the same as before.
- _____ Then, using the subheading *Methodology*, summarize your research methodological approach.
- _____ Instead of having the abstract written as one paragraph a journal may ask for the abstract to come with subheadings.

_____ Under the subheading *Findings*, we present our key findings and results.

7. a) Match column A and B to make sentences:

A		B	
1.	The description of the methods in the examples	A)	to summarize key findings and conclusions.
2.	The abstract needs	B)	to quickly understand what this research study is all about.
3.	One or two sentences would be enough to clearly describe the	C)	were all very brief.
4.	We will probably need a couple of sentences	D)	relevance or interest to me, so that I could decide whether or not to read the study more carefully.
5.	The abstract is the last thing we write	E)	to be carefully written.
6.	Reading the abstract would enable me	F)	properly and carefully.
7.	I read the abstract of a study in order to see whether or not this study is of	G)	research methodological approach that was used in a particular study.
8.	We should all write our abstracts	H)	but it is the first thing that people read.

8. Match the words from the video in column A (1-9) with their synonyms in column B (A-I):

A		B	
1.	to summarize	A)	to study
2.	research paper abstract	B)	clear
3.	approach	C)	significance
4.	to investigate	D)	synopsis
5.	standard	E)	conclusions
6.	objective	F)	method
7.	straightforward	G)	to outline
8.	implication	H)	goal
9.	findings	I)	ordinary

9. Watch the video again and decide if the following statements are True (T) or False (F). Correct the false statements:

1. The abstract is the first thing we write but it is the last thing that people read.

T / F

2. Research journals require the abstract to be from 100 to 250 words. T / F

3. Usually, research journal abstract consists of a single paragraph and contains four to ten sentences. **T / F**
4. The first sentence usually describes the goal of the research. **T / F**
5. Two or three sentences would be enough to describe the research methodological approach used in a particular study. **T / F**
6. A couple of sentences are needed to summarize key findings and conclusions. **T / F**
7. All journals use the same format for annotations. **T / F**
8. Instead of having the abstract written as one paragraph some journals ask for the abstract to come with subheadings. **T / F**
9. The abstract needs to be carefully written. **T / F**
10. You shouldn't value your findings, conclusions, and implications in abstracts for research journal articles. **T / F**

POST-VIEWING

10. Answer the following questions giving arguments from the video:

1. What is a research paper abstract?
2. Who is it written by?
3. What are main features of research paper abstract?
4. What does the first sentence usually tell about?
5. What does the second sentence of the research paper abstract describe?
6. What should the third sentence be about?
7. If you are asked for the abstract with subheadings, what are their titles?

11. Find a recent research paper in the discipline of your specialization and take it to your Academic English class. Discuss the structure and language of the paper with your peer students.

Unit 6. Conference Abstracts

Video 7. How to Prepare a Conference Abstract

PRE-VIEWING

1. Discuss the following questions:

1. Have you ever participated in scientific conference?
2. If yes, have you submitted an abstract for the conference?
3. How would you define the term 'conference abstract'?

2. Match words 1–15 with their collocations A–O:

1.	to grab	A)	to the word count
2.	to refer	B)	messages
3.	to stick	C)	the stated deadline
4.	introduction	D)	the study
5.	author	E)	readers' attention
6.	keep to	F)	clinical implementations
7.	take-home	G)	to the formatting guidelines
8.	description of	H)	affiliations
9.	to frame	I)	to your topic
10.	to draw	J)	experiences
11.	to test	K)	guidelines
12.	workplace	L)	a discussion
13.	format	M)	effectively and concisely
14.	to conduct	N)	hypothesis
15.	to communicate	O)	in the audience

3. Match the terms 1-110 with their definitions A-J:

1.	conference abstract	A)	a small part of anything or one of a number, intended to show the quality, style, or nature of the whole
2.	title	B)	extremely important or urgent
3.	reviewer	C)	the fundamental reason or reasons serving to account for something
4.	to integrate	D)	the main message or piece of information that you learn from something
5.	background	E)	a short overview of the content that would be covered in the oral presentation proposed to the organizers of a conference
6.	rationale	F)	the distinguishing name of a book, poem,

			picture, piece of music, or the like
7.	hypothesis	G)	used to refer to something that is done before, and in preparation for, something else
8.	sample	H)	to unite with something else
9.	take-home message	I)	someone who writes articles expressing their opinion of a book, play, film, etc.
10.	imperative	J)	an idea or explanation for something that is based on known facts but has not yet been proved

WHILE-VIEWING

<https://www.youtube.com/watch?v=bXarnXCVPtY> (7:35 min.)

4. You're going to watch a video "*How to Prepare a Conference Abstract*".

Watch the video (00:01–01:52) and circle the words you hear:

- | | |
|-----------------|-------------------|
| 1. published | 7. non-scientific |
| 2. presentation | 8. job |
| 3. comprehend | 9. messages |
| 4. efficiently | 10. guidelines |
| 5. apply | 11. instructions |
| 6. assumption | 12. adhere |

5. a) Read the abstracts from the video. Complete them with the phrases in the box:

experimental studies	a logical order	a brief introduction	rationale
technical terms	what was done	general terms	kept in mind
sample size hypothesis			

1. The objective section should include _____¹ to your topic and establish the _____² behind your work. It is also important to clearly state the aim or _____³ of what you are proposing.

2. The method section should include the key details of how you conducted your study including _____³, study variables, who participated, _____⁴, how it was done, and when it was done.

3. The result section should be stated in _____⁵.

4. It is important when framing your discussion that the audience, to which this abstract is being presented, is _____⁶. For audiences that include experts, the results can be described in more _____⁷. If the audience is more general, it is important to use more _____⁸ that apply to a broader audience that they can relate to.

5. The conclusion can also include any potential directions or plan _____⁹ that follow on from the work you have described.

6. Now watch the video (00:14-02:22) and number the sentences in the order you hear them:

- _____ Non-scientific abstracts include case studies or reports, description of clinical implementations, protocols and workplace experiences.
- _____ At the outset of preparing your abstract it is important to refer to the formatting guidelines.
- _____ It needs to draw in your audience and convey effectively and efficiently the quality of your research.
- _____ After reading through the format guidelines for the conference abstract it's important to consider what type of abstracts you are preparing.
- _____ Conference abstracts differ from article or journal abstracts.
- _____ There are two types of abstracts: scientific and non-scientific.
- _____ It's important to remember that your abstract is the face of your work.
- _____ Scientific abstracts include research studies, such as surveys, quantitative studies, and clinical trials.
- _____ It is important to remember that in a conference, the abstract is the only part of your work that is published.

7. a) Match column A and B to make sentences:

A		B	
1.	The title must be short, descriptive,	A)	your readers' attention and leave them wanting to read more.
2.	The method section should contain enough information to enable	B)	should be the shortest part of your abstract.
3.	The discussion section can apply to both	C)	should clearly state the take-home messages of your study
4.	The background or objective section	D)	the reader to understand how you have conducted your study.
5.	The result section should concisely state	E)	scientific and non-scientific abstracts.
6.	For audiences that include experts, the results	F)	interesting and inviting.
7.	The start of your abstract should really grab	G)	the results that you found from your study.
8.	The conclusion section	H)	can be described in more technical terms.

b) Watch the video (02:24–06:23) and check your answers.

8. Match the words from the video in column A (1-10) with their synonyms in column B (A-J):

A		B	
1.	to draw in	A)	beginning
2.	guidelines	B)	information
3.	to adhere	C)	sample
4.	message	D)	application
5.	example	E)	appealing
6.	outset	F)	to involve
7.	implementation	G)	recommendation
8.	bit by bit	H)	to observe
9.	inviting	I)	opening
10.	introduction	J)	step by step

9. Watch the video again and decide if the following statements are True (T) or False (F). Correct the false statements:

1. A conference abstract does not differ from an article or journal abstract. T / F
2. The title is the last thing that a reader or reviewer sees. T / F
3. It is important to refer to the formatting guidelines and observe them too. T / F
4. The objective section is the longest part of your abstract. T / F
5. Both method section and result section apply to scientific abstracts. T / F
6. A graph or table should be placed after the statement sentences regarding these tables or graphs. T / F
7. If the audience includes experts, it is important to use more general terms. T / F
8. The conclusion should clearly state the important messages of your study. T / F
9. It's also imperative that you keep to the deadline of abstract submissions. T / F

POST-VIEWING

10. Answer the following questions giving arguments from the video:

1. What is a conference abstract?
2. What formatting guidelines should you follow preparing your abstract?
3. What two types of abstracts are mentioned in the video?
4. What are the characteristic features of the title?
5. What is generally included into the objective section?
6. What information does the method section contain?
7. How many sentences should the result section consist of?
8. Why should the audience kept in mind when framing the discussion?
9. What information does the conclusion section usually embrace?
10. What additional data are broadly required from the researchers?

11. Write your own conference abstract of 200-250 words based on your research.

Video 8. Conference Abstract Presentation

PRE-VIEWING

1. **ENGLISH is a tool for promoting national interests in the world and gaining global opportunities.** This was demonstrated by Denys Prokopenko, a graduate of the Kyiv National Linguistic University and now the commander of the legendary Azov brigade, in his video speech at the EstMil. tech 2024 **international conference** “Military Technologies: Challenges for Small States” in Tallinn, Estonia.

WHILE-VIEWING

<https://youtu.be/4t84giGYMq4> (6:03 min.)

2. You're going to watch a video “*Video Presentation of Azov Commander Denys Prokopenko at the EstMil.tech 2024 Military Conference*”. Watch the video and list the English equivalents for the Ukrainian words and phrases provided. Pay attention to their pronunciation and learn the new words:

повномасштабне вторгнення	штучний інтелект
бойовий командир	роботизоване обладнання
курс бойової підготовки	піхотні підрозділи
військова частина	мережецентрична війна
навчальні матеріали	добре розвинена протиповітряна система
лінія фронту	зброя
величезний технічний прогрес	новітня надійна технологія
автоматизовані системи управління боєм	всебічний розвиток
усвідомлення ситуації	спати спокійно
поле бою	Слава Україні!

POST-VIEWING

3. **Answer the following questions giving arguments from the video:**
 1. What useful phrases from the introduction by Denys Prokopenko's speech can be used by you in your conference abstract?
 2. What is the main idea of Denys Prokopenko's speech?
 3. What two linking words does author use to make a conclusion in the final part of his speech?
 4. What conclusion does the author make?

Unit 6. Analytical and Argumentative Research Paper

Video 9. How to Write an Analytical Essay

PRE-VIEWING

1. Discuss the following questions:

1. What types of research papers do you know?
2. When is an analytical paper written?
3. What does an analytical paper focus on?

2. Match words 1–8 with their collocations A–H:

1.	to strengthen	A)	the points
2.	to back up	B)	the information
3.	to illustrate	C)	evidence
4.	to share	D)	with examples
5.	to focus	E)	of the essay
6.	to extract	F)	on a content
7.	supporting	G)	our point of view
8.	the overriding point	H)	the impact

3. Match the terms 1-8 with their definitions A-H:

1.	theme	A)	well developed in all aspects; complete and balanced
2.	essay	B)	relating to or using analysis or logical reasoning
3.	overriding	C)	the subject of a talk, piece of writing, exhibition, etc.
4.	persuasion	D)	say something again or a number of times, typically for emphasis or clarity
5.	well-rounded	E)	a particular belief or set of beliefs.
6.	analytical	F)	a long essay or dissertation involving personal research, written by a candidate for a university degree
7.	to reiterate	G)	a short piece of writing on one particular subject written by a student
8.	thesis	H)	more important than any other considerations

WHILE-VIEWING

https://www.youtube.com/watch?v=MKr_Fd87L7c (5:44 min)

4. You're going to watch a video "How to Write an Analytical Essay". Watch the video (00:57–02:58) and circle the words you hear:

- | | |
|-----------------|---------------|
| 1. detail | 7. structure |
| 2. apart from | 8. technique |
| 3. named | 9. norm |
| 4. to achieve | 10. sample |
| 5. proceed | 11. actual |
| 6. well-rounded | 12. synthesis |

5. a) Read the sentences from the video. Complete the sentences with the phrases in the box.

number of paragraphs	point of view	three-point structure	to convince
to be convincing	short outline	supporting evidence	related to
claim on the subject	drives back		

1. The thesis is the part you will state your _____¹ you are analyzing.
2. Although we are not looking _____² a reader to share our _____³ in this particular type of essay we need to make your thesis, and _____⁴, and analysis congruent!
3. You need _____⁵ during the body of your essay.
4. There is no stated limit to the _____⁶ you can write in your essay.
5. The paragraphs will point out the _____⁷ of the thesis and what the section relates to, the analysis that _____⁸ the thesis you wrote at the beginning, an example that _____⁹ to support the analysis.
6. As long as each of your paragraphs follows the straightforward _____¹⁰, you'll be able to produce a really coherent passages of work within your essay.

b) Watch the video from (02:59–04:55) and check your answers.

6. Now watch the video (05:00-05:42) and number the sentences in the order you hear them:

- _____ Firstly, you will be reiterating your thesis briefly to remind the reader of the overriding point of the essay.
- _____ end to your piece giving the reader your justification for your writing and how
- _____ This part is super simple as you will not be making any new claims here in an analytical essay conclusion.
- _____ But what you will be doing is refreshing the reader on the points you've already made.

- _____ And to end your conclusion, you will give your concluding thoughts as the final
- _____ the evidence and analysis back up your absolute claim.
- _____ We are at the stage of concluding already.
- _____ You will then briefly summarize each of your key points and relate it back to how they support the initial thesis statement.

7. a) Match column A and B to make sentences:

A		B	
1.	An analytical essay focuses on deeper persuasions of the analyzed text	A)	no new claims are made.
2.	Your essay should have enough paragraphs to make it	B)	evidence and analysis congruent.
3.	The introduction to the thesis needs	C)	refreshing the reader on the points you've already made.
4.	Each paragraph will include the short outline of the thesis, an analysis	D)	well-rounded and sufficient to cover all the raised issues.
5.	In an analytical essay conclusion,	E)	rather than focusing on the actual content.
6.	In analytical essay, you need to make your thesis and supporting	F)	related to the thesis statement, and an example that supports this analysis.
7.	What you will be doing in the conclusion part is	G)	to be strong and concise.

8. Match the words from the video in column A (1-10) with their synonyms in column B (A-J):

A		B	
1.	opening	A)	element
2.	brief	B)	significantly
3.	to relate	C)	to cite
4.	essentially	D)	to associate
5.	to refer	E)	attract attention
6.	detail	F)	introduction
7.	to grab attention	G)	compressed

9. Watch the video again and decide if the following statements are True (T) or False (F). Correct the false statements:

1. An analytical essay focuses on the actual content. **T / F**
2. The analytical essay consists of four parts. **T / F**
3. The introduction can be brief, without going into too much unnecessary detail. **T / F**

4. In the thesis part you state your claim on the subject which needs to be absolute. **T / F**
5. There is a stated limit to the number of paragraphs of analytical essays. **T / F**
6. In an analytical essay conclusion new claims can be made. **T / F**
7. In the conclusion part you are to refresh the reader on the points you have already made. **T / F**

POST-VIEWING

10. Answer the following questions giving arguments from the video:

1. What is the purpose of analytical essays?
2. What is the structure of an analytical essay?
3. What are the main features of the analytical essay introduction?
4. What is the function of paragraphs in an analytical essay?
5. What issues should the concluding part cover?

Video 10. How to Write an Argumentative Essay

PRE-VIEWING

1. Discuss the following questions:

1. Do you know when an argumentative essay is written?
2. What is an argumentative essay about?
3. Is there any difference between an analytical and argumentative essay?

2. Match words 1–7 with their collocations A–G:

1.	to provide	A)	to the reader
2.	to support	B)	on a certain topic
3.	to appeal	C)	evidence and reasons
4.	to convince	D)	the consequences
5.	a position	E)	with the argument
6.	to agree	F)	the reader
7.	to predict	G)	the thesis statement

3. Match the terms 1-10 with their definitions A-I:

1.	to convince	A)	a result of a particular action or situation, often one that is bad or not convenient
2.	multiple	B)	making you want to do or believe a particular thing
3.	counterargument	C)	a reason or argument presented in opposition
4.	hook	D)	having or involving several parts, elements, or members
5.	to restate	E)	an argument against another argument, idea, or suggestion
6.	credibility	F)	something that interests the reader
7.	objection	G)	cause (someone) to believe firmly in the truth of something
8.	consequence	H)	having or characterized by a fundamental weakness or imperfection
9.	flawed	I)	to say something again or in a different way
10.	persuasive	J	the fact that someone or something can be believed or trusted

WHILE-VIEWING

https://www.youtube.com/watch?v=v_D6K42DTSA (7:45 min.)

4. You're going to watch a video "How to Write an Argumentative Essay". Watch the video from (00:10–01:45) and circle the words you hear:

- | | |
|------------------|--------------|
| 1. analytical | 7. interest |
| 2. believe | 8. topic |
| 3. assignments | 9. data |
| 4. story | 10. evidence |
| 5. argumentative | 11. multiple |
| 6. position | 12. speak |

5. Complete the sentences from the video with the phrases in the box:

evidence and examples	thesis statement	credibility	hook
argumentative essay	persuasive essay	an argument	

1. The _____¹ is something that will interest the reader to continue reading your essay.
2. The _____² will state clearly what you plan to write in your essay.
3. When developing _____³, remember that there are always at least two sides to an argument.
4. All of these types of evidence can add _____⁴ to your argument and prove your point.
5. The _____⁵ only presents your side or your point of view.
6. An _____⁶ should include at least three body paragraphs explaining the main points that support the thesis statement.
7. Develop each of these paragraphs with _____⁷ to prove that point of view.

6. Now watch the video (01:10-02:19) and number the sentences in the order you hear them.

- _____ After the introduction paragraph, there should be at least three body paragraphs.
- _____ The argumentative essay needs to have evidence to prove your points.
- _____ The hook is something that will interest the reader to continue reading your essay.
- _____ Each body paragraph will give evidence, examples and explanations for each of the points presented in the thesis statement.
- _____ And the thesis statement will state clearly what you plan to write in your essay.
- _____ The introduction paragraph should include a hook, some background information and a thesis statement.
- _____ They should explain the main points that support the thesis statement.

_____ The background information would be information about your topic that would be helpful to the reader.

7. a) Match column A and B to make sentences:

A		B	
1.	The object of the argumentative essay	A)	or your point of view and gives evidence for that.
2.	The argumentative essay is slightly	B)	why your point of view is correct.
3.	One good way to write the argument in their essay is	C)	further details, an example, or some type of evidence to back it up.
4.	The persuasive essay only presents you side	D)	different from the persuasive essay.
5.	When writing your support paragraph be sure to make your point, then give	E)	to predict the consequences of their point of view.
6.	The argumentative essay looks at both of the points of view	F)	is to convince those who object to your main argument.
7.	In your conclusion, you would write	G)	and also gives evidence for both.

8. Match the words from the video in column A (1-7) with their synonyms in column B (A-G):

A		B	
1.	argumentative	A)	opinion
2.	essay	B)	to perform
3.	to refute	C)	disputatious
4.	to support	D)	composition
5.	position	E)	comment
6.	to present	F)	to reject
7.	explanation	G)	to back up

9. Watch the video again and decide if the following statements are True (T) or False (F). Correct the false statements:

1. An argumentative essay takes a position on a certain topic. T / F
2. The author of the essay does not try to convince the reader that his/her point of view is true or correct. T / F
3. When developing an argument, there should always be at least two sides to an argument. T / F

4. In the introduction paragraph, you will need to introduce the different sides to the argument without giving your opinion. **T / F**
5. There should be at least three body paragraphs explaining the main points that support the thesis statement. **T / F**
6. In the conclusion paragraph, the thesis statement is restated, and the writer gives his reasons why he believes his opinion is correct. **T / F**
7. There is no difference between the argumentative essay and the persuasive essay. **T / F**
8. The counter-argument presents the other side (point of view) to the argument. **T / F**

POST-VIEWING

10. Answer the following questions giving arguments from the video:

1. What is an argumentative essay?
2. What information is given in the introduction paragraph?
3. What is meant by a hook of the argumentative essay?
4. How many body paragraphs should an argumentative essay involve?
5. What information should body paragraphs give?
6. What is the conclusion paragraph about?
7. What does the format of an argumentative essay look like?
8. What is the object of the argumentative essay?
9. How can the order of the argument be presented?
10. What is the difference between the argumentative and persuasive essays?
11. What does the evidence that you can use in an argumentative essay include?

Unit 7. Application of Artificial Intelligence in Scientific Research

Organization

The application of Artificial Intelligence (AI) in scientific research has revolutionized how knowledge is generated, analyzed, and applied across disciplines. By processing vast amounts of data, identifying patterns, and generating predictions, AI significantly accelerates the pace of discovery and enhances the precision of research outcomes. From automating literature reviews to modeling complex systems and supporting decision-making, AI tools empower researchers to focus on higher-level analytical tasks while reducing time-consuming manual work. Consequently, integrating AI into the scientific workflow not only improves efficiency and accuracy but also opens new frontiers for interdisciplinary collaboration and innovation.

A wide range of AI-powered platforms and tools have been developed to support researchers at every stage of the scientific process. For example, **Elicit** and **ResearchRabbit** assist in automating literature discovery and mapping research trends, while **Scite.ai** provides citation analysis based on the quality and context of references. Tools like **ChatGPT** and **DeepL Write** help improve academic writing by offering language refinement, summarization, and paraphrasing features. Additionally, platforms such as **Semantic Scholar**, **Connected Papers**, and **Iris.ai** use AI to reveal hidden connections between studies, facilitating deeper insights and fostering innovation. These technologies not only increase productivity but also democratize access to advanced research assistance, making scientific inquiry more inclusive and data-driven.

We would like to highlight the most commonly utilized resources and platforms, organized according to the distribution of specific user needs.

1. Creating Summaries, Abstracts, and Reports

ChatGPT

- **What it does:** Generates human-like text, simplifies complex concepts, rewrites, and summarizes text.
- **How it helps:** You can input long scientific paragraphs or articles, and ChatGPT can produce concise summaries or explain concepts in simpler language, aiding understanding and writing abstracts.
- **Use tip:** Always verify generated summaries for accuracy and completeness.

Scholarcy

- **What it does:** AI-powered summarization tool that reads academic papers and extracts key points, highlights, and generates summaries.
- **How it helps:** Saves time by creating instant article summaries and extracting important data like key findings, tables, and references.

- **Use tip:** Great for initial literature reviews to quickly grasp the essence of many papers.

SMMRY

- **What it does:** Online tool that reduces text length by extracting main ideas and sentences.
- **How it helps:** Useful for quick summarization of articles or chapters when you need a brief overview.
- **Use tip:** Best for simpler texts; academic papers may require more precise tools.

2. Managing Sources and Creating Reference Lists

Zotero

- **What it does:** Free reference manager that collects, organizes, cites, and shares research sources.
- **How it helps:** Automatically creates citations and bibliographies in thousands of styles (APA, MLA, Chicago, etc.), organizes PDFs, notes, and tags.
- **Use tip:** Use browser extension to save references directly from academic databases and websites.

Mendeley

- **What it does:** Reference manager and academic social network with PDF organizer.
- **How it helps:** Helps store and annotate PDFs, collaborate with other researchers, and generate bibliographies.
- **Use tip:** Integrates with Word and LibreOffice for easy citation insertion.

BibGuru

- **What it does:** Simple online citation generator supporting multiple citation styles.
- **How it helps:** Quickly formats citations and bibliographies without the need to install software.
- **Use tip:** Good for quick referencing when working on smaller projects or drafts.

3. Improving Academic Writing

Grammarly

- **What it does:** AI-powered grammar, spelling, punctuation, style, and tone checker.

- **How it helps:** Detects common and advanced errors, suggests academic-style improvements, and helps maintain formal tone.
- **Use tip:** Use the premium version for plagiarism checks and advanced style suggestions.

DeepL Write

- **What it does:** AI writing assistant focused on improving clarity, style, and fluency.
- **How it helps:** Provides context-sensitive suggestions and refines academic texts for better readability and precision.
- **Use tip:** Use it alongside Grammarly for comprehensive text polishing.

Quillbot

- **What it does:** Paraphrasing tool that rewrites text with various modes (fluency, formal, simple).
- **How it helps:** Helps avoid plagiarism by rephrasing text while keeping the original meaning intact.
- **Use tip:** Always double-check paraphrased content for accuracy and style consistency.

Writefull

- **What it does:** Provides language feedback specifically for academic writing, including phrase checking and text corrections.
- **How it helps:** Suggests commonly used academic phrases, corrects grammar in scientific contexts, and verifies usage frequency in academic corpora.
- **Use tip:** Integrate with Word or Overleaf for real-time feedback.

Hemingway Editor

- **What it does:** Highlights complex sentences, passive voice, adverbs, and readability score.
- **How it helps:** Simplifies writing, making it more clear and direct without losing academic rigor.
- **Use tip:** Use after initial draft to improve clarity and flow.

4. Searching and Analyzing Scientific Sources

Elicit

- **What it does:** AI research assistant that finds relevant papers, extracts key information, and answers research questions.
- **How it helps:** Streamlines literature search and synthesis, saves time identifying relevant studies.
- **Use tip:** Use to gather evidence and formulate hypotheses efficiently.

ResearchRabbit

- **What it does:** Visualizes connections between papers, authors, and research topics.
- **How it helps:** Helps understand the research landscape, discover related works, and track new publications.
- **Use tip:** Use to explore background literature and identify research gaps.

Connected Papers

- **What it does:** Builds a graph of related scientific papers based on a seed paper.
- **How it helps:** Reveals influential works and thematic clusters around your research topic.
- **Use tip:** Great for initial literature exploration and understanding research evolution.

Scite

- **What it does:** Analyzes citations to show how papers support, contradict, or mention each other.
- **How it helps:** Helps assess the reliability and impact of references.
- **Use tip:** Use to critically evaluate sources and strengthen your arguments.

Student's Guide: AI Tools for Academic Writing

1. Creating Summaries, Abstracts, and Reports

✓ ChatGPT

Website: <https://chat.openai.com/>

Tutorials:

Official OpenAI ChatGPT Guide:

<https://help.openai.com/en/articles/6825453-chatgpt-release-notes>

How to Use ChatGPT for Academic Writing (YouTube):

<https://www.youtube.com/watch?v=gnFVrll1ccI>

✓ Scholarcy

Website: <https://www.scholarcy.com/>

Tutorials:

Getting Started with Scholarcy: <https://www.scholarcy.com/help/getting-started/>

Video Tutorial: <https://www.youtube.com/watch?v=lnRAVmf8tMg>

✓ SMMRY

Website: <https://smmry.com/>

Tutorial:

Simple user interface — no official tutorial needed; How to use SMMRY:

<https://smmry.com/faq>

2. Managing Sources and Creating Reference Lists

✓ Zotero

Website: <https://www.zotero.org/>

Tutorials:

Zotero Quick Start Guide: https://www.zotero.org/support/quick_start_guide

YouTube Tutorial for Beginners: <https://www.youtube.com/watch?v=0V7s-AvxWKU>

✓ Mendeley

Website: <https://www.mendeley.com/>

Tutorials:

Getting Started with Mendeley:

<https://www.mendeley.com/guides/desktop/getting-started>

Mendeley Tutorial Playlist:

<https://www.youtube.com/playlist?list=PL8dYxA6hRo8dpXt3bCWd5UPmsErKkpGmU>

✓ BibGuru

Website: <https://www.bibguru.com/>

Tutorial:

User-friendly with on-site instructions; see How to Cite:

<https://www.bibguru.com/how-to-cite/>

3. Improving Academic Writing

✓ Grammarly

Website: <https://www.grammarly.com/>

Tutorials:

Grammarly Getting Started: <https://support.grammarly.com/hc/en-us/articles/115000091311-Getting-started-with-Grammarly>

Using Grammarly for Academic Writing (YouTube):

<https://www.youtube.com/watch?v=7OeyX9kvh0I>

✓ DeepL Write

Website: <https://www.deepl.com/write>

Tutorial:

How to Use DeepL Write (Official): <https://support.deepl.com/hc/en-us/articles/6864546729741-DeepL-Write-FAQ>

DeepL Write Overview (YouTube):

<https://www.youtube.com/watch?v=3z3dhF7bjk8>

✓ Quillbot

Website: <https://quillbot.com/>

Tutorials:

Quillbot User Guide: <https://quillbot.com/how-to-use>

Quillbot Tutorial Video: <https://www.youtube.com/watch?v=nywNHY0-pJI>

✓ Writefull

Website: <https://writefull.com/>

Tutorial:

Writefull User Manual: <https://writefull.com/help/>

Getting Started Video: <https://www.youtube.com/watch?v=YqMn42GpAvY>

✓ Hemingway Editor

Website: <https://hemingwayapp.com/>

Tutorial:

How to Use Hemingway Editor: <https://hemingwayapp.com/how-to-use.html>

Hemingway Editor Tutorial (YouTube):

<https://www.youtube.com/watch?v=Swq6mqUQ2KQ>

4. Searching and Analyzing Scientific Sources

✓ Elicit

Website: <https://elicit.org/>

Tutorials:

Elicit Beginner's Guide: <https://help.elicit.org/en/articles/6865020-getting-started-with-elicit>

Elicit Demo Video: <https://www.youtube.com/watch?v=tM1GYjtdlWw>

✓ **ResearchRabbit**

Website: <https://www.researchrabbit.ai/>

Tutorial:

Getting Started with ResearchRabbit: <https://www.researchrabbit.ai/learn>

ResearchRabbit Tutorial (YouTube):

<https://www.youtube.com/watch?v=9cJfPmsS-cY>

✓ **Connected Papers**

Website: <https://www.connectedpapers.com/>

Tutorial:

How to Use Connected Papers:

<https://help.connectedpapers.com/en/articles/5277726-getting-started>

Walkthrough Video: <https://www.youtube.com/watch?v=jsQYiq0Q4Xo>

✓ **Scite**

Website: <https://scite.ai/>

Tutorial:

Scite Quick Start Guide: <https://help.scite.ai/en/articles/5850092-getting-started-with-scite>

Scite Demo Video: <https://www.youtube.com/watch?v=6GZPLr75hmY>

RESEARCH PROJECTS: TOPICS

1. The Role of English as the Global Language of Science
2. Key Characteristics of Academic Writing in English
3. Hedging Strategies in Academic Discourse: Functions and Examples
4. The Use of Modal Verbs and Passive Voice in Scientific Texts
5. Cohesion and Coherence: Building Logical Flow in Academic Paragraphs
6. Paraphrasing Techniques for Avoiding Plagiarism in Scientific Writing
7. Intertextuality and the Use of Citations in Academic English
8. From Text to Summary: Strategies for Condensing Academic Information
9. Differences Between Descriptive and Evaluative Summaries
10. The Role of Lexical Chains and Connectors in Textual Cohesion
11. Structure and Functions of Scientific Research Papers
12. Writing a Clear and Effective Abstract: Language and Structure
13. Comparative Analysis of Research and Conference Abstracts
14. Features of an Effective Conference Abstract Presentation
15. Differences Between Analytical and Argumentative Essays
16. Logical Structure and Argumentation in Academic Essays
17. How to Support Claims with Evidence in Scientific Writing
18. Common Mistakes in Writing Abstracts and How to Avoid Them
19. The Peer Review Process and Its Role in Scientific Publishing
20. Evaluating the Clarity and Relevance of a Scientific Abstract
21. The Impact of AI on the Process of Academic Writing
22. Overview of AI Tools for Academic Research and Literature Review
23. ChatGPT as a Writing Assistant in Academic Communication
24. Ethics and Limitations of Using AI in Scientific Research
25. How AI Enhances Research Efficiency: Case Studies and Reflections

VIDEO SCRIPTS

Змістовий модуль 1. PECULIARITIES OF SCIENTIFIC DISCOURSE

Unit 1. English as the Language of Science and Research

Unit 1. **Video 1. An Introduction to Academic Writing**

<https://www.youtube.com/watch?v=MyTLosz6aHA> (7:39 min.)

Hi, my name is John Kotnarowski. I'm an English as a foreign language instructor. I will be talking about different concepts, techniques, and strategies related to the field of academic writing in English. In this video, I'd like to begin the series by providing a brief introduction to the field of academic writing and answer the following questions:

1. What is academic English?
2. What is academic writing?
3. What are the general characteristics of academic writing?
4. Why is academic writing important?

1. According to Dr. Karen Ottewell of the Cambridge University Language Center, at its most basic, *academic English is the variety of the English language that we use to share research*. Research refers to the process of answering a research question by creating an argument that is supported through critical analysis and the use of evidence. We use academic English to reach a wide general academic audience in an attempt to persuade them that the argument we've created to answer our research question is an effective one. There are two varieties of academic English: spoken academic English and written academic English.

Let's take a closer look at the second variety. When most people think of academic writing, they think of thesis papers composed by graduation students and research articles written by professional scholars. While these are two great examples of academic writing the concept can be applied more generally to include a much wider variety of tasks and objectives.

2. As I mentioned in part 1, Academic English is the variety of English used to convey research. So *academic writing is the variety of academic English used to convey research in writing*. That means there are many different kinds of academic writing from literature reviews to research papers to abstracts and lab reports. While trying to compare and contrast all the many different types of academic writing is a tall order the most important thing to remember is that generally, each kind of academic writing has its own rules and conventions. As such, it's important to identify the rules and expectations for a particular genre of writing before starting to write. While the characteristics of a piece of academic writing may differ depending on the type, few traits are common to most academic writing.

3. First, there are focused and specific expectations when producing a piece of academic writing. Academic writing is used to answer research questions. These questions are either provided by a course instructor or developed by the writer or researcher. Good academic writing starts with focused and specific questions to be answered.

Second, academic writing emphasizes logical reasoning over emotional or sensory perceptions. Facts are more important than feelings. Writing clearly means thinking clearly, and so effective academic writing demonstrates clear critical thinking and the ability to make arguments stronger by supporting them with evidence.

Third, academic writing must be clear. English is both a low context and reader responsible language by this. I mean readers will depend on what's been written and believe it is the writers' job to make his argument as comprehensible as possible.

Fourth, academic writing must be coherent. This means that there are logical connections between sentences. One way to do this is to begin sentences with information that relates back to the previous sentence. It also means that paragraphs are unified around a single idea and that all the information included in a piece of writing helps to create an effective argument used to answer the research question. Finally, the most effective academic writing follows a process. While each writer will eventually develop his own unique process, there are a few steps that most people follow when producing a piece of academic writing. These steps include:

1. Analyzing the task. This involves clarifying your purpose for writing and identifying your target audience.

2. Planning your argument. Next, you need to develop the main claim and decide how you will support this claim using evidence.

3. Research. This is necessary in order to gather quality fact-based objective evidence that you need to create the argument you will use to support your main claim.

4. Start and engage in the writing and drafting process. No good writing is done overnight. It's important to produce multiple drafts and to both edit and proofread your writing. While it is important to consider things like punctuation and proper spelling, it is even more important to see how well you've structured your argument and the information in your writing. To do this, it's a good idea to ask for comments from peers and colleagues. Finally, there are many benefits of investing your time and energy in becoming a proficient academic writer.

Academic writing is an important skill to master for a wide variety of professional and personal reasons. First, it allows writers to make individual

contributions to the ongoing dialogues in their fields. It allows individuals a greater voice and ability to participate in conversations about topics important to them. Additionally, by mastering the skills necessary to become an effective academic writer a person also becomes an effective researcher and critical thinker. Finally, academic writing is a marketable skill that improves one's professional qualifications and makes one a more attractive candidate for potential employers. So, in the end, we see that academic writing is about much more than just the act of writing which is itself not simply a skill but a collection of skills. In addition to putting your thoughts on the page, effective academic writing involves critical thinking – the ability to create a convincing argument and good research skills.

Unit 1. **Video 2. Hedging in Academic Writing**

https://www.youtube.com/watch?v=N_gM_GNU0Rw (15:02 min.)

As has been discussed in earlier videos publishing research should be thought of as making a contribution to the ongoing dialogue in your field or discipline. It is the same as adding a well-thought-out clearly articulated contribution to a conversation about your topic. Ultimately, the focus of all research is problem-solving and collaboration and teamwork often expedite this process. Since there is a certain give-and-take involved in any conversation and critical discussion, the most useful contributions are made in such a way where the primary writer or researcher will receive credit for his or her unique and original contribution, but will also leave room for others to add for the dialogue, to build out points made earlier, to refine them, and reinterpret them.

But how can this balance be achieved? One way to do this is through the effective use of hedging. As a general introduction to the concept of hedging and different ways to hedge your claims this video will provide the following information:

1. A clear definition of the concept of hedging.
2. A clear explanation about the important role that hedging plays in producing effective academic writing.
3. Three basic hedging strategies that you can use in your own academic writing.

The definition of hedging has evolved over the years. In 1972 Lakoff defined it as words whose job is to make things more or less fuzzy. It's probable safe to assume that he was using the word *fuzzy* to talk about words that can make a statement less clear or absolute and not words that help expressions grow hair. In 1995, noted EAP writing specialist Ken Hyland wrote that hedging is the expression of tentativeness and possibility in language use. And that it represents

an absence of certainty and is used to describe any linguistic item or strategy employed to indicate a lack of commitment to the truth, value or an accompanying proposition or a desire not to express that commitment categorically. In more basic terms, this definition of hedging defines it as a collection of words or language strategies that allow a writer to make a statement without implying that he/she believes it to be 100% true or the ultimate solution or answer. Let's take a look at one example to help clarify Highland's definition.

Hedging example #1

The first sentence reads: *The issues highlighted in this study **are applicable** to all participating institutions.*

In this sentence the writer is making the claim that a certain group of issues applies to all the institutions within a study.

The second sentence reads: *The issues highlighted in this study **may be applicable** to many participating institutions.*

In this sentence the writer makes the hedged claim that the group of issues could **possibly** apply to some of the institutions but **not necessarily** to all.

To provide one final expert definition let's look at Crompton's 1997 conception of hedging which states that 'it is a linguistic strategy allowing the author to avoid committing to the absolute truth of a proposition, or statement, or claim'. Again, we can more clearly illustrate this definition with an example.

Hedging example #2

The first sentence reads: *Government support **will assure** the spread of new knowledge and the skills necessary to use the Internet to thousands of people in rural areas.*

The second sentence reads: *Government support **may help** with the spread of new knowledge and the skills necessary to use the Internet to thousands of people in rural areas.*

As with the first example we see the hedged sentence allowing the writer to put some distance between himself and the absoluteness of the claim.

So, in the end, we can see that hedging strategies are writing techniques that allow a writer/researcher the flexibility to make a claim without making it an absolute or categorical one.

So, why is hedging an important strategy in academic writing?

As we've mentioned before, academic writing is the language we use to convey answers to research questions. We answer these questions by creating arguments. These arguments are based on claims made by an individual which are then supported with evidence. Hedging is a helpful part of this process because often times writers/researchers develop good answers to research questions but feel like they are not the best, only or most complete answer. They're also prepared for

other writers/researchers to raise objections or point out problems with their answers or research. Hedging allows writers/researchers to anticipate and address possible opposition to his or her claims while still contributing something new to the ongoing dialogue in a research field. Academic writing is a balance of facts and evaluation. The writer/researcher tries to take the data and facts they've uncovered as fully, accurately and objectively as possible while also showing how they themselves interpret this information. With this in mind, we can better understand why writers often say *x* may be the cause of *y* rather than *x* causes *y*. To show the current state of knowledge on a subject and to tell the reader that while they feel strongly about their answer to the research question they also realize that it is not the end of the dialogue.

So, to review, hedging is important because it allows the writer/researcher to:

1. Submit new arguments/claims (into an ongoing dialogue) while acknowledging that there might be other, equally valid (or perhaps better/more effective) points of view.

2. Make a new contribution to their field in a productive and cooperative way.

3. Have the flexibility to avoid making absolute/categorical statements which claim that the writer/researcher has found the perfect and only answer, hedging allows the writer/researcher to offer something new and establish him/herself as a possible authority on a topic, while leaving room for other voices and perspectives.

4. Participate in ongoing conversations in fields where new evidence generated all the time, and it's almost impossible to stay completely up-to-date on the current state of affairs. As Skelton put it in 1988 "It is by means of the hedging system of a language that a user distinguishes between what he/she says and what he/she thinks about what he/she says. Without hedging the world is purely propositional, a rigid (and rather dull) place where things either are the case or are not. With a hedging system, language is rendered more flexible and the world more subtle".

To put it another way, hedging gives writers/researchers the flexibility to avoid always having to use black or white language and to access a whole palette of different shades of gray. Hedging encourages and allows writers/researchers to be what Skelton calls '*confidently uncertain*' in their claims. This term means we need to accurately state how precise we can be when doing something and to feel OK with being imprecise, especially when absolute precision is very difficult, (if not) impossible to achieve.

Let's finish the video by discussing three different ways to hedge the claims in your own academic writing. These strategies include:

- using lexical verbs;
- using adverbial constructions;

- using modal verbs.

Lexical verbs are any kind of verbs other than auxiliary verbs. Some lexical verbs used for hedging:

indicate	propose	assume	estimate	doubt
suggest	appear	tend to	argue	

Hedging example #3

Categorical Claim: The study **proves** the link between smoking and lung disease.

“Hedged” Claim: The study **indicates/suggests** a (possible) link between smoking and lung disease.

As with our earlier examples the lexical verbs ‘**indicates/suggests**’ in the second sentence allow the writer/researcher to share the findings of a study without making the claim that these findings are absolute.

Adverbs are often used to promote hedged claims as well. Some of the most common adverbs used include:

often	almost	occasionally	sometimes	possibly
quite	usually	probably	certainly	clearly

Hedging example #4

Categorical Claim: The number of unemployed people **will continue** to raise as the poor economic situation persists.

“Hedged” Claim: The number of unemployed people **will probably continue** to raise as the poor economic situation persists.

Once again, the adverb *probably* in the second sentence allows the writer/researcher to share data without making the claim that his/her findings are absolute.

A very common technique for hedging claims is through the use of modal verbs. **Modal verbs** include the auxiliary verbs *must, might, will, would, should, may, can* and *could*.

Modal verbs can change the perspective of a sentence making requests more polite or indicating a stronger logical possibility of a claim. As Cassandra Rosado of the University of Illinois at Urbana Champagne notes when hedging claims, modals are most often used to express the logical probability of a claim. In this role, modals can be ranked according to strength as indicated in the following table.

Strength of Claim	Modal verbs
-------------------	-------------

Stronger	Must
	Will/Would
	Should
	May
	Can/Could
Weaker	Might

As we can see via the table if we make a claim using the modal verb **must** we're implying a stronger logical relationship than a claim using the modal verb **might**.

Hedging example #5

Categorical Claim: This (and subsequent studies) led to the conclusion that the GTP itself **must be** the elusive base, and therefore to the proposal of the GTP-as-base mechanism (Schweins et al. 1994, 1995).

“Hedged” Claim: This (and subsequent studies) led to the conclusion that the GTP itself **may be** the elusive base, and therefore to the proposal of the GTP-as-base mechanism (Schweins et al. 1994, 1995).

As with our other examples, the modal verb **may** in the second sentence allows the writer/researcher to share a conclusion without stating that the findings are absolute.

In academic writing authors often have to be very cautious about the way they present their hypotheses, results, and conclusions. To indicate less than 100% certainty they hedge which means to avoid a categorical or absolute statement. They do so for two reasons:

1. To tone down their statements in order to reduce the threat of opposition from other researchers.
2. To avoid overstating their results as they are aware that theirs may not be the final word on a given issue.

Since the certainty of any research is hardly ever 100% the use of hedging unless overdone is a part of academic writing. It can be done in a variety of ways including through the use of modal verbs and different adverbial constructions.

Unit 2. The Important Features and Elements of Academic Texts

Unit 2. Video 3. An Introduction to Cohesion in Academic Writing

<https://www.youtube.com/watch?v=TScPcKfQ9ds> (8:00 min)

What is cohesion?

Cohesion refers to the way we use vocabulary and grammatical structures to make connections between the ideas within a text. Cohesive devices are the words and strategies we use to make the meaningful connections between ideas within a text clear to the reader.

Why is cohesion important?

Cohesion is a vitally important characteristic of good academic writing because it promotes clarity. The sentences and paragraphs within an academic text should all be related to one another. Since English is a writer responsible language it is the job of the writer to make these connections between sentences and paragraphs as clear as possible. One way to do this is through the effective use of cohesive devices. There are many different ways to make your writing more cohesive.

Cohesive device #1. Pronouns.

One way to promote cohesion in your writing is to use different kinds of pronouns. Pronouns are helpful because they let writers avoid repetition by referring to something that has already been mentioned.

Example: *My professor's lecture today was quite interesting. It was about the poetry of T/S/Eliot.*

We can see in this sentence that the pronoun **it** is used to refer to my professor's lecture in the previous sentence. By referring to the lecture with the pronoun **it** the writer create the connection between the two sentences.

Cohesive device #2. Lexical signposts.

Another way to make your writing more cohesive is by using words that make specific kinds of connections. I call these words lexical signposts. Just like road signs help control the flow of traffic and make what could be a chaotic situation more manageable writers can use certain words and phrases to help organize their writing and guide their readers. There are many different categories of lexical signposts. Some of them include:

Words and Phrases Used to Make Lists: *First, second, third... or To begin, Then, Finally...*

Words and Phrases Used to Give Examples: *For example, For instance, Namely, In other words.*

Words and Phrases Used to Generalize: *In general, Generally, On the Whole, Usually, For the most part.*

Words and Phrases Used to Show a Result or Consequence: *So, Therefore, As a result/consequence, Accordingly, Thus, Hence.*

Words and Phrases Used to Summarize: *In conclusion, To conclude, In brief, To summarize, Overall.*

Words and Phrases Used to Express an Alternative: *Alternatively, On the other hand, Rather, Another possibility would be.*

Using these words and phrases effectively helps the reader to better understand the meaning and relationships between information and a text.

Lexical signposts in use

There are a wide variety of lexical signposts at work in the following paragraph.

To begin, writing well is a multi-step process. **First**, a writer should brainstorm to help generate ideas. **Second**, writing an outline is important because it allows the writer to organize his/her thoughts. **Moreover**, outlines help to ensure that the writer includes all the necessary information. **After** outlining, the writer should create first draft of his or her work. **Then**, he/ she should get feedback on the draft from a classmate. **Another possibility would be** asking a teacher for suggestions for improvement. **Finally**, after several drafts, the writer will produce a final version for submission.

Cohesive device #3. Repeating Key Words

Sometimes it is helpful to repeat keywords throughout the course of a paragraph. To do this we can use the exact same word.

Example:

Many problems in the **economy** are impacting the restaurant industry. The factor responsible for most of these negative impacts is the **economic recession**. **Due to weak economic conditions**, the U.S. food service industry revenues will only rise 2.5% in 2008, compared to the 4.6% increase in 2007; the National Restaurant Association reports this to be among the poorest **sales** performances by the domestic restaurant industry in nearly four decades (Basham, 2008b). In response to **the weak economic conditions**, restaurants are increasing prices only enough to offset **higher costs**, rather than to **expand profit margins** (Basham, 2008b).

In this example we see the repeat of words that refer to the state of the economy. It is important to know that these words refer not only to the economy. They also give qualitative information about its relatively poor condition.

Cohesive device #4. Anaphoric Nouns.

One final way to show the connection between different ideas in a paragraph is through the use of anaphoric nouns.

Example: *Reports of original work became too full of jargon to be understood even by trained scientists who were not working in the particular field. **This situation** persists today.* (Example adapted from “Writing Paragraphs: Cohesion “by Andy Gillett)

In this example the phrase *This situation* refers to and summarizes the information in the previous sentence. The phrase *This/these + noun* (such as claim(s), example(s), observation(s), explanation(s), view(s)) is a useful way to highlight the connection between two sentences or ideas.

Cohesive device#5. Reviewing your work.

The final way to make your writing more cohesive is to review it multiple times before you submit it. Even the best writers very rarely write something perfectly the first time. The more you review what you've written the better you will understand the connections between ideas. With this greater understanding you can use some of the cohesive devices mentioned previously to highlight and clarify the connections for your readers. Cohesion is an important quality of effective academic writing because it ensures that ideas are properly connected and that the reader can clearly observe these connections. There are many different ways to promote cohesion through the use of cohesive devices like the ones mentioned in this video. However, this is not an exhaustive list. I encourage you to do a little exploring on your own to try and find some more information about cohesive devices.

Unit 3. Plagiarism in Academic Writing

Unit 3. Video 4. The Art of Paraphrasing: Avoiding Plagiarism

<https://www.youtube.com/watch?v=H1qo10dG5Gw> (9:09 min.)

In the video I'm going to take you through what I call the art of paraphrasing, some tips and tricks to properly paraphrase original source material. It can be websites, journal articles, passages from any of those, book chapters, and so on.

This is a really important skill to develop in order to avoid plagiarism. I've seen a lot of writers over the years get into trouble because they've taken certain passages, that they really like, that said exactly what they thought needed to be said in their paper, and they didn't sufficiently paraphrase it. And what I mean by that is that they only changed a word here or there. They might have even cited it, attributed to the original source, but that didn't change the original phrasing enough for it to become really their own writing, and that can get people into trouble. So, to avoid that here are some tips and tricks on how to properly paraphrase. And I'm going to take you through an example to show you what to do when you have a phrase that's a little bit too close to the original, how you can fix that. So, let's get started.

There are seven steps for successful paraphrasing:

1. Read the original a few times. So, if you have a particular passage, a paragraph from an article that you want to paraphrase and use in your work, read the original a few times to become really familiar with the content.
2. Put the original passage aside – don't look at it!
3. Take some notes on the main ideas from memory. Not looking at the original we're not touching the original right now so writing down from memory some notes on the content.
4. Write your paraphrase – try rearranging ideas in a different order. So, start maybe with the idea that's expressed in the last sentence of that passage, and start off with that automatically gets you into a different flow of the narrative of the argument, and you have a higher chance of avoiding, say, the same thing in the same way than the original.
5. Check your paragraph with the original.
6. If there are any phrases that are identical to phrases from the original, either rephrase or put quotation marks around them. It's not enough to just cite it. You have to also put quotation marks around any original or any phrasing that comes from the original source.
7. Cite your source according to the citation style you are required to use.

Let's look at an example. Here's an original from a Consumer Reports article on bike helmets:

Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head.

Bike helmets: Unused lifesavers. (1990). Consumer Reports, 348.

So, I would read over this a few times until I'm very familiar with the content. Then it's time to take some notes.

1. *Not wearing bike helmet causes fatal injuries*
2. *Wearing a helmet means less chance of head injury*
3. *Helmet cushions the head in case of a fall*
4. *Of all deaths caused by bike accidents, 75% happen because of head injuries*
5. *Half of those deaths are children*

So, those are some of the main ideas I remembered from reading my original. I'm still putting it aside. Here's my attempt for my paraphrase.

Bike helmets can help reduce potentially fatal biking accidents. Three-fourths of biking accidents are caused by head injuries, of which 50% involve children. A helmet protects the head of a cyclist during an accident by

reducing the impact on the head. Based on one study, the injury rate goes down dramatically, namely 85%, when riders wear helmets.

So, let's compare this to the original.

	Original
<i>Bike helmets can help reduce potentially fatal biking accidents(Bike helmets, 1990). “Three-fourths [of biking accidents] are caused by head injuries”, of which 50% involve children (Bike helmets, 1990, p. 348). Head injuries accounted for 75% of biking accidents with deadly outcomes, of which 50% involve children. A helmet protects the head of a cyclist during an accident by reducing the impact on the head. Based on one study, the injury rate goes down dramatically, namely 85%, when riders wear helmets (Bike helmets, 1990).</i>	Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head.

So, looking at the first sentence there's nothing really in the original which is on the bottom here that looks familiar or the same. I look at the second sentence *Three-fourths of biking accidents are caused by head injuries* and this is where I am noticing three-fourths are caused by head injuries. So, that sentence is almost verbatim from the original. I've added the little phrase of biking accidents in my paraphrase but the original sentences *3/4s are caused by head injuries*. So, now I have two options here. I can either rephrase it further or I use direct quotations. Before we go either doing one or the other, the other crucial thing that is missing here in my paraphrase is a citation. I have to put the in-text citation in my paraphrase. So, let me look at the rephrasing here. So, I'm going the root of quoting, so I put quotation marks around '*three fourths of biking accidents are caused by head injuries of which 50% involved children*'. I continue my sentence there at the end of the sentence I will start my citation. I don't have an author here, so I'm going to use the title *Bike helmets* comma 1990 comma very important here page 348. Since I am using a direct quote I have to put the page number in here. Two things to point out. You notice those square brackets around of biking accidents. That's because the phrase of biking accidents was added by me in my quotation to make it flow better with my previous sentence where I mentioned the term biking accidents. But it's not the original. So, if I want to keep this as the

original phrasing to indicate to my reader that I'm adding something here, I'm using the square brackets to indicate.

The other thing I want to point out to you is that look at where the parenthetical citation is located. I didn't put it right after the quote. I put it at the end of the sentence. This sentence starts off with the direct quotation but ends in my own writing. And the citation for the source, from where I'm taking this quotation, needs to always come at the end of the sentence no matter where the direct quotation is.

Last but not least, make sure you notice here that at the end of my paraphrase I repeat the main parenthetical citation. This time only the author, or in this case the name of the article, and the year of the publication. By then, I'm indicating to my reader that I'm continuing to draw from this source in this particular paraphrase. So, if I wanted to not use direct quotations I would paraphrase *three fourths of bike accidents are caused by head injuries*, so the way I did that in the second sentence you see on the top I'm saying *head injuries accounted for 75% of biking accidents with deadly outcomes of which 50% involved children*. It's a little longer, a little worthier I've changed three fourths to 75%. I made *head injuries* the subject here rather than the number and making it you know into a slightly differently structured sentence. And here, I also changed my in-text citation a little bit. I actually added the first in-text citation after my first sentence indicating to my reader, here I'm starting off with a direct citation. And then again, at the end of the paraphrase I again repeat the citation just to make sure that my reader understands I'm citing from this particular source.

So, whatever you do with the original you paraphrase all of it or just parts, using quotations, make sure you always cite the original source. Most issues of plagiarism I find happen because of two things: 1) not sufficiently paraphrased, 2) no citation, and sometimes a combination of both which is deadly. So again, paraphrase as much as possible. If you are quoting directly, integrate it just like we did here. Integrate the quote into your sentence structure and then make sure you cite the original source.

Unit 4. Summaries and Requirements to Them

Unit 4. Video 5. Academic Summaries: How to Write

<https://www.youtube.com/watch?v=oDBabCxxulY> (12:05 min.)

This short video is going to talk about the academic summary and how to write and cite one.

Agenda

1. What is an Academic summary?
2. Why should you write an academic summary?
3. How do you write one?
4. What is a signal phrase?
5. What are the best practices?
6. Hints and tips for a good summary.

What is an academic summary?

An academic summary is a complete and accurate representation of an academic text. This means that you are not just hitting the highlights but you are doing everything – all of the claims, all of the reasons and you are also giving an overview of the evidence. An academic summary is also going to show the argument and structure of a text. You can think about this a little bit like if you were summarizing a movie for someone. If you were summarizing a movie, you would start at the beginning and you would probably explain how the action of the movie happens and also why it happens. You wouldn't just give a random list of events. An academic summary is similar in that you are going to explain to your reader why the author of the article moves from point to point. An academic summary is also going to describe the organization, include all the main claims and, most importantly, an academic summary is going to be written in your own words. So, you are not going to be using any quotes or quotations in your academic summary.

Why should you write an academic summary?

Firstly, understanding a text is the first step toward using it. So, practicing your skills in an academic summary is going to help you throughout your college career when you are dealing with the research process. Secondly, summarizing and taking the time to do a complete summary forces you to make sure that you understand the entire text and that you are not skipping over things that might be confusing still. You are going to need the skills that you learn in an academic summary to give context in your essays and your research projects throughout your academic career. And finally, summarizing can help you learn material more effectively no matter what course you are in.

How do you write an academic summary?

Writing an academic summary takes a few different steps.

Step 1. You have to read your source material and we are going to do this a couple different steps. The first step is to read for content. You are going to read through the text carefully and actively marking passages that you think are important, highlighting anything that seems to be something that the author wants to highlight, and finally, you are really going to make sure that you define any new

or unfamiliar terms. If you skip over words, phrases or terms that you don't understand, then you cannot possibly understand how to summarize it.

Step 2. Read for structure and argument. This is a little bit different than reading just for basic content. This time you are going to reread your text. And sometimes you are going to have to reread it multiple times before you really break it down. And you are going to analyze the text for the structure of the argument. To do this, you are going to look for the major claims that the author makes, you are going to identify where the overall topic might shift to a new idea, and you are going to try to identify the logic of the author's argument. So, what do we mean by the logic of the author's argument? What we mean is why does the author present the information in the order they presented? Why does the first point come first? Why do they use the evidence that they use? What are the different points that they are trying to make? This is a little bit deeper than just understanding the surface level of what they are saying. But it is something that is necessary so that you can convey it to your readers.

Your next step is to plan your own draft. So, there are a few things that you need to understand when you are drafting an academic summary. The first is: your summary is always to be chronological just like a summary of a movie that you are talking to someone about. You are going to take your reader, start to finish through the article in order. Your academic summary should include all main claims. It should also describe how and why the evidence is used to support those claims. My recommendation is that you use an outline or an idea map. It is really important that you make a plan before you start writing. Often, students, who sit down with the article next to them and just start to write from the beginning, are going to lose steam halfway through, and miss the second half of the particular article that you are working on. And in that case, what you are going to end up with is: an academic summary that maybe starts off very strong but then in the end ends up very weak or ends up missing the second half of the argument. And often the second half of an article is where an author really makes the most important points.

So, step four is that you are going to draft. You should always begin with some sort of an introduction so that your reader knows what it is that they are getting into. You are going to include the author's complete name, the article source title, the publication title, the date published. And then, you should have a sentence or two of any necessary contexts to help your reader begin. This might include information if the article is responding to a large conversation so that your reader understands what you already understand. Now, as you draft, you are going to write chronologically. You are going to start where the article starts and you are going to end where the article ends. Throughout your draft you should try to use transitional words to indicate that chronologically so words like *first*, *next*, *then*,

before, after, finally. As you draft you are also going to want to use signal phrases and action verbs throughout. So, this is to help distinguish between the author's ideas and your own. You want to make it really clear that everything in your analytical summary is what the author said, not what you think. And then, finally, you are going to end with a conclusion that explains some sort of importance of the article or what the reader might do with the information.

Signal phrases

A signal phrase starts with a source identifier. So, that could be an author's name, an article title, or even a publication title and it adds an action verb. So, Source Identifier + Action Verb = Signal Phrase. Here are a couple of examples:

Deshawn Ashanti Young writes...

The author argues...

The article suggests...

All of these phrases are going to help you situate the descriptions and the summaries so that your reader understands these are not your ideas, these are the ideas that came from the article or from another writer. And that is really important so that you can claim expertise by reading.

So we are here at step five – review and revise. You need to check and make sure that you have included all claims. If you started with an outline or a source map, that can be a lot easier. You want to check for transitions. Every paragraph should begin and end with a transition. And then within paragraphs you need transitions to explain how the writer goes from one point to the next point. You also should check for signal phrases. You want to make sure that every time you are giving new information you are introducing it with a signal phrase just to remind your reader: these are the ideas from another author and not from yourself.

Best practices

First of all, you want to use the author's complete name the first time you introduce them. After you use their complete name, then all you need is the author's last name. So, in the case of ours we would use Deshawn Ashanti Young the first time and then each additional time we would just call the author Young. You want to make sure you have clear topic sentences to help guide your reader through the summary. You want to make sure that you are using transitional statements that indicate chronology. First, the author does this, next the author discusses that, after they establish this, they move onto their next point. You want to use action verbs and active verbs in your signal phrases to describe. So, the author is not always going to say. The author should argue, should posit, should support. So, use lots of different verbs so that you can really describe for your reader what the article is doing. And you want to use a lot of signal phrases. If this is your first time writing an academic summary, you might feel as though the

signal phrases are repetitive or that you are using too many. I promise you: you are not. The more signal phrases, the better. Usually, the signal phrase is going to really help your reader understand the article.

Here is a few more best practices. Firstly, academic summaries are descriptive, so they are not just a list of random points. They are a description of the reading process. Your reader should understand both how and why the argument is made. They should be able to understand what the links are between the different points. Academic summaries are complete. So, the academic summary can function in place of the original text. Your reader should not have to go back to the original text to figure out what it actually says. The job of the academic summary is to convey that to them. Academic summaries are neutral. So, the reader should not know your opinions about the topic itself. This is not really the place where you are going to say whether you agree or disagree with the author. And finally, academic summaries imply importance. So, throughout your academic summary you are going to use tone and language to help signal to your reader, why they should care about this information, or why the arguments being made are important for the larger conversation.

Змістовий модуль 2. TYPES OF RESEARCH PAPERS

Unit 5. Research Paper Abstracts

Unit 5. **Video 6. How to Write an Abstract: a Practical Guide With Examples**
<https://www.youtube.com/watch?v=sxixLYBtBH0> (6:26 min)

The abstract is usually the last thing we write for a research paper or for a research thesis but it is the first thing that people tend to read. So, let's do it right. Here's how to write an abstract for research journal papers. Most research journals require the abstract to be within 150 words. Granted some journals might prefer for the abstract to be really concise so maybe within a hundred words. Other journals might allow for longer abstracts up to 200 or even 250 words. But for most research papers the abstract should be within 150 words. And this means a typical abstract should be something like just four or five sentences concisely summarizing research study.

Now let's see how we should write these four or five sentences. The first sentence usually tells what the research objective was. Let's look at a few examples.

(1) The first example wrote: So, in this paper abstract we wrote....

(2) In another example we wrote...

(3) And a third example...

So, in all three examples the first sentence is just clearly describing what the research study set out to investigate. So that's the first sentence of the abstract.

The second sentence would typically describe the research method that was used in the study. Generally speaking, one or two sentences would be enough to clearly summarize or describe the research methodological approach that was used in a particular study.

Let's look at those three examples again.

(1) We started with a servicescape paper...

So, in this case it is actually just half a sentence briefly describing the source of the data.

(1) The second example was about work stress...

(2) And the third example about team building...

In all three examples the research method was very standard relying on self-report survey data from employees. So, the description of the methods in these examples were all very brief. But for studies with a more complex research method one might need perhaps two longer sentences to properly summarize the research method. But generally speaking, if your research method is standard and

straightforward then probably one sentence is enough. So, that's typically the second sentence of the abstract summarizing the research method.

After that we will probably need a couple of sentences to summarize key findings and conclusions.

Let's go to the examples... (1-3)

So, as we can see, one would typically devote two or perhaps three sentences to summarize key findings and conclusions in the abstract. Because those are probably and arguably the most important elements of the study. In all three examples we ended the abstract simply by stating that theoretical and practical implications were discussed. But we did not summarize our discussion in the abstract though. Naturally, below the abstract, we presented the key words. And that's the abstract for most research papers in its standard format.

It is important to quickly note however that different journals requirements for the abstract could be a little bit different. For example, this journal of management developments where I recently submitted a paper they require the abstract to look a little bit differently. Instead of having the abstract written as one paragraph, as the three examples we just saw, this journal asks for the abstract to come with little subheadings. First, they use the subheading *Purpose* for the authors to present the study's key research objective. And then, using the subheading *Design/Methodology/Approach* you summarize your research methodological approach. After that under the subheading *Findings* that's where we present our key findings and results. And then we have *Originality/Value* – this is where we have to tell how valuable our findings, conclusions, and implications are. Now, finally *key words* which is the same as before. But even in this case where the journal is using a different format for the abstract the general components of the abstract would essentially be very similar to the first format we talked about.

The abstract is still a summary of the study in very clear and concise language. The abstract needs to be carefully written. Generally speaking, the abstract is the last thing we write but it is the first thing that people read. As an example, when I read a research journal, I first read the abstract of a study in order to see whether or not this study is of relevance or interest to me, so that I could decide whether or not I will read the study more carefully. When I grade a student's research thesis or research papers, first I read the abstract because reading the abstract would enable me to quickly understand what this research study is all about. And when I'm browsing through the research results on our university's academic databases, I read the abstracts of the studies found in order to see which one is useful or relevant for my research. So, this goes to show how important an

abstract is for a study, and that's why we should all write our abstracts properly and carefully. And now you know how.

Unit 6. Conference Abstracts

Unit 6. Video 7. How to Prepare a Conference Abstract

<https://www.youtube.com/watch?v=bXarnXCVptY> (7:35 min.)

The purpose of this presentation is to provide you with some helpful hints and tips on how to prepare a conference abstract.

From the outset it's important to remember that your abstract is the face of your work. It needs to draw in your audience and convey effectively and efficiently the quality and impact of your research.

It's important to remember that conference abstracts differ from article or journal abstracts as they are the only description of your research that is available to the audience. Within the strict warned limits that apply generally 150 to 250 words you need to communicate effectively and concisely the key messages of your work.

At the outset of preparing your abstract it is important to refer to the formatting guidelines. And not only refer to them but adhere to them also. It's a good hint to refer to previous years for good abstracts as examples that can guide you as to the style and type of abstracts you should be preparing. Again, it is important to remember that in a conference, the abstract is the only part of your work that is published. After reading through the format guidelines for the conference abstract it's important to consider what type of abstracts you are preparing. In general, there are two types of abstracts: scientific and non-scientific.

Scientific abstracts include research studies, such as *Is technique A better than technique B*, surveys, quantitative studies (those that include measurable outputs), and clinical trials. Examples of non-scientific abstracts include case studies or reports, description of clinical implementations, protocols and workplace experiences.

So, let's go through the abstract bit by bit beginning with the title. As the title is the first thing that a reader or reviewer will see, it must be effective, something that will draw the attention of the reader. It should be short, descriptive, interesting and inviting, also helpful to consider the theme of the conference to see if you are able to integrate this within your title and the way that you prepare your abstract.

Next to the background or objective section this applies to both scientific and non-scientific abstracts. It should be the shortest part of your abstract and should consist of roughly two to three sentences. This should include a brief introduction

to your topic and establish the rationale behind your work. It is also important to clearly state the aim or hypothesis of what you are proposing. Again, as this is the start of your abstract, it should really grab your readers' attention and leave them wanting to read more.

The method section, which applies to scientific abstracts, should describe the approach you have used to test your hypothesis or achieve your aim. It should include the key details of how you conducted your study including sample size, study variables, who participated, what was done, how it was done, and when it was done. It should contain enough information to enable the reader to understand how you have conducted your study.

The result section is another that applies to scientific abstracts. This section should consist of three to five sentences that concisely state the results that you found from your study. These results should be limited to those that specific answer the question, a hypothesis or the aim that was stated in the background. It is important to limit this section to the most important data that have most impact to your reader. It should be stated in a logical order but ideally follows the wave you have outlined your methods. If the abstract guidelines permit a graph or table to be included, they should be placed after the statement sentences regarding these tables or graphs.

The discussion section can apply to both scientific and non-scientific abstracts and should describe how the results, if applicable, fit with the research topic described in the background or introduction section of the abstract. It is important when framing your discussion that the audience, to which this abstract is being presented, is kept in mind. For audiences that include experts, the results can be described in more technical terms. However, if the audience is more general, it is important to use more general terms that apply to a broader audience that they can relate to.

The conclusion is the most important two to three sentences of your abstract. As this is the section that has the most impact on the average reader, it should clearly state the take-home messages of your study – those things that will have most impact on the reader. It should state what does it really mean part of your work. You can also include any potential future directions or plan experimental studies that follow on from the work you have described. It is also important to be honest in this section and not to overstate or make claims more than what your data demonstrates.

Some final hints and tips. It's important to respect the event you're submitting to by considering the following: verifying the topic of your abstract fits in for the call for papers for the conference, that you stick to the word count, and in formatting instructions outlined in the abstract guidelines. It's also important that

you include all additional information that is required, such as your basic personal data, keywords, author affiliations, etc. It's also a good idea to ask one or two other people to read through your abstract prior to submission, to check for any grammatical or spelling errors, and to also check that the flow of the abstract makes sense and it reads well. It's also imperative that you keep to the stated deadline of abstract submissions.

Unit 6. **Video 8. Video Presentation of Azov Commander Denys Prokopenko at the EstMil.tech 2024 Military Conference**

<https://www.youtube.com/watch?v=4t84giGYMq4> (6:03 min.)

Good evening, dear delegates!

My name is Denys Prokopenko, I am the commander of the 12th Special Forces Brigade Azov of the National Guard of Ukraine. I want to thank you for the opportunity to be a speaker at your event. It is important for us that you understand the main issues of modern land warfare with the Russian Federation. I am sure that our experience will be useful to you to draw certain practical conclusions.

Let me start by saying that I am not a military expert. I am a combat commander, who together with a group of Azov officers, in 2017, on our own initiative, started to implement one of the NATO standards, specifically the ISTAR fire control system. We did not study abroad. This information was not taught to us in the military universities, and was not a part of the combat training course in our military units. We engaged in self-education, and we did everything exclusively on our own initiative using the least amount of resources. We translated the field manuals from English to Ukrainian, read a lot of educational materials and watched videos training of Western armies that are the part of the NATO block.

The ISTAR system is quite well known throughout the world and in the context of the network-centric war, we are currently having, it has become even more effective. Therefore, it does not need to be introduced.

For my part, as an officer who has been fighting at the frontline against the Russian Federation since 2014, I would like to note that during these almost 10 years of war there has been a tremendous technological progress in the field of automated battle control systems and robotics, which has significantly increased the level of situational awareness of the commander and has made the troops more effective.

It would seem that every year the role of the soldier on the battlefield becomes less and less valuable. Most believe that artificial intelligence will completely replace the soldiers on the battlefield in the nearest future. Of course,

technology is the future, but, above all, war is an art, not just a technology race, which causes the soldier to begin to degrade with the idea that robotic equipment will completely replace him on the battlefield. Maybe this will happen, but definitely not in the nearest future, if nuclear war does not start at earlier time. But we need to deal with the problem here and now on the front line. That's why we must not forget about the key role of the infantry.

Our experience shows that when we deal with a strong adversary, the concept of network-centric warfare without well trained, well-disciplined infantry is false. After all, from the beginning, a huge front of hundreds of kilometers was opened for a large-scale invasion, which the infantry must withstand, and if it is poorly prepared, all the technologies in which we firmly believe will be leveled.

Faced with the reality, we smoothly returned from the concept of fourth generation war to the model of third generation war; from small group tactics with asymmetric methods of countermeasures, to full-scale warfare with tank breakthroughs and aerial bombardments. If the enemy has a well-developed anti-aircraft system and a powerful electronic warfare, most of the latest technologies do not work. This is a reality.

The effectiveness of the system must be tested in real combat conditions with a capable enemy. Lots things work in an environment where the enemy runs in slippers and rides camels, but they do not work against regular troops in major land warfare with enemy advantages in every aspect, including the use of technology.

Therefore, we made a conclusion for ourselves, which became the foundation for our current concept of training in the 12th Azov Brigade. The best weapon is a motivated well-trained, well-disciplined soldier, and his best assistant is the latest reliable technology. In essence, this slogan did not change, but only became a constant in our vision with the beginning of the full-scale invasion. During the defense of Mariupol, this practice, along with the successful decentralization of command among infantry units, did not reduce our capabilities, even during the complete loss of communication, which happened more than once. Due to the high level of training and understanding of the overall plan, the infantry commanders successfully managed the units.

I believe that the future lies in a unified system that includes the comprehensive development not only of weapons and technologies, but also of our most valuable resource: the infantry. Finally, I wanted to say that today Ukraine is the shield of Europe. russia will not stop. While we stay strong and resist, you can sleep peacefully.

Thank you for your attention and thank you for supporting Ukraine. Glory to Ukraine

Unit 7. Analytical and Research Paper

Unit 7. **Video 9. How to Write an Analytical Essay**

https://www.youtube.com/watch?v=MKr_Fd87L7c (5:44 min)

An analytical essay is a bit different to the norm and what sets this essay type apart from most of the styles is that it will focus on deeper persuasions of the text you are analyzing rather than focusing on the actual content. However, this will play a part in illustrating some of the points you make. So, it is essential to read your text thoroughly. But what are you looking to achieve in an analytical essay is to look at and structure how you wrote the text you are studying, key themes, and how the writer uses the ways they do to get them across to the reader, to strengthen the impact of that often called literary devices.

The analytical essay has five parts you need to include for a well-rounded piece. These are:

1. An Introduction
2. A Thesis to State the Main Argument
3. An Analysis that Relates to the Main Thesis
4. Examples that Support the analysis, that Relate Back to the Thesis
5. The Conclusion.

Do you see how all of the components lead back to the thesis of the argument? This is why the introduction and the follow-on to the thesis need to be strong and concise. So, let's look first at the opening. So, your introduction can be the briefest. It can be without going into too much unnecessary detail. You need to start strong with a statement that tells the reader why you are writing these words essentially. A technique you can use is called a hook which is a line that will grab the reader's attention and give them the angle of the writing. You'll need to follow this with some brief information on what your writing is referring to and how you intend to extract the information for example using analysis and backing it up with examples.

Next comes the thesis, and this is the part you will state your claim on the subject you are analyzing, and the claim here needs to be absolute. For example, I will be analyzing *blah blah blah* to see how it xxx. You need to be convincing during the body of your essay enough so that the thesis stands up as the main point of the argument. Although we are not looking to convince a reader to share our point of view in this particular type of essay we need to make your thesis and supporting evidence and analysis congruent! Again, it doesn't need to be lengthy but it does need to make the reader think along the same lines you were writing.

Next comes the first of your main body paragraphs. The paragraphs will each point out the short outline of the thesis and what the section relates to. The analysis that related to the thesis you wrote at the beginning, an example that drives back to support the analysis. If you think of this structure like a triangle with each of those points on the points knowing that you have to start at the top, move down to the bottom right corner before moving on to the bottom left corner and then back to the top for completion. You'll never go wrong or miss an element out of your analysis paragraph. There is no stated limit to the number of paragraphs you can write in your essay. But there should be enough to make your analytical essay well-rounded and enough to make all the points you are trying to raise. As long as each of your paragraphs follows the straightforward three-point structure, you'll be able to produce a really coherent passages of work within your essay.

We are at the stage of concluding already. This part is super simple as you will not be making any new claims here in an analytical essay conclusion. But what you will be doing is refreshing the reader on the points you've already made. Firstly, you will be reiterating your thesis briefly to remind the reader of the overriding point of the essay. You will then briefly summarize each of your key points and relate it back to how they support the initial thesis statement. And to end your conclusion you will give your concluding thoughts as the final end to your piece giving the reader your justification for your writing and how the evidence and analysis back up your absolute claim. That was seen way back at the beginning.

Unit 7. **Video 10.** How to Write an Argumentative Essay

https://www.youtube.com/watch?v=v_D6K42DTSA (7:45 min.)

Often in writing assignments you are asked to write an argumentative essay. In this video we are going to talk about how to write an argumentative essay. First let's talk about what an argumentative essay is. An argumentative essay takes a position (opinion) on a certain topic and tries to convince the reader that their point of view is true or correct. The essay will provide evidence and reasons to support their point of view.

So, how do you write an argumentative essay? When developing an argument, it is good to remember that there are always at least two sides to an argument. In your essay, you will need to present each of these two sides, or more if there are multiple arguments.

In the introduction paragraph of your essay, you will need to introduce the different sides and give your opinion about which side you believe has the strongest evidence. The introduction paragraph should include a hook, some

background information and a thesis statement. The hook is something that will interest the reader to continue reading your essay. The background information would be information about your topic that would be helpful to the reader. And the thesis statement will state clearly what you plan to write in your essay.

After the introduction paragraph, there should be at least three body paragraphs explaining the main points that support the thesis statement. You may have more than three body paragraphs, but you should have at least three. Each body paragraph will give evidence, examples and explanations for each of the points presented in the thesis statement. The argumentative essay needs to have evidence to prove your points.

The final paragraph is the conclusion paragraph. The thesis statement is restated, and the writer gives his reasons why he believes his opinion is the correct one and appeals to the reader to agree with his argument in the essay. So, your format for an argumentative essay looks something like this:

- The Introduction paragraph with the thesis statement.
- Opposing claims about your topic.
- Your viewpoint about the topic.
- Conclusion that gives your reasons for why you believe your viewpoint is correct.

The object of the argumentative essay is to convince those who object to your main argument. This is what you need to do in an argumentative essay. So, try to choose the strongest of the objections and show why that objection is flawed or not true.

The order of your argument can be presented in two ways.

1. You can present the side you do not agree with, followed by the side you believe is better.
2. You can present your side first and then present the opposing side next.

In your final paragraph or paragraphs, you will want to discuss why you believe there is more evidence for the side you think is stronger or true.

The argumentative essay is slightly different from the persuasive essay. The persuasive essay only presents your side or your point of view and gives evidence for that. The argumentative essay looks at both of the points of view and also gives evidence for both. So, you need to consider both sides of an argument in an argumentative essay. We sometimes call these counter-arguments. So be sure to present the other side and their reasons for their point of view. Now, one good way to write the argument in their essay is to predict the consequences of their point of view. So, this would include your ideas of what would happen if this situation continues.

Let's look at a possible argumentative essay assignment:

“Higher Education should be free for everyone”. Present the different arguments about this topic and defend your opinion.

The first thing to do is to brainstorm for some ideas or do some research to find reasons why people believe that higher education should be free. Thinking of at least three ideas is a good idea.

Then you should brainstorm for ideas of the other side of the argument – higher education should not be free.

Should be free	Should not be free
1.	1.
2.	2.
3.	3.

The structure for your essay may look something like this:

1. Introduction paragraph (with thesis statement);
2. Paragraph: Should be free (explanation, example);
3. Paragraph: Should not be free (explanation, example);
4. Conclusion.

You decide to first write about the ideas that argue that higher education should be free. In the next paragraph you would talk about the reasons why some believe that higher education should not be free. In your conclusion, you would write why your point of view is correct.

So, after some research or brainstorming maybe you decide on these ideas for your essay.

Introduction	
Higher Education should be free 1. Everyone should have access to higher education. 2. Not everyone can afford higher education. 3. Will improve society.	Higher Education should not be free 1. Property taxes would increase. 2. Private schools would lose money. 3. Could devalue a degree
Conclusion	

You will develop each of these paragraphs with evidence and examples to prove that point of view. Evidence that you can use in an argumentative essay include:

- expert’s opinions;
- factual information or statistics.

Be sure to reference any of these facts in your writing by using a citation method, either APA or MLA.

All of these types of evidence can add credibility to your argument and prove your point. When writing your support paragraph be sure to make your point, then give further details, an example, or some type of evidence to back it up. Do this for both sides of the argument. For example, you need to find a quote or some kind of an example from the opposing point of view to show how they see the topic.

So, to review what an argumentative essay is:

1. An argumentative essay takes a position on a topic.
2. It presents both sides of the argument or multiple sides if there are more than two sides.
3. It attempts to convince the reader that the writer's opinion is correct.

GLOSSARY

glossary – an alphabetical list of terms or words used in a specific subject, along with their definitions or explanations, typically found at the end of a textbook

terminology – the set of specialized words or expressions used in relation to a particular subject or field

terms – words or expressions with a specific meaning, often used in a technical or specific context

Unit 1. English as the Language of Science

Video 1

academic English – the specialized language and communication style used in formal educational and research settings, such as universities and professional fields, to convey complex information objectively and precisely.

argument – a main idea, often called a “claim” or “thesis statement,” backed up with evidence that supports the idea

coherent – having its parts related in an organized and reasonable way; logically connected and well-structured

evidence – information that you can use to support an argument, which is the main claim you are making in your paper

logical – reasonable and based on good judgment

persuasive – having the power or ability to persuade a person to believe or do a particular thing

research – *the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts*

Video 2

author – *a person who composes a book, article, or other written work auctorial*

cautious – very careful about what you do or say and unwilling to take risks because you want to avoid possible problems

hedging – the use of linguistic devices to express hesitation or uncertainty as well as to demonstrate politeness and indirectness

to hedge – means to use a cautious or less absolute statement

scientific – *relating to science, or using the organized methods of science*

statement – *a type of sentence that directly communicates information that is true, or in the case of a thesis statement, a defensible claim*

well-thought-out – planned in an effective way

Unit 2. Some Important Features and Elements of Academic Texts

Video 3

clarity refers to the ability to convey ideas, concepts, and arguments in a manner that is easily understood by the intended audience

connection refers to establishing a link or relationship between different ideas, pieces of evidence, or sources of information
cohesion – the clarity and flow of ideas, ensuring the reader can easily follow the connection between sentences and paragraphs
cohesive – *having the parts agreeably related*
device – a method that is used to produce a particular effect
keyword – *a specific term or phrase that encapsulate the essence of a research paper's content*
signpost – *a specific word or phrase integrated into the text to help the reader follow your argument, understand the relationship between your ideas and anticipate what's going to come next*

Video 4

citation – a reference to the source of information used in your research
to cite – to mention something as proof for a theory or as a reason why something has happened
original – demonstrating a unique contribution to the field of study, going beyond simple replication or existing research or ideas
paraphrasing – the process of using different words to present the same ideas
plagiarism – *the act of passing off someone else's work as your own* or stealing an already existing work, violating the principles of academic integrity and fairness
to quote – to include a short section from a source, in its original form and wording, in your own work
quotation marks – a pair of opening and closing marks in a single ‘...’ or double “...” style, put around a word or phrase to show that someone has written or said it

Unit 3. Summaries

Video 5

content – the core ideas, information and arguments presented in a piece of writing
context – information that helps the message of a literary text make sense
draft – an early or preliminary version of a piece of writing that is not yet in its final form
to highlight – to attract attention to or to emphasize something important
random – something selected, chosen or occurring without a specific pattern or plan
summary – a concise representation of an academic text in your own words but shortening it by stating only the main idea and the supporting points
topic sentence – a sentence that states the main thought of a paragraph or of a larger unit of discourse and is usually placed at or near the beginning

Unit 4. Research Paper Abstract

Video 6

abstract – a short form of a speech, article, book, etc., giving only the most important facts or ideas

briefly – shortly in duration, extent or length

conclusion – the final paragraph of academic papers summarizing the most important points made throughout the main body of writing and defining a decision reached by reasoning and analysis

finding – a piece of information that has been discovered as a result of an official study

thesis – a type of research paper based on one's original research on a particular subject, especially one that is done for a higher college or university degree

subheading – a title underneath the main title to give further insight or support for the heading and to provide more specific information than heading

to summarize – to briefly outline the main points of a source in your own words without adding your own ideas or changing the author's meaning

Unit 5. Conference Abstracts

Video 7

to adhere – to behave according to particular rule, set of instructions, etc.

audience – the person or group of people who will read, evaluate, or use your *academic writing*

concisely – in a short and clear way that expresses what needs to be said without unnecessary words

deadline – the specified date or time by which a task, such as a paper, assignment, or project, must be completed and submitted

guideline – a set of rules or instructions that provide direction on how to approach a particular task or process

submission – the act of sending a document, like a research paper, to an authority (e. g., a professor, editor or committee) for consideration

to refer to – to talk or write about someone or something, especially in only a few words

Video 8

awareness – knowledge and understanding that something is happening or exists

delegate – a person chosen to represent a group, especially at a meeting

infantry – a branch of an army made up of soldiers trained, armed and equipped to fight on foot

manual – a book or guide providing practical instructions on how to do something or how to use something

reliable – able to be trusted or believed

technology – the application of scientific knowledge to the practical aims of human life, especially in a particular area

warfare – the activity of fighting a war, including the strategies, tactics and weapons used

Unit 6. Research Paper

Video 9

analysis – detailed examination of the elements or structure of something in order to understand its nature or to determine its essential features: a thorough study

analytical – using a logical method of thinking about something in order to understand it, especially by looking at all the parts separately

congruent – similar to or in agreement with something, so that the two things can both exist or can be combined without problems

essay – a focused piece of writing that develops an idea or argument using evidence, analysis and interpretation

justification – a rationale or an acceptable reason or explanation behind a research

research paper – a piece of academic writing that provides analysis, interpretation, and argument based on in-depth independent research practical skills

Video 10

argumentative – given an argument for a particular thesis statement

assignment – a task or piece of work given to a student, typically as part of their studies or to assess their understanding of a subject

consequence – the result or effect of an action, decisions or set of circumstances

to convince – to present arguments or evidence that successfully lead someone to believe or agree with a certain point of view or action

counter-argument – an argument that makes an opposing point to another argument

objection – a reasoned argument or statement made in disagreement or opposition to a claim, premise, conclusion or argument

viewpoint – a particular perspective or way of thinking about a subject or issue, often used when discussing different theories, interpretations or methodologies within a field of study

REFERENCES

1. Бриньолфссон, Е. Другий вік машин: робота, прогрес і процвітання в епоху блискучих технологій / Е. Бриньолфссон, А. Макафі. Нью-Йорк : W. W. Norton & Company, 2014. 317 с.
2. Микитенко Н. О. Основи англомовної академічної комунікації для студентів та аспіратів природничих спеціальностей = Basics of English Academic Communication for Science Majors : навч. посібник / Н. О. Микитенко, М. С. Козолуп, Н. В. Рожак. Львів : ЛНУ імені Івана Франка, 2015. 224 с.
3. Else H. A guide to ChatGPT for researchers / H. Else // Nature. 2023. Vol. 613, No. 7945. P. 620–621. DOI: <https://doi.org/10.1038/d41586-023-00191-1>.
4. Haenlein M. Artificial intelligence in research: Theories, practices, and opportunities / M. Haenlein, A. Kaplan, C. W. Tan, H. Zhang, H. Lucas // Journal of the Association for Information Systems. 2023. Vol. 24, No. 2. P. 1–22. DOI: <https://doi.org/10.17705/1jais.00777>.
5. Kelleher J. D. Deep learning / J. D. Kelleher. Cambridge : MIT Press, 2019. 296 p.
6. Lund B. D. ChatGPT and a new academic reality: Artificial intelligence and information literacy / B. D. Lund, T. Wang, N. R. Mannuru // Library Hi Tech News. 2023. Vol. 40, No. 4. P. 11–15. DOI: <https://doi.org/10.1108/LHTN-03-2023-0018>.
7. Marcus G. Rebooting AI: Building artificial intelligence we can trust / G. Marcus, E. Davis. New York : Pantheon, 2019. 288 p.
8. Russell S. Artificial intelligence: A modern approach / S. Russell, P. Norvig. 4th ed. Boston : Pearson, 2020. 1136 p.
9. <https://www.youtube.com/watch?v=MyTLosz6aHA>
10. https://www.youtube.com/watch?v=N_gM_GNU0Rw
11. <https://www.youtube.com/watch?v=TScPcKfQ9ds>
12. <https://www.youtube.com/watch?v=H1qo10dG5Gw>
13. <https://www.youtube.com/watch?v=oDBabCxxulY>
14. <https://www.youtube.com/watch?v=sxixLYBtBH0>
15. <https://www.youtube.com/watch?v=bXarnXCVPtY>
16. <https://www.youtube.com/watch?v=4t84giGYMq4>
17. https://www.youtube.com/watch?v=MKr_Fd87L7c
18. https://www.youtube.com/watch?v=v_D6K42DTSA
19. <https://chat.openai.com/>
20. <https://www.scholarcy.com/>
21. <https://smmry.com/>
22. <https://www.zotero.org/>
23. <https://www.mendeley.com/>

- 24.<https://www.bibguru.com/>
- 25.<https://www.grammarly.com/>
- 26.<https://www.deepl.com/write>
- 27.<https://quillbot.com/>
- 28.<https://writefull.com/>
- 29.<https://hemingwayapp.com/>
- 30.<https://elicit.org/>
- 31.<https://www.researchrabbit.ai/>
- 32.<https://www.connectedpapers.com/>
- 33.<https://scite.ai/>

Навчально-методичне видання.

**Троцюк Аїда Миколаївна
Кирикилиця Валентина Василівна
Розвод Еліна Вадимівна**

**LEARNING ACADEMIC ENGLISH
THROUGH VIDEO**

Друкується в авторській редакції

Формат 60x84 $\frac{1}{16}$. Обсяг 4,18 ум. друк. арк., 3,95 обл.-вид. арк.
Наклад 100 пр. Зам 4. Видавець і виготовлювач – Вежа-Друк
(м. Луцьк, вул. Шопена, 12, тел. (0332) 29-90-65)
Свідоцтво Держ. Комітету телебачення та радіомовлення України
ДК № 4607 від 30.08.2013 р.