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Волинський національний університет
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**НАУКОВА КОМУНІКАЦІЯ ІНОЗЕМНОЮ МОВОЮ:
ОСНОВИ АКАДЕМІЧНОГО ПИСЬМА
В АНГЛІЙСЬКІЙ МОВІ**

*ДЛЯ СТУДЕНТІВ
ФАКУЛЬТЕТУ МІЖНАРОДНИХ ВІДНОСИН*

Луцьк 2023

УДК 811.111:[378.014:001.89(075.8)

Ч-49

*Рекомендовано до друку методичною радою
Волинського національного університету імені Лесі Українки
(протокол №1 від 27 вересня 2023)*

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Черняк О. П., Круглій О.Р. Наукова комунікація іноземною мовою: основи академічного письма в англійській мові: для студентів факультету міжнародних відносин. 52 с.

Навчально-методичне видання підготовлено з метою систематизації й удосконалення знань здобувачів освітнього рівня магістр закладів вищої освіти при вивченні курсу з академічного письма. Видання складається з семи тематичних розділів, які охоплюють особливості академічного письма і сприяють розвитку використання певних мовних одиниць, моделей, структур в академічних текстах, формуванню навичок з писемного наукового мовлення і комунікації англійською мовою.

Призначено для студентів освітнього рівня магістр факультету міжнародних відносин, а також усіх здобувачів освіти, які прагнуть оволодіти основами академічного письма в англійській мові.

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ПЕРЕДМОВА

У сучасних умовах глобалізації і виходу України в єдиний освітній, культурний та інформаційний простір володіння іноземними мовами, насамперед англійською, набуває особливої ваги. Англійська мова є мовою міжнародної наукової комунікації: ділової кореспонденції, наукових та практичних конференцій, наукових публікацій. За допомогою англійської мови можна одержати доступ до більшості ресурсів світової інформаційної комп'ютерної мережі Інтернет. Сучасні вимоги до підготовки магістра потребують від нього навичок та вмінь професійного, ділового та наукового спілкування в усній і письмовій формах, бути спроможними оволодіти новітньою фаховою інформацією через іноземні наукові джерела.

Здобувач освітнього рівня магістр має володіти методологією наукової творчості, вміннями здобувати, аналізувати і систематизувати наукові факти, представлені іноземною (англійською) мовами на рівні B2 за Загальноєвропейськими рекомендаціями з мовної освіти наукового стилю у письмовій та усній, монологічній і діалогічній формах, володіти високим рівнем іншомовної комунікативної культури у сфері науково професійної комунікації.

Навчально-методичне видання підготовлено з метою систематизації й удосконалення знань здобувачів освітнього рівня магістр закладів вищої освіти при вивченні курсу з академічного письма. Видання складається з семи тематичних розділів, які охоплюють особливості академічного письма і сприяють розвитку використання певних мовних одиниць, моделей, структур в академічних текстах, формуванню навичок з писемного наукового мовлення і комунікації англійською мовою.

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Part 1

Background to Writing

1. The purpose of academic writing

Writers should be clear why they are writing. The most common reasons for writing include:

- to report on a piece of research the writers has conducted
- to answer a question the writer has been given or chosen
- to discuss a subject of common interest and give the writer's view
- to synthesise research done by others on a topic

Can you suggest any other reasons?

In all cases it is useful to bear in mind the likely readers of your work. How can you explain your ideas to them effectively? Although there is no fixed of academic writing, it is clearly different from the written style of newspaper or novels, Similarly, it is generally agreed that academic writing attempts to be accurate and objective. What are its other features?

Working alone or in a group, list your ideas below.

- Impersonal style
- _____
- _____
- _____

2. Common types of academic writing

Below are the most types of written work produced by students.

Match the terms on the left to the definitions on the right.

Notes	A piece of research, either individual or group work, with the topic chosen by the student(s).
Report	The longest piece of writing normally done by a student (20,000+words) often for a higher degree, on a topic chosen by the student.
Project	A written record of the main points of a text or lecture, for a student's personal use.
Essay	A general term for any academic essay, report, presentation or article.
Dissertation / Thesis	A description of something a student has done e.g. conducting a survey.
Paper	The most common type of written work, with the title given by the teacher, normally 1000-5000 words.

3. The format of long and short writing tasks

Short essays (including exam answers) generally have this pattern:

Introduction

Main body

Conclusion

Longer essays may include:

Introduction

Main body

Literature review

Case study

Discussion

Conclusion

References

Appendices

Dissertation and journal articles may have:

Abstract

List of contents

List of tables

Introduction

Main body

Literature review

Case study

Findings

Discussion

Conclusion

Acknowledgements

References

Appendices

Find the words in the lists above that match the following definitions:

(a) A short summary of 100-200 words, which explains the paper's purpose and main findings.

(b) A list all sources the writer has mentioned in the text.

(c) A section, at the where additional information is included.

(d) A short section where people who have helped the writer are thanked.

(e) Part of the main body in which the writer discusses relevant research.

(f) A section where one particular example is described in detail.

4. The features of academic writing

There is considerable variation in the format of academic writing required by different schools and departments. Your teachers may give you guide-lines, or you should ask them what they want. But some general features apply to most formats.

Read the text below and identify the features underlined, using the words in the box.

sentence	heading	sub-title
paragraph	title	phrase

(a) A fishy story

(b) Misleading health claims regarding omega-3 fatty acids

(c) Introduction

(d) There has been considerable discussion recently about the benefits of omega-3 fatty acids in the diet.

(e) It is claimed that these reduce the risk of cardiovascular disease and may even combat obesity. Consequently food producers have added omega-3s products ranging from margarine to soft drinks in an attempt to make their products appear healthier and hence increase sales.

(f) However, consumers may be unaware that there are two types of omega-3s. The best (long-chain fatty acids) are derived from fish, but others (short-chain fatty acids) come from cheaper sourced such as soya. This latter group have not been shown to produce the health benefits linked to the long-chain variety. According to Tamura et al. (2009) positive results may only be obtained either by eating oily fish three times a week, or by taking daily supplements containing 500mg of eicosapentaenoic acid (EPA) or docosahexaenoic acid (DHA).

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____

6. Simple and complex sentences

Study the table below.

Annual vehicle production 2005-9

2005	2006	2007	2008	2009
135,470	156,935	164,820	159,550	123,075

All sentences contain verb:

In 2005 the company **produced** over 135,000 vehicles.

Between 2005 and 2006 vehicle production **increased** by 20 per cent.

Simple sentences are easier to write and read, but *complex sentences* are also needed in academic writing. However, students should make clarity a priority, and avoid writing very complex sentences until they feel confident in their ability. Complex sentences contain **conjunctions**, **relative pronouns** or **punctuation**, which link the clauses:

In 2005 the company produced over 135,000 vehicles **but** between 2005 and 2006 production increased by 20 per cent.

Over 164,000 vehicles were produced in 2007; by 2009 this had fallen to 123,000.

Write two simple and two complex sentences using data from the table above.

(a) _____

(b) _____

(c) _____

(d) _____

7. Writing in paragraphs

Discuss the following questions:

What is a paragraph?

Why are texts divided into paragraphs?

How long are paragraphs?

Do paragraphs have a standard structure?

Read the text below and divide it into a suitable number of paragraphs.

7.1. BIOCHAR

Charcoal is produced by burning wood slowly in a low-oxygen environment. This material, which is mainly carbon, was used for many years to heat iron ore to extract the metal. But when Abraham Darby discovered a smelting process using coke (produced from coal) in 1709 demand for charcoal collapsed. At approximately the same time the carbon dioxide level in the atmosphere began to rise.

But a new use for charcoal, re-named biochar, has recently emerged. It is claimed that using biochar made from various types of plants can both improve soil quality and combat global warming. Various experiments in the United States have shown that adding burnt crop wastes to soil increases fertility and cuts the loss of vital

nutrients such as nitrates. The other benefits of biochar is its ability to lock CO₂ into the soil. The process of decay normally allows the carbon dioxide in plants to return to the atmosphere rapidly, but when transformed into charcoal this may be delayed for hundreds of years. In addition, soil containing biochar appears to release less methane, a gas which contributes significantly to global warming. American researchers claim that widespread use of biochar could reduce global CO₂ emissions by over 10 per cent. But other agricultural scientists are concerned about the environmental effects of growing crops especially for burning, and about the displacement of food crops that might be caused. However, the potential twin benefits of greater farm yields and reduced greenhouse gases mean that further research in this area is urgently needed.

Part 2

Reading: Finding Suitable Sources

1. Academic texts

You need to read a variety of text types for your courses, so it is important to identify suitable types and recognize their features. This will help you to assess their value.

You are studying Tourism Marketing. Read the text extracts 1-4 below and decide which are the most suitable for academic use, and why.

Text	Suitability?
1	<i>Yes, it summarises some relevant research, and includes citations</i>
2	
3	
4	

1.1 To promote tourism and market destination, it is important to study the tourists' attitude, behavior and demand. The studies of Levitt (1986) and Kotler and Armstrong (1994) suggest that an understanding of consumer behavior may help with the marketing planning process in tourism marketing. The research of consumer behavior is the key to the underpinning of all marketing activity, which is carried out to develop, promote and sell tourism products (Swarbrooke and Horner, 1999; Asad, 2005). Therefore, the study of consumer behavior has become necessary for the sake of tourism marketing.

1.2 The romance of travel has always fascinated me, and our recent trip to Thailand lived up to expectations. We flew from Dubai and after a comfortable flight arrived in Bangkok just as the sun was rising. Our stay in the city lasted only a couple of days before we set off for the hill country around Chang Mai, where we were planning to visit some of the indigenous tribes who live in this mountainous region. When we arrived the weather was disappointing, but after a day the heavy rain gave way to sparkling clear sunshine.

1.3 Holiday trip to the Antarctica have quadrupled in the past decade and last year more than 46,000 people visited the land mass and surrounding oceans. However, safety fears and concerns about the impact visitors are having on the delicate frozen landscape have soared and members of the Antarctic Treaty – an agreement between 28 nations, including the UK, on the use of the continent – are now meeting to discuss ways to regulate tourism.

British officials are seeking to establish a strategic agreement for tourism around the South Pole. If successful, it will see treaty members introduce new measures to improve the safety of tourist trips, while also reducing the impact that visitors will have on the environment. The regulations could see limits on the number of ships and landings, restrictions on how close they come to shore, a ban on building tourist facilities and hotels on the continent, and rules on waste discharges from ships.

1.4 Equally, from a political perspective, the nature of state involvement in and policies for tourism is dependent on both the political-economic structures and the prevailing ideology in the destination state, with comparisons typically made between market-led and centrally planned economies. For example, the Thatcher-Reagan-inspired neo-liberalism of the 1980s, and the subsequent focus on privatization and the markets in many Western nations contrasted starkly with the then centrally planned tourism sectors in the former Eastern Europe (Buckley and Witt, 1990; Hall, 1991). At the same time, of course, it has also long been

recognized that the political-economic relationship of one nation with another or with the wider international community (that is, the extent of political-economic dependency) may represent a significant influence on tourism development (Telfer, 2002). Thus, in short, tourism planning and development in the destination tends to reflect both the structures and political ideologies of the state and its international political-economic relations.

The main features of academic texts are listed in the table below.

Find examples of each using texts above.

Feature	Examples
1 Formal vocabulary	<i>the marketing planning process in tourism marketing ...</i> <i>the extent of political-economic dependency ...</i>
2 Use of reference	
3 Impersonal style	
4 Long, complex sentences	

2. Types of text

The table below lists the most common written sources used by students. Work with a partner to consider their likely advantages and disadvantages.

Text type	Advantages	Disadvantages
Textbook	Written for students	May be too general
Website		
Journal article		
Official report (e.g. from government)		
Newspaper or magazine article		
e-book		

3. Using reading lists

Your teacher may give you a printed reading list, or it may be available online through the library website. The list will usually include textbooks, journal articles and websites. If the list is electronic there will be links to the library catalogue to let you check on the availability of the material. If the list is printed, you will have to use the library catalogue to find the texts. You do not have to read every word of a book because it is on the list. Your teacher will probably suggest which pages to read, and also tell you which parts are the most important. On reading lists you will find the following formats:

Part 3

Reading: Developing Critical Approaches

1. Reading methods

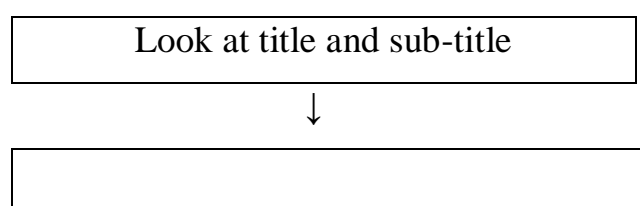
It is easy for students to underestimate the importance of reading skills. Especially for international students, reading academic texts in the quantity required for most courses is a demanding task. But students will not benefit from attending lectures and seminars the reading is done promptly, while clearly most writing tasks require extensive reading.

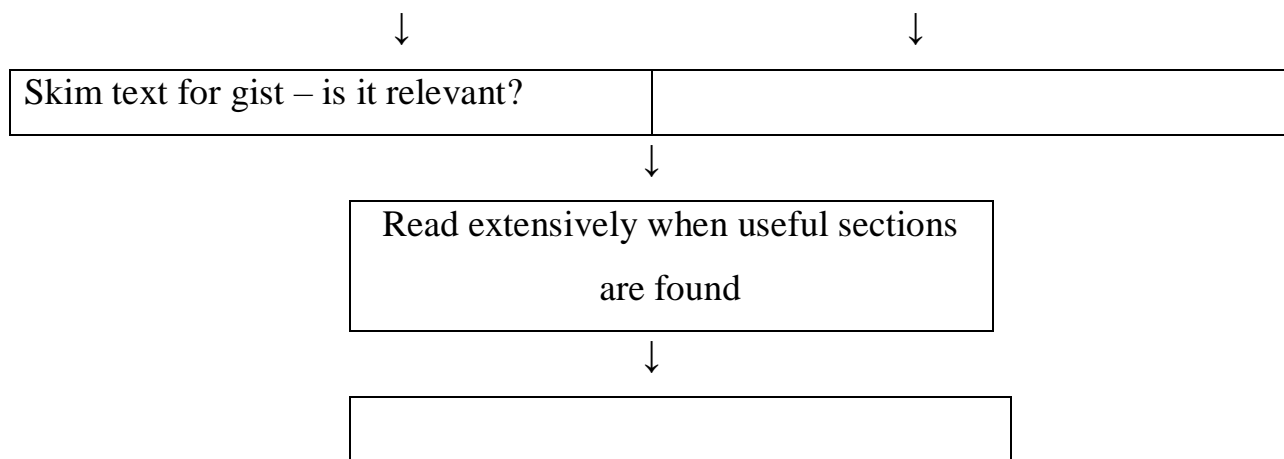
Moreover, the texts often contain new vocabulary and phrases, and may be written in a rather formal style. This means that distinct methods have to be adopted to cope with the volume of reading required, which is especially important when you are reading in another language. Clearly, you do not have time to read every word published on the topic you are studying. The chart below illustrates an approach to finding and dealing with texts.

Complete the empty boxes in the chart with the following techniques:

- Read intensively to make notes on key points
- Scan text for information you need (e.g. names)
- Survey text features (e.g. abstract, contents, index)

Choosing suitable texts





Can you suggest any other reading skills to add to the chart above?

2. Titles, sub-titles and text features

Many books and articles have both a title and a sub-title:

The Right to Have Rights: Citizenship Practice and the Political Constitution of the EU.

The title is usually shorter; the sub-title often gives more information about the focus.

After finding a relevant text, it is worth checking the following text features before starting to read:

Author

Is the writer well-known in his/her field? What else has he/she published?

Publication date and edition

Do not use a first edition if there is a (revised) second edition available.

Abstract

See section below.

Contents

A list of the main chapters or sections. This should tell you what proportion of the text is devoted to the topic you are researching.

Introduction or preface

This is where the author often explain his/her reasons for writing, and also how the text is organized.

References

This list shows all the sources used by the author and referred to in the text. It should give you some suggestions for further reading.

Bibliography

These are the sources the author has used but not specifically referred to.

Index

An alphabetical list of all the topics and names mentioned in a book. If, for example, you are looking for information about a person, the index will tell you if that person is mentioned, and how often.

3. Reading abstracts

They are normally found in peer-reviewed journal articles, where they act as a kind summary to enable researchers to decide if it is worth reading the full article. As a student you will not normally have to write abstracts, but it is important to be able to read them effectively.

Study this example:

3.1 CITIZENSHIP NORMS AND THE EXPANSION OF POLITICAL PARTICIPATION

Russell J. Dalton

A growing chorus of scholars laments the decline of political participation in America, and the negative implications of this trend for American democracy. This article questions this position – arguing that previous studies misdiagnosed the sources of political change and consequences of changing norms of citizenship for Americans’ political engagement. Citizenship norms are shifting from a pattern of duty-based citizenship to engaged citizenship. Using data from the 2005 Citizenship, Involvement, Democracy survey of the Center for Democracy and Civil Society (CDACS)

S describe these two faces of citizenship, and trace their impact on political participation. Rather than the erosion of participation, this norm shift is altering and expanding the patterns of political participation in America.

Abstracts normally have a standard structure.

Underline the main components of the abstract above.

- (a) Background position
- (b) Aim and thesis of article
- (c) Methods of research
- (d) Results of research

4. Fact and opinion

When reading, it is important to distinguish between facts:

Rice is grown warm wet climates, and opinions:

I like rice.

Decide if the following statements are facts, opinion or both.

	Fact	Opinion
1 Smoking can dangerous to health.		
2 Smoking is addictive.		
3 Smoking should be banned.		
4 Smoking is dangerous so it should be banned.		

If suggestions are made in academic writing (smoking should be banned) it is important that they are supported by true facts (smoking is dangerous).

Read the following sentences and decide if they are fact or opinion. If they are fact, decide if they are true or false. If they are opinion, decide if you agree or disagree.

	Facts or opinion?	Facts – true or false?	Opinions – agree or disagree?
1 Britain has the highest crime rate in the world.			
2 In Britain, hundreds of crimes are committed every day.			
3 Many criminals are never caught.			
4 The police are inefficent.			
5 The police should be abolished.			

5. Assessing internet sources critically

You cannot afford to waste time on texts that are unreliable or out-of-date. If you using material that is not on the reading list you must assess it critically to ensure that the material is trustworthy. Internet sources are plentiful and conveniently available, but you need to ask several questions about each site:

- Is this a reputable website, for example with ac. (= academic) in the URL?
- Is the name of the author given, and is he/she well-known in the field?
- Is the language of the text in a suitable academic style?

- Are there any obvious errors in the text, e.g. spelling mistakes, which suggest a careless approach?

Compare these two internet texts on deforestation. Which is likely to be more reliable?

5.1 We are destroying the last of our vital natural resources, just as we are starting to wake up to how precious they are. Rainforest once covered 14 per cent of the land now it's down to a mere 6 per cent. Scientists predict that the rest could disappear in less than 40 years. Thousands of acres are cut down each second with dire consequences for the countries involved and planet as a whole. Scientists estimate that we loose 50,000 species every year, many species every second including 137 plant types (not even species but whole groups of plant species) and as these plants disappear before science can record them so does the chance to gain helpful knowledge and possible medicines.

5.2 The scale of human pressures on ecosystems everywhere has increased enormously in the last few decades. Since 1980 the global economy has tripled in size and the world population has increased by 30 per cent. Consumption of everything on the planet has risen – at a cost to our ecosystems. In 2001, The World Resources Institutes estimated that the demand for rice, wheat, and corn is expected to grow by 40 per cent by 2020, increasing irrigation water demands by 50 per cent or more. They further reported that the demand for wood could double by the year 2050; unfortunately it is still the tropical forests that supply the bulk of the world's demand for wood.

There are several aspects of (1) which should make the reader cautious: the style is very personal (we are ...) and informal (it's down to ...) and there is a word used wrongly ('loose' instead of 'lose'). No sources are possible that thousands of acres of rainforest are being cut down every second? The writer also claims that many species

are being lost every second, but if we take the figure of 50,000 per year it means one species is lost every 10 minutes. Clearly the writer is seeking to dramatise the subject, but it is quite unsuitable as an academic source.

In contrast, the second text is written in accurate, semi-formal language and includes a source. It seems more likely to be reliable.

1. Practice

(a) Read the following texts and decide if you can trust the information. Give reasons for your decisions in the table below.

6.1 Hard up? Why struggle when you could live in luxury? Solve your money worries easily and quickly by working for us. No experience needed, you can earn hundreds of pounds for just a few hours' work per day. Work when it suits you, day or night. Don't delay, call today for an interview on 07795-246791.

6.2 If you have money problems, there's lots of ways you can save cash. Instead of spending money on new clothes, try buying them secondhand from charity shops, where you'll find lots of stylish bargains. Eating out is another big expense, but instead you can get together with a few friends and cook a meal together; it's cheaper and it's fun. Bus fares and taxis can also cost a lot, so it might be worth looking for a cheap bicycle, which lets you travel where you want, when you want.

6.3 Most students find that they have financial difficulties at times. It has been estimated that nearly 55 per cent experience financial difficulties in their first year at college or university. It's often hard living on a small fixed income, and the cost of accommodation and food can come as a shock when you first live away from your parents. The most important thing, if you are getting into debt, is speak to a financial advisor in the Student Union, who may be able to help you sort out your problems.

1	
2	
3	

(b) You are writing an essay on expanding educational provision in developing countries, titled:

‘Improving literacy in sub-Saharan Africa’.

You find following article in a recent magazine. Read it critically and decide whether you could use it in your work.

6.4 How can we get the world’s poorest children into school? This is a difficult question with no easy answer. In 1999 the UN adopted a set of goals called ‘Education for All’, but in many countries there has been little progress towards these aims. In Nigeria, for instance, the number of children not going to school has hardly changed since then. It is estimated that worldwide about 72m children never attend school, 45 per cent of whom are in sub-Saharan Africa. Even when schools and teachers are provided, there’s no guarantee that teaching is going on: World Bank research in India shows that a quarter of teachers don’t turn up on any day. Several proposals have been made to improve matters. A British academic, Professor Tooley, argues that low-cost private schools are more effective in delivering education to the poor since parental pressure maintains good standards. State schools could also relate pay to performance: research by Muralihadan and Sundararaman in India found that this improved students’ test performance far more significantly than spending the same money on teaching materials.

Positive aspects: _____

Negative aspects: _____

7. Critical thinking

Even when you feel that a text is reliable and that you can safely use it as a source, it is still important to adopt a critical attitude towards it. This approach is perhaps easiest to learn when reading, but is important for all other academic work (i.e. listening, discussing and writing). Critical thinking means not just passively accepting what you hear or read, but instead actively questioning and assessing it. As you read you should ask yourself the following questions:

- (a) What are the key ideas in this?
- (b) Does the argument of the writer develop logically, step by step?
- (c) Are the examples given helpful? Would other examples be better?
- (d) Does the author have any bias?
- (e) Does the evidence presented seem reliable, in my experience and using common sense?
- (f) Is this argument similar to anything else I have read?
- (g) Do I agree with the writer's views?

Read the following text (7.1). thinking critically about the sections in bold. Then answer questions 1-9.

7.1 The growth of the world wide web

In the history of civilization there have been many significant developments, **such as the invention of the wheel, money and the telephone**, but **the development of the internet is perhaps the most crucial of all**. In the space of a few years the world wide web has linked buyers in New York to sellers in Mumbai and teachers in Berlin to students in Cairo, **so that few people can imagine life without it**.

It is estimated that over 70 per cent of North Americans, for instance, have internet access, and this figure is steadily increasing. Physical shops are under threat, as

growing numbers shop online. In areas such as travel it is now impossible to buy tickets on certain airlines except on the internet. The web also links together millions of individual traders who sell to buyers through websites such as Ebay. Beyond the commercial sphere, the internet is also critically important in the academic world. A huge range of journals and reports are now available electronically, meaning that researchers can access a vast amount of information through their computer screens, **speeding up their work and allowing them to produce quality research.** In addition, email permits academic to make effortless contact with fellow-researchers all over the world, which also assists them to improve their output.

There is, of course, a darker side to this phenomenon, which is the use criminals have made of their ability to trade illegal or fraudulent products over the internet, with little control over their activities. But such behavior is hugely compensated for by the benefits that have been obtained by both individuals and businesses. **We are reaching a situation in which all kinds of information are freely available to everyone, which must lead to a happier, healthier and richer society.**

1. '... such as the invention of the wheel, money and the telephone ...'

Are these really critical developments?

2. '... the development of the internet is perhaps the most crucial of all.'

Is this true?

3. '... so that few people can imagine life without it.'

Is this claim credible?

4. 'It is estimated that over 70 per cent of North Americans, for instance, have internet access ...'

No source given. Does this figure seem likely?

5. 'Physical shops are under threat, as growing numbers shop online.'

In the first part true, and if so, is it caused by online shopping?

6. '... speeding up their work and allowing them to produce better quality research.'

If the first part is true, does the result logically follow?

7. 'We are reaching a situation in which all kinds of information are freely available to everyone, which must lead to a happier, healthier and richer society.'

Does the first part need any qualification?

Is the conclusion justified?

8. Is the writer objective or biased?

9. Do I agree with this argument overall?

Part 4

Avoiding Plagiarism

1. What is plagiarism?

Basically plagiarism means taking ideas or words from a source without giving credit (acknowledgement) to the author. It is seen as a kind of theft, and is considered to be an academic crime. In academic work, ideas and words are seen as private property belonging to the person who first thought or wrote them. Therefore it is important for all students, including international ones, to understand the meaning of plagiarism and learn how to prevent it in their work.

The main difficult that students face is that they are expected.

- (a) To show that they have read the principal experts on a subject-by giving citations
- (b) To explain these ideas in their own words and come to their own original conclusions

There are several reasons why students must avoid plagiarism:

- Copying the work of others will not help you develop your own understanding
- To show that you understand the rules of the academic community
- Plagiarism is easily detected by teachers and computer software
- It may lead to failing a course or even having to leave college

2. Acknowledging sources

If you borrow from or refer to the work of another person, you must show that you have done this by providing the correct acknowledgement. There are two ways to do this:

Summary and citation

Smith (2009) claims that the modern state wields power in new ways.

Quotation and citation

According to Smith: 'The point is not that the state is in retreat but that it is developing new forms of power ...' (Smith, 2009: 103).

These in-text **citations** are linked to a list of **references** at the end of the main text, which includes the following details:

Author	Date	Title	Place of publication	Publisher
Smith, M.	(2009)_	<i>Power and the State</i>	Basingstoke	Palgrave Macmillan

The citation makes it clear to the reader that you have read Smith and borrowed this idea from him. This reference gives the reader the necessary information to find the sources if the reader needs more detail.

3. Degrees of plagiarism

Although plagiarism essentially means copying somebody else's work, it is not always easy to define.

Working with a partner, consider the following academic situations and decide if they are plagiarism.

	Situation	
1	Copying a paragraph, but changing a few words and giving a citation.	<i>Yes</i>
2	Cutting and pasting a short article from a website, with no citation.	
3	Taking two paragraphs from a classmate's essay, without citation.	

4	Taking a graph from a textbook, giving the source.	
5	Taking a quotation from a source, giving a citation but not using quotation marks.	
6	Using something that you think of as general knowledge, e.g. large areas of rainforest have been cut down in recent years.	
7	Using a paragraph from an essay you wrote and had marked the previous semester, without citation.	
8	Using the results of your own research, e.g. from a survey, without citation.	
9	Discussing an essay topic with a group of classmates and using some of their ideas in your own work.	
10	Giving a citation for some information but mis-spelling the author's name.	

This exercise shows that plagiarism can be accidental. For example, situation (10) above, when the author's name is mis-spelt, is technically plagiarism but really carelessness. In situation (9) your teacher may have encouraged you to discuss the topic in groups, and then write an essay on your own, in which case it would not be plagiarism. Self-plagiarism is also theoretically possible, as in situation (7). It can be difficult to decide what is general or common knowledge (situation 6), but you can always try asking colleagues.

However, it is not a good excuse to say that you didn't know the rules of plagiarism, or that you didn't have time to write in your own words. Nor is it adequate to say that the rules are different in your own country. In general, anything that is not common knowledge or your own ideas and research (published or not) must be cited and referenced.

4. Avoiding plagiarism by summarizing and paraphrasing

Quotations should not be over-used, so you must learn to paraphrase and summarise in order to include other writers' ideas in your work. This will demonstrate your understanding of a text to your teachers.

- Paraphrasing involves re-writing a text so that the language is substantially different while the content stays the same.
- Summarising means reducing the length of a text but retaining the main points.

Normally both skills are used at the same time, as can be seen in the examples below.

Read the following text and then compare the five paragraphs below, which use ideas and information from it. Decide which are plagiarized and which are acceptable, and give your reasons in the table.

4.1 RAILWAY MANIAS

In 1830 there were a few dozen miles of railways in all the world – chiefly consisting of the line from Liverpool to Manchester. By 1840 there were over 4,500 miles, by 1850 over 23,500. Most of them were projected in a few bursts of speculative frenzy known as the 'railway manias' of 1835-7 and especially in 1844-7; most of them were built in large part with British capital, British iron, machines and know-how. These investment booms appear irrational, because in fact few railways were much more profitable to the investor than other forms of enterprise, most yielded quite modest profits and many none at all: in 1855 the average interest on capital sunk in the British railways was a mere 3.7 per cent.

(From *The Age of Revolution* by Eric Hobsbawm, 1995, p. 45)

- (a) Between 1830 and 1850 there was very rapid development in railway construction worldwide. Two periods of especially feverish growth were 1835-7 and 1844-7. It is hard to understand the reason for this intense activity, since

railway were not particularly profitable investments and some produced no return at all. (Hobsbawm, 1995: 45)

(b) There were only a few dozen miles of railways in 1830, including the Liverpool to Manchester line. But by 1840 there were over 4,500 miles and over 23,500 by 1850. Most of them were built in large part with British capital, British iron, machines and know-how, and most of them were projected in a few bursts of speculative frenzy known as the 'railway manias' of 1835-7 and especially in 1844-7. Because most yielded quite modest profits and many none at all these investment booms appear irrational. In fact few railways were much more profitable to the investor than other forms of enterprise.

(Hobsbawm, 1995: 45)

(c) As Hobsbawm (1995) argues, nineteenth-century railway mania was partly irrational: 'because in fact few railways were much more profitable to the investor than other forms of enterprise, most yielded quite modest profits and many none at all: in 1855 the average interest on capital sunk in the British railways was a mere 3.7 per cent.' (Hobsbawm, 1995: 45)

(d) Globally, railway networks increased dramatically from 1830 to 1850; the majority in short periods of 'mania' (1835-7 and 1844-7). British technology and capital were responsible for much of this growth, yet the returns on the investment were hardly any better than comparable business opportunities.

(Hobsbawm, 1895: 45)

(e) The dramatic growth of railways between 1830 and 1850 was largely achieved using British technology. However, it has been claimed that much of this development was irrational because few railways were much more profitable to the investor than other forms of enterprise; most yielded quite modest profits and many none at all.

	Plagiarised or acceptable?
a	
b	

c	
d	
e	

5. Avoiding plagiarism by developing good study habits

Few students deliberately try to cheat by plagiarizing, but some develop poor study habits that result in the risk of plagiarism.

Working with a partner, add to the list of positive habits.

- Plan your work carefully so you don't have to write the essay at the last minute.
- Take care to make notes in your own words, not copying from the source.
- Keep a record of all the sources you use (e.g. author, date, title, page numbers, publisher).
- Take sure your in-text citations are all included in the list of references.
- _____
- _____

Part 5

From Understanding Titles to Planning

1. The planning process

Although teachers frequently complain that students do not answer the question set, this problem can be avoided by more care at the start of the process. Planning is necessary with all academic writing, but clearly there are important differences between planning in exams, when time is short, and for coursework, when preparatory reading is required. However, in both cases the process of planning should include these three steps:

- (a) Analyse the title wording and decide what is required.
- (b) Brainstorm the topic to focus your ideas.
- (c) Prepare an outline using your preferred method.

With coursework your outline will probably be revised as you read around the topic.

2. Analysing essay title

Title contain key words that tell the student what to do. Note that titles often have two (or more) parts:

What is meant by a demand curve and **why** would we expect it to slope downwards?
In this case ‘what’ is asking for a description and ‘why’ for a reason or explanation.

■ **Match the key words on the left to the definitions on the right.**

Analyse	Explain a topic briefly and clearly
Assess (Evaluate)	Deal with a complex subject by reducing it to the main elements

Describe	Divide into sections and discuss each critically
Discuss	Break down into the various parts and their relationships
Examine (Explore)	Make a proposal and support it
Illustrate	Look at various aspects of a topic, compare benefits and drawbacks
Outline (Trace)	Give a detailed account of something
State	Give a simple, basic account of the main points of a topic
Suggest	Give examples
Summarise	Decide the value or worth of a subject

3. Practice

■ **Underline the key words in the following titles and consider what they are asking you to do.**

- (a) How and why has the market for international tourism segmented since the middle of the twentieth century? What are the economic and social forces that have driven this process?
- (b) Describe some of the reasons why patients do not always take their medication as directed.
- (c) How can psychology contribute to the reduction of bullying behavior in school?
- (d) Is there a move towards subjectivity in criminal law? Should there be?
- (e) Discuss the response of buildings and soil to earthquakes, indicating what measure can be used to ensure structural stability.

4. Brainstorming

It is often helpful to start thinking about a topic by writing down any ideas you have, in any order. Taking the example from (3a), you might collect the following points:

International tourism – segmentation of market

How and why:

- Package holidays made foreign holidays popular
- Internet allows travelers to plan own holidays
- In 60s jet aircraft permit faster travel – long and short haul holidays
- In 90s budget airlines lower costs – short breaks

Economic and political forces:

- Rising disposable incomes permit more spending on travel
- Developing countries see tourism as route to growth
- Older, retired people spend more on travel

■ **Working with a partner, brainstorm ideas for the title below.**

*What are the benefits of learning a second language at primary school (age 6-10)?
Are there any drawbacks to early language learning?*

5. Essay length

Coursework essays usually have a required length, normally between 1,000 and 5,000 words. You must keep to this limit, although deviations of 5 per cent more or less are generally acceptable. However, at the planning stage you need to consider what proportion of the essay to allocate to each part of the question.

As a basic guide, 20 per cent is usually sufficient for the introduction and conclusion together (references are not included in the word count). Therefore, in a 2,000 word essay the main body would have 1,600 words.

If this was the length given for title above, you might decide on the following allocation:

Segmentation of the market for international tourism – how	300 words
– why	500 words
Economic forces	400 words
Social forces	400 words
Total	1,600 words

This calculation is useful since it can guide the amount of reading you need to do, as well as providing the basis for an outline. Moreover, it prevents you from writing an unbalanced answer, in which part of the question is not fully dealt with.

Essays in exams do not have word limit, but it is equally important to plan them in terms, e.g. part 1 40 per cent, part 2 60 per cent.

■ **Identify the key words in the following titles and decide what percentage of the main body to give to each part.**

title	Part 1 (%)	Part 2 (%)
(a) Describe the typical social, cultural and environmental impacts experienced by tourist destinations in developing countries. How can harmful impacts be reduced or avoided?		
(b) How can schools make better use of IT (information technology)? Illustrate your answer with examples.		
(c) Outline the main difficulties in combating malaria. Suggest possible strategies for more effective anti-malaria campaigns.		
(d) What is 'donor fatigue' in international aid and how can it be overcome?		

6. Outlines

An outline should help the writer to answer the question as effectively as possible. Care at this stage will save wasted effort later. The more detail you include in your outline, the easier the writing process will be. Note that for coursework it is usually better to write the main body first, then the introduction and finally the conclusion. Therefore you may prefer to outline just the main body at this stage.

There is no fixed pattern for an outline; different methods appeal to different students. For example, with first part of title above:

‘Describe the typical social, cultural and environmental impacts experienced by tourist destinations in developing countries’.

(a) The outline might be a list:

(i) Social impacts

- increase in variety of jobs available
- price inflation
- new range of business opportunities

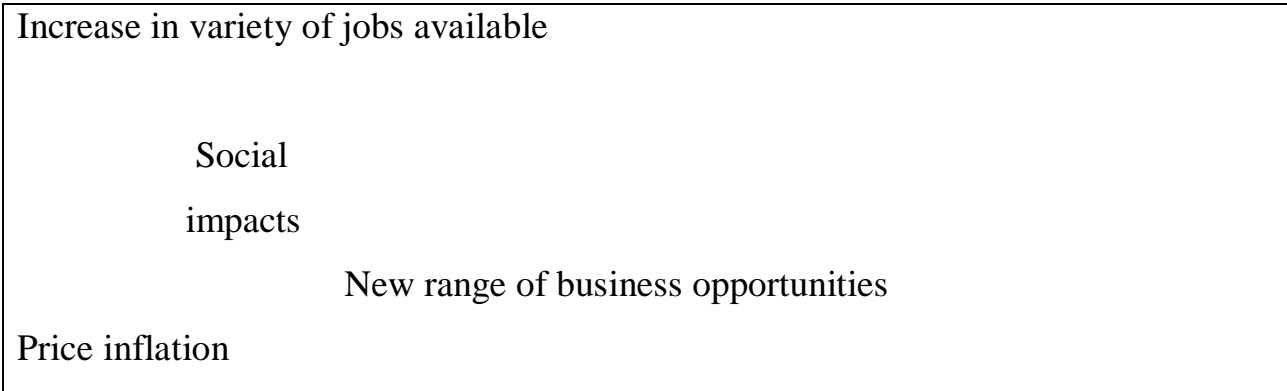
(ii) Cultural impacts

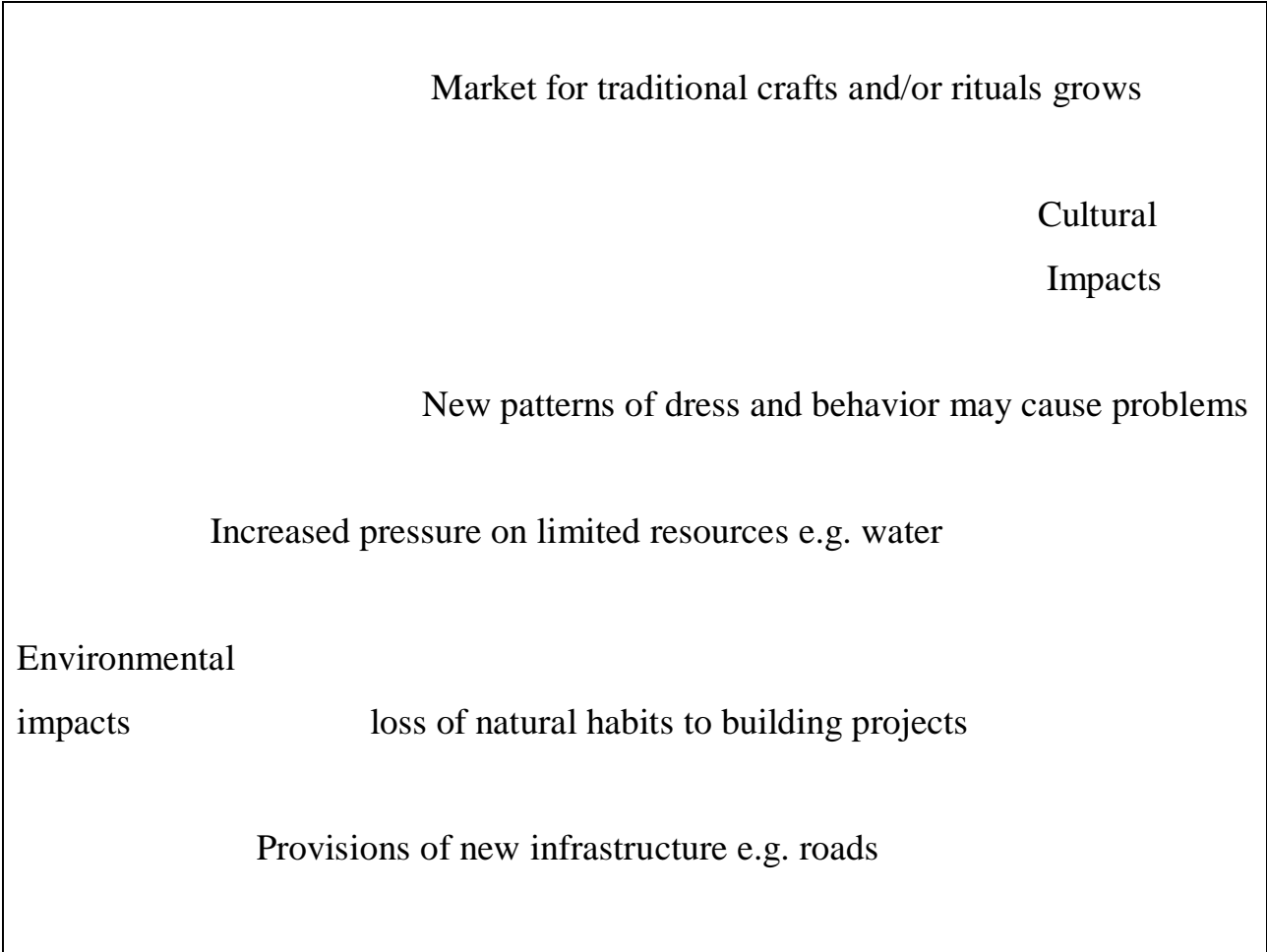
- new patterns of dress and behavior may cause problems
- market for traditional crafts and/or rituals grows

(iii) Environmental impacts

- increased pressure on limited resources, e.g. water
- loss of natural habitat to building projects
- provision of new infrastructure, e.g. roads

(b) An alternative is a mind map:

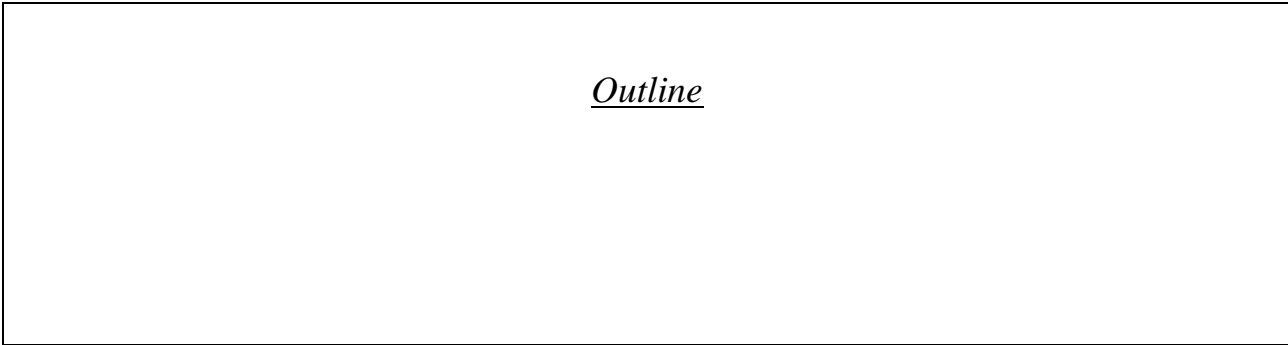




■ (i) What are the advantages and drawbacks of each methods?

■ (ii) Prepare an outline for the second part of the same title, using either methods:

‘How can harmful impacts be reduced or avoided?’



Part 6

Paraphrasing

1. The elements of effective paraphrasing

Paraphrasing and summarizing are normally used together in essay writing, but while summarizing aims to **reduce** information to a suitable length, paraphrasing attempts to **restate** the relevant information. For example, the following sentence:

There has been much debate about the reasons for the industrial revolution happening in eighteenth-century Britain, rather than in France or Germany.

could be paraphrased:

Why the industrial revolution occurred in Britain in the eighteenth century, instead of on the continent, has been the subject of considerable discussion.

Note that an effective paraphrase usually:

- has a different structure to the original
- has mainly different vocabulary
- retains the same meaning
- keeps some phrases from the original that are in common use
e.g. 'industrial revolution' or 'eighteenth century'

2. Practice A

■ **Read the text below and then evaluate the three paraphrases (1=best), giving reasons.**

2.1 The causes of the industrial revolution
--

Allen (2009) argues that the best explanation for the British location of the industrial revolution is found by studying demand factors. By the early eighteenth century high wages and cheap energy were both features of the British economy. Consequently, the mechanization of industry through such inventions as the steam engine and mechanical spinning was profitable because employers were able to economise on labour by spending on coal. At that time, no other country had this particular combination of expensive labour and abundant fuel.

- (a) A focus on demand may help to explain the UK origin of the industrial revolution. At that time workers' pay was high, but energy from coal was inexpensive. This encouraged the development of mechanical inventions based on steam power, which enabled bosses to save money by mechanizing production (Allen, 2009).
- (b) The reason why Britain was the birthplace of the industrial revolution can be understood by analyzing demand in the early 1700s, according to Allen (2009). He maintains that, uniquely, Britain had the critical combination of cheap energy from coal and high labour costs. This encouraged the adoption of steam power to mechanise production, thus saving on wages and increasing profitability.
- (c) Allen (2009) claims that the clearest explanation for the UK location of the industrial revolution is seen by examining demand factors. By the eighteenth century cheap energy and high wages were both aspects of the British economy. As a result, the mechanization of industry through inventions such as the steam engine and mechanical spinning was profitable because employers were able to save money on employees by spending on coal. At that time, Britain was only country with significant deposits of coal.

a	
b	
c	

3. Techniques for paraphrasing

(a) Changing vocabulary by using synonyms:

argues >claims/eighteen century>1700s/wages>labour
costs/economic>economise>saving

NB. Do not attempt to paraphrase every word, since some have no true synonym, e.g. demand, economy, energy.

(b) Changing word class:

Explanation (n.)>explain (v.)/mechanical (adj.)>mechanise (v.)/profitable
(adj.)>profitability (n.)

(c) Changing word order:

... the best explanation for the British location of the industrial revolution is found by studying demand factors.

> A focus on demand may help explain the UK origin of the industrial revolution.

4. Practice B

■ **Read the following text and then practice the techniques illustrated above.**

4.1 FOUR WHEELS GOOD

The growth of the car industry parallels the development of modern capitalism. It began in France and Germany, but took off in the United States. There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production. In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company. After the second world war the car makers focused on the styling of their products to encourage more frequent model changes. From the 1970s there was criticism of the industry due to the inefficiency of most vehicles, which used petrol wastefully. At the same time, trades unions became increasingly militant in defence of their members' jobs. Today the industry owns some of the most famous brands in the world. However, many car makers are currently threatened by increased competition and saturated markets.

■ (a) Find synonyms for the words underlined.

(i) The growth of the car industry parallels the development of modern capitalism.

Example: The rise of the automobile industry matches the progress of contemporary capitalism.

(ii) It began in France and Germany, but took off in the United States.

(iii) There Henry Ford adapted the moving production line from the Chicago meat industry to motor manufacturing, thus inventing mass production.

■ (b) Change the word class of the underlined words, and then re-write the sentences.

(i) In the 1920s Alfred Sloan's management theories helped General Motors to become the world's dominant car company.

Example: In the 1920s, with help from the managerial theories of Alfred Sloan, General Motors dominated the world's car companies.

(ii) After the second world war the car makers focused on the styling of their products, to encourage more frequent model changes.

(iii) From the 1970s there was criticism of the industry due to the inefficiency of most vehicles, which used petrol wastefully.

■ (c) Change the word order of the following sentences (other changes may be needed).

(i) At the same time, trades unions became increasingly militant in defence of their member' jobs.

Example: At the same time increasingly militant trades unions defended their members' jobs.

(ii) Today the industry owns some of the most famous brands in the world.

(iii) However, many car makers are currently threatened by increased competition and saturated markets.

■ (d) Combine all these techniques to paraphrase the paragraph as fully as possible.

5. Practice C

- Use the same techniques to paraphrase the following text.

5.1 THE PAST BELOW THE WALES

More than three million shipwrecks are believed to lie on the seabed, the result of storms and accidents during thousands of years of sea-borne trading. These wrecks offer marine archaeologists valuable information about the culture, technology and trade patterns of ancient civilization, but the vast majority have been too deep to research. Scuba divers can only operate down to 50 metres, which limits operations to wrecks near the coast, which have often been damaged by storms or plant growth. A few sea sites (such as the *Titanic*) have been explored by manned submarines, but this kind of equipment has been too expensive for less famous subjects. However, this situation has been changed by the introduction of a new kind of mini submarine: the automatic underwater vehicle (AUV). This cheap, small craft is free moving and does not need an expensive mother-ship to control it. Now a team of American archaeologists are planning to use an AUV to explore an area of sea north of Egypt which was the approach to a major trading port 4,000 years ago.

Part 7

Summarising

1. What makes a good summary?

■ Write a summary of one of the topics below in no more than 20 words.

- (a) One of your parents
- (b) A town or city you know well
- (c) A film you have recently watched

■ Compare your summary with others in your class. What is needed for a good summary?

- _____
- _____
- _____

2. Stages of summarizing

Summarising is a flexible tool. You can use it to give a one-sentence synopsis of an article, or to provide much more detail, depending on your writing needs. But in every case the same basic steps need to be followed in order to meet the criteria discussed in (1).

■ Study the stages of summary writing below, which have been mixed up. Put them in the correct order.

- (a) Write the summary from your notes, re-organising the structure if needed.
- (b) Make notes of the key points, paraphrasing where possible.
- (c) Read the original text carefully and check any new or difficult vocabulary.

(d) Mark the key points by underlining or highlighting.

(e) Check the summary to ensure it is accurate and nothing important has been changed or lost.

3. Practice A

■ Read the following text (3.1) and the summaries (a)-(c). Rate them 1 (best) -3.

(a) Fruit crops have usually been picked by hand, as it is difficult to mechanise the process. But in rich countries it has become hard to find affordable pickers at the right time so fruit is often wasted. Therefore intelligent machines have been developed that can overcome the technical problems involved, and also provide the farmer with useful data about the plants.

3.1 MECHANICAL PICKERS

Although harvesting cereal crops such as wheat and barley has long been done by large machines known as combine harvesters, mechanizing the picking of fruit crops such as tomatoes or apples has proved more difficult. Farmers have generally relied on human labour to harvest these, but in wealthy countries it has become increasingly difficult to find pickers willing to work for the wages farmers are able to pay. This is partly because the demand for labour is seasonal, usually in the autumn, and also because the work is hard and demanding. As a result, in areas such as California part of the fruit harvest is often unpicked and left to rot.

There are several obvious reasons why developing mechanical pickers is challenging. Fruit such as grapes or strawberries comes in a variety of shapes and does not always ripen at the same time. Outdoors, the ground conditions can vary from dry to muddy, and winds may move branches around. Clearly each crop requires its own solution: machines may be towed through orchards by tractors or move around by themselves using sensors to detect the ripest fruit.

This new generation of fruit harvesters is possible due to advances in computing power and sensing ability. Such devices will inevitably be expensive, but will save farmers from the complexities of managing a labour force. In addition, the more

intelligent pickers should be able to develop a database of information on the health of each individual plant, enabling the grower to provide it with fertilizer and water to maintain its maximum productivity.

(b) Developing machines that can pick fruit such as tomatoes or apples is a challenging task, due to the complexity of locating ripe fruit in an unpredictable outdoor environment, where difficult conditions can be produced by wind or water. But recent developments in computing ability mean that growers can now automate this process, which should save them money and increase their profits.

© Strawberries and grapes are the kind of crops that have always been hand-picked. But many farmers, for example in California, now find it increasingly difficult to attract enough pickers when the fruit is ripe. However, computing advances have produced a solution to this problem, which will save farmers from worrying about the pickers, and also collect vital data.

4. Practice B

■ **Read the following text and underline the key points.**

4.1 WEALTH AND FERTILITY

For most of the past century an inverse correlation between human fertility and economic development has been found. This means that as a country got richer, the average number of children born to each woman got smaller. While in the poorest countries women often have eight children, the rate fell as low as 1.3 in some European countries such as Italy, which is below the replacement rate.

Such a low rate has two likely negative consequences: the population will fall in the long term, and a growing number of old people will have to be supported by a shrinking number of young. But a recent study by researchers from Pennsylvania University suggests that this pattern may be changing. They related countries fertility rates to their human development index (HDI), a figure with a maximum value of 1.0, which assesses life expectancy, average income and education level.

Over 20 countries now have an HDI of more than 0.9, and in a majority of these the fertility rate has started to increase, and in some is approaching two children per woman. Although there are exceptions such as Japan, it appears that ever higher levels of wealth and education eventually translate into a desire for more children.

■ **Complete the notes of the key points below.**

(a) Falling levels of fertility have generally been found _____

(b) In some, number of children born _____

(c) Two result: smaller populations and _____

(d) Recent research claims that _____

(e) Comparison of HDI (human development index: _____

_____) with fertility found that in most highly

rated (+0.9) countries, _____

■ **Join the notes together and expand them to make the final summary. Check that the meaning is clear and important points have been left out. Find a suitable title.**

This summary is about 35 per cent of the original length, but it could be summarized further.

■ **Summarise the summary in no more than 20 words.**

5. Practice C

■ **Summarise the following text in about 50 words.**

5.1 THE LAST WORD IN LAVATORIES?

Toto is a leading Japanese manufacturer of bathroom ceramic ware, with annual worldwide sales of around \$5 bn. One of its best-selling ranges is the Washlet lavatory, priced at up to \$5,000 and used in most Japanese homes. This has features such as a heated seat, and can play a range of sounds. This type of toilet is successful in its home market since many flats are small and crowded, and bathrooms provide privacy. Now Toto hopes to increase its sales in Europe and America, where it faces a variety of difficulties. European countries tend to have their own rules about lavatory design, so that different models have to be made for each market. Although Toto claims that its Washlet toilet uses less water than the average model, one factor that may delay its penetration into Europe is its need for an electrical socket for installation, as these are prohibited in bathrooms by most European building regulations.

Academic Writing Quiz

How much do you know about academic writing?

Find out by doing this fun quiz.

1 The main difference between academic writing and normal writing is that academic writing:

- (a) uses longer words
- (b) tries to be precise and unbiased
- (c) is harder to understand

2 The difference between a project and an essay is:

- (a) essays are longer
- (b) projects are longer
- (c) students projects' topics

3 Teachers complain most about students:

- (a) not answering the question given
- (b) not writing enough
- (c) not referencing properly

4 The best time to write an introduction is often:

- (a) first
- (b) last
- (c) after writing the main body

5 Plagiarism is:

- (a) a dangerous disease
- (b) an academic offence
- (c) an academic website

6 Making careful notes is essential for:

- (a) writing essays
- (b) revising for exams

(c) all academic work

7 An in-text citation looks like:

(a) (Manton, 2008)

(b) (Richard Manton, 2008)

(c) (Manton, R. 2008)

8 Paraphrasing a text means:

(a) making it shorter

(b) changing a lot of the vocabulary

(c) adding more detail

9 Paragraphs always contain:

(a) six or more sentence

(b) an example

(c) a topic sentence

10 The purpose of an introduction is:

(a) to give your aims and methods

(b) to excite the reader

(c) to summarise your ideas

11 Proof-reading means:

(a) getting a friend to check your work

(b) checking for minor errors

(c) re-writing

12 Teachers expect students to adopt a critical approach to their sources:

(a) sometimes

(b) only for Master's work

(c) always

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Навчально-методичне видання

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**Наукова комунікація іноземною мовою:
основи академічного письма в англійській мові:**

для студентів факультету міжнародних відносин

Друкується в авторській редакції