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АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ПРОФЕССИОНАЛЬНЫХ ЦЕЛЕЙ

*Учебно-методическое пособие по дисциплине
«Практический курс первого иностранного языка»
(уровень магистратуры)*

Текстовое учебное электронное издание

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Английский язык для профессиональных целей: учебно-методическое пособие по дисциплине «Практический курс первого иностранного языка» (уровень магистратуры) / А. А. Рыбкина, Э. С. Савицкая. – Электрон. текстовые данные (1,13 МБ). – Самара: СФ ГАОУ ВО МГПУ, 2023. – URL: https://samara.mgpu.ru/files/elibrary/filologia/Rybkina_Savitskaya.pdf

Настоящее учебно-методическое пособие адресовано обучающимся магистратуры, изучающим иностранный язык для профессиональных целей: общения в академической профессиональной среде, научно-исследовательских и публикационных целей. В пособии рассматриваются образцы академических текстов, организуется обучение через редактирование работ-моделей, завершается курс написанием своей аннотации и представлением авторских результатов исследования на английском языке. Материалы разделены по годам обучения, содержат контрольные задания на усвоение теории и практические задания различной степени сложности для семинарских занятий и самостоятельной работы.

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ПЕРВЫЙ ГОД ОБУЧЕНИЯ / FIRST YEAR

Введение

Работая с научной литературой на иностранном языке, специалист должен не только быстро и безошибочно ориентироваться в содержании, но и овладеть искусством информационной обработки текстов.

Целью информационной обработки текста является извлечение полезной и ценной информации по конкретной проблематике, передача содержания в более или менее подробной форме в зависимости от практической ценности информации и целей её дальнейшего использования.

Все материалы, задействованные в существующем потоке научной и технической информации, подразделяются на первичные и вторичные. Первичные материалы являются источником исходной информации, предназначенной для её передачи на другом языке. Такими документами могут быть:

- статьи в иностранных периодических изданиях;
- специальные публикации (инструкции и методические руководства, отраслевые справочники, научная и техническая документация и т. п.);
- материалы научных конгрессов, конференций, симпозиумов и т. п.;
- диссертации;
- монографии;
- книги, брошюры и другие издания.

В зависимости от практической ценности источников они обрабатываются по-разному. Основными видами переработки иностранных печатных изданий являются:

- составление библиографических описаний;
- аннотирование, реферирование, научно-технический перевод;
- составление обзоров по определенной теме.

Сущность аннотирования и реферирования заключается в максимальном сокращении объема источника информации при существенном сохранении его основного содержания.

Развитие умений сокращенной записи информации оригинального текста является важной задачей старшей ступени обучения иностранному языку. Студенты пользуются коммуникативно-значимой письменной речью как в процессе обучения (при написании курсовых и выпускных квалификационных работ, докладов, выступлений), так и в своей последующей профессиональной деятельности. Сегодня, когда в вузовских программах увеличивается число часов на самостоятельную работу, навыки устного и письменного реферирования становятся необходимыми.

Умело составленный реферат по одному или нескольким иностранным источникам является наиболее экономным средством для ознакомления с их содержанием, дает возможность быть в курсе каких-то событий, владеть основами нужной информации. Приступая к учебной работе с иноязычными профессионально ориентированными текстами, необходимо помнить, что *реферирование* – это креативный речемыслительный процесс аналитической переработки текстовой информации, основанный на языковой компетенции.

1.1. ПОНЯТИЕ «ВТОРИЧНЫЙ ТЕКСТ»

Понятия «первичных» и «вторичных» текстов пришли в прикладную лингвистику текста из информатики (теории научно-технической информации), где признак первичности/вторичности является основанием классификации информационных документов.

Вторичный текст представляет собой текст о тексте, созданный в результате восприятия, анализа и интерпретации исходного текста для решения соответствующих специальных задач.

К вторичным относятся такие виды текстов, как библиографическое описание, аннотация, реферат, конспект, перевод, рецензия и некоторые другие.

Слово «реферат» может переводиться на английский язык как abstract, synopsis, resume, аннотация – summary, abstract, outline, draft. В сфере образования, науки и научных исследований часто термин «реферат» употребляется для обозначения краткого изложения в письменном виде результатов изучения научной проблемы; доклада на определённую тему, включающего обзор соответствующих литературных и других источников. Данный вид реферата имеет научно-информационное назначение. Рефераты, называемые также научными докладами, получили распространение в научно-исследовательских учреждениях, в высшей школе.

Основные термины, используемые для обозначения вторичных текстов

Реферат (монографический) (Executive summary)	Реферат, составленный на основе одного первоисточника.
Обзорный реферат, дайджест (Digest, topic-focused summary)	Реферат, составленный на основе нескольких первоисточников, причем семантическое сжатие первичных текстов может быть осуществлено и без создания новой синтаксической структуры, с сохранением формулировок автора.
Конспект (не учебный вид вторичного текста, а профессионально ориентированный) (Notes)	Конспект – краткое изложение или краткая запись содержания чего-нибудь. Включает все основные положения первоисточника и имеет большой объем.
Резюме (Resume, summary)	Резюме представляет собой краткое перечисление основных положений и выводов (часто заключительное), составляющих содержание статьи или доклада. Резюме часто дают на двух языках, на родном языке автора и на распространенном иностранном, чаще всего на английском. Противопоставляется конспекту по типу организации ключевого материала.
Тезисный реферат (Outline)	Краткий конспект, положения, кратко излагающие какую-нибудь идею, а также основные мысли сочинения, доклада.

Все вторичные тексты можно условно разделить на зависимые и независимые.

Независимые вторичные тексты, к которым относятся монографические и обзорные рефераты, конспекты, тезисные рефераты, могут существовать в отрыве от первичных текстов.

Зависимым вторичным текстом является резюме, которое всегда помещается после основного текста и не может существовать в отрыве от него.

Реферат – это один из самых распространенных типов вторичных текстов. Реферат (от лат. refero, что означает «сообщаю») представляет собой краткое изложение в письменном виде или в форме публичного доклада содержания научного труда (трудов) по теме с раскрытием его основного содержания по всем затронутым вопросам, сопровождаемое оценкой и выводами референта.

Назначение реферата – информирование о содержании реферируемого документа, выявление основной или какой-либо определенной информации. Реферат предоставляет возможность определить, насколько необходимо обращаться к первоисточнику и с какой именно целью.

Каждый вторичный текст должен соответствовать определенным требованиям, которые будут основой определения критериев оценки созданных вторичных текстов.

Все требования можно разделить на две группы:

1) требования к любому тексту (любой вторичный текст, прежде всего, является текстом и должен соответствовать критериям, которые предъявляются ко всем текстам на уровне предложения, абзаца и всего текста);

2) требования к конкретному виду вторичного текста, фактически являющиеся атрибутами конкретного вида вторичного текста.

1.2. ОСОБЕННОСТИ РЕФЕРИРОВАНИЯ ИНОЯЗЫЧНОГО ТЕКСТА

Среди различных видов аналитико-семантической обработки первичных документов реферирование иностранных первоисточников является наиболее сложным по сравнению с реферированием отечественной литературы.

Реферативный перевод, рассматриваемый как частный случай реферирования, представляет собой особый вид деятельности, при которой операции перевода тесно переплетаются с операциями по свертыванию (компрессии) текста. Процесс обобщения материала при реферировании аналогичен процессу лексической трансформации при переводе.

Самый распространенный прием обобщения при реферировании – замена частного понятия общим, видового – родовым.

Процессы трансформации и обобщения могут вызываться чисто лингвистическими причинами: расхождением в смысловой структуре слов, которые обозначают одно и то же понятие в разных языках. Реферативный перевод одновременно включает межъязыковое преобразование и непосредственно реферирование, то есть свертывание информации.

Необходимым условием реферирования является предварительное понимание первичного текста в целом (в отличие от перевода, где, как правило, требуется поэтапное осмысление отдельных отрезков текста). Только при этом условии референт-переводчик может выделить в тексте главную, существенную информацию и опустить второстепенную, несущественную. Реферат нужно рассматривать как новый текст, вторичный текст, создание которого определяется результатом осмысления и понимания содержания текста в целом.

Каковы же *элементы текста*? Главными структурными единицами текста, превосходящими предложения, являются: абзац, группа абзацев, называемых субтекстом.

Субтекст – компонент связного текста, развивающий одну из его главных тем. Субтекст включает абзац-зачин, абзац-описание и абзац, вводящий читателя в современное состояние рассматриваемой проблемы и выдвигающий новую проблему, решению которой посвящен весь последующий текст статьи.

Существуют абзацы-рассуждения, абзацы-гипотезы, которые для развития темы ничего нового не дают. Основой, связывающей воедино любой из смысловых отрезков, служит тема.

Тема – это объект описания или предмет содержания текста. Она выявляется путем толкования заглавия, ключевых слов или фрагментов, несущих наиболее существенную информацию о тексте.

Обобщающие предложения в абзаце называются ключевыми (*key sentences*) или тематическими предложениями (*topic sentences*). То есть абзац представляет собой логическую структуру от общего к частному, таков дедуктивный способ изложения мысли.

Иногда обобщение в форме ключевого предложения находится в конце абзаца. Встречаются абзацы, в которых имеются и зачин с обобщением, и концовка-обобщение. Но не всегда в каждом абзаце можно найти обобщение.

Итак, умение находить ключевые предложения в абзаце поможет ориентироваться в тексте, вычленив так называемые «смысловые вехи» и, следовательно, понять смысловое содержание всего текста.

Такой подход можно суммировать *по этапам*:

- 1) изучение заглавия, плана, иллюстраций, подрисуночных надписей;
- 2) предположение относительно содержания текста;
- 3) просмотрное чтение;
- 4) дальнейшее прогнозирование содержания;
- 5) вторичное чтение для более подробного ознакомления.

1.3. ТРЕБОВАНИЯ, ПРЕДЪЯВЛЯЕМЫЕ К РЕФЕРАТУ

Следует предостеречь референта-переводчика от двух крайностей при работе над рефератом. Одна состоит в том, что реферирование сбивается на пересказ текста или на изложение его в виде отдельных фраз из текста, переведенных на русский язык и скрепленных лишь внешним единством. Другая крайность имеет место в таких случаях, когда реферат становится похож на справку по данному вопросу, где реферируемый материал теряется среди сведений из других источников или среди рассуждений референта. Чувство меры – необходимое условие при составлении реферата.

В содержании каждой мысли всегда имеется главное и второстепенное, есть причины и следствия, есть логические посылки и есть логические выводы. Все эти элементы составляют содержание всего сообщения, реферат же призван передать не все это сообщение, а лишь основную информацию, содержащуюся в нем.

Сокращение исходного материала идет *двумя путями*:

- по линии отсеивания второстепенного и несущественного;
- по линии перефразирования главной мысли в краткую форму речевого произведения.

Главная мысль каждого абзаца записывается одним или двумя краткими предложениями. Завершив таким образом обработку всех абзацев текста, необходимо сформулировать главную мысль всего первоисточника, если это не сделано самим автором.

Языковые особенности реферата:

1. В языке реферата выражена тенденция к субстантивации. Она состоит в преобладании существительных над другими частями речи и ослаблении роли глаголов. Многие глаголы выступают в роли связующих: «быть», «являться», «характеризоваться».

2. Язык реферата отличается наличием глаголов с общим значением типа «считать», «рассматривать», «полагать». Значительная группа глаголов выступает в роли компонентов глагольно-именных сочетаний, где основная смысловая нагрузка приходится на долю существительного, а функция глагола состоит в передаче грамматических значений: «оказывать (влияние, поддержку, сопротивление)», «приводить к (усилению, ослаблению, возникновению)» и т. п.

3. Следует избегать сложных предложений и грамматических оборотов, а употребление личных и указательных местоимений свести до минимума. Для характеристики различных процессов могут быть использованы причастные обороты, обеспечивающие экономию объема.

4. Употребление неопределенно-личных предложений позволяет сосредоточить внимание читателя только на существенном, например «анализируют», «применяют», «рассматривают» и т. д.

5. Широко распространены вводные слова, из которых особенно частотны вводные слова, обозначающие последовательность сообщений, а также степень достоверности и источник информации: «во-первых», «во-вторых», «по-видимому», «как сообщают информированные источники».

6. При изложении методической части в реферате желательно избегать употребления возвратных форм глагола (употребляем, например, «скважину использовали», а не «скважина использовалась»). Изложение результатов желательно вести в настоящем времени.

7. Следует выдерживать единство глагольных форм (например, «рассмотрены основные методические приемы» и «приведен список интерактивных форм обучения», а не «рассматриваются» и «приведен»).

8. В реферате могут быть использованы цитаты из реферируемой работы. Они всегда ставятся в кавычки.

9. *Клише* – это речевой стереотип, готовый оборот, используемый в качестве легко воспроизводимого в определенных условиях и контекстах стандарта. В научном изложении имеется ряд подобных речевых стереотипов. Они облегчают процесс коммуникации, экономят усилия, мыслительную энергию и время референта-переводчика и его адресата.

Например, на английском языке:

1. Общая характеристика статьи: The paper (article) under discussion (consideration) is intended (aims) to describe (explain, examine, survey)...

2. Задачи, поставленные автором: The author outlines (points out, reviews, analyses)...

При составлении реферата следует избегать типичных ошибок, среди которых можно упомянуть следующие:

- 1) слишком высокая загруженность текста и потеря основной информации;
- 2) отсутствие последовательности (рекомендуется при чтении делать черновые наброски);
- 3) искажение смысла (языковые трудности следует решать с преподавателем, а информационные – со специалистами);
- 4) нарушение специфики стиля (предпочтение неопределенно-личным конструкциям, насыщение текста терминологией, а не описанием);
- 5) стремление к дословному переводу (часто приводит к непониманию смысла текста в целом).

1.4. ВОПРОСЫ ДЛЯ САМОПРОВЕРКИ

1. Что собой представляет вторичный текст?
2. Назовите основные виды вторичных текстов.
3. Каким требованиям должен соответствовать вторичный текст?
4. Почему реферирование иностранных первоисточников является наиболее сложным видом информационной обработки текстов?
5. Что такое реферативный перевод?
6. Что такое реферат и каково его назначение?
7. Какова структура реферата?
8. Каковы особенности реферата?
9. Назовите основные требования, предъявляемые к рефератам.
10. Каких ошибок следует избегать при составлении реферата?

1.5. ТЕСТ ДЛЯ САМОКОНТРОЛЯ

1. Что является принципиальной основой для компрессии информации?

- А. наличие сложных грамматических конструкций
- Б. избыточность языка
- В. отсутствие однозначного соответствия между содержанием мысли и формой речевого произведения, выражающего эту мысль

2. Вторичными считаются:

- А. тексты, скопированные с оригиналов
- Б. различные виды текстов, созданные путем преобразования исходного текста
- В. тексты, повторно опубликованные в печати

3. Какие из перечисленных источников информации НЕ относятся к вторичным текстам?

- А. конспекты, переводы
- Б. каталоги, проспекты
- В. патентные описания

4. Совместите название текста и его определение, обозначенное буквой.

1. Реферат – это
2. Конспект – это
3. Перевод – это

А. текст, получаемый в результате передачи содержания текста в несколько более краткой и удобной для пользователя форме с соблюдением последовательности изложения сведений в исходном тексте

Б. текст, получаемый в результате изложения содержания текста, созданного на одном языке, в виде вторичного текста на другом языке с соблюдением тождества смысла и особенностей изложения

В. текст, получаемый в результате выявления основных элементов содержания текста и выражения их в виде относительно краткого вторичного текста, позволяющего установить, ЧТО именно говорится в исходном тексте

5. Напишите (одним словом), какой из вторичных текстов передает основное содержание анализируемого текста с одновременной его критической оценкой?

6. В чем заключается сущность реферирования?

А. в максимальном увеличении объема текста за счет использования несущественных деталей

Б. в максимальном усложнении грамматической структуры за счет применения причастных оборотов и герундиальных конструкций

В. в максимальном сокращении объема источника информации при существенном сохранении его основного содержания

7. Рефераты составляют содержание:

А. специальных научных технических журналов

Б. рекламных проспектов

В. реферативных журналов

8. Какую важную функцию выполняет реферат?

А. знакомят читателя с наличием источников нужной информации

Б. знакомят читателя с полным объемом информации

В. знакомят читателя с автобиографией автора

9. С какой целью составляется реферат?

А. чтобы заставить читателя прочитать первоисточник и перевести его полностью

Б. чтобы дать читателю относительно полное представление о затронутых в первоисточнике вопросах и освободить его от перевода оригинала

В. чтобы создать у читателя краткое представление о затронутых в первоисточнике вопросах и заставить его перевести оригинал

10. Какого рода сведения содержит информативный реферат?

А. все детали оригинала

Б. все основные положения оригинала в обобщенном виде

В. все стилистические особенности оригинала

1.6. РЕЧЕВЫЕ КЛИШЕ ДЛЯ НАПИСАНИЯ РЕФЕРАТОВ

Клише – это речевой стереотип, готовый оборот, используемый в качестве легко воспроизводимого в определенных условиях и контекстах стандарта.

В научном изложении имеется ряд подобных речевых стереотипов. Они облегчают процесс коммуникации, экономят усилия, мыслительную энергию и время референта и его адресата.

Для выработки автоматизма необходима классификация основных клише. Удобная классификация построена на понятийной основе. В соответствии с ней клише группируются в зави-

симости от общего понятия, с ним связанного, внутри которого рассматриваются более мелкие группировки.

1. Название статьи, автор:

The article I'm going to give a review of is taken from... – Статья, которую я сейчас хочу проанализировать, из...

The headline of the article is... – Заголовок статьи...

The author of the article is... – Автор статьи...

It is written by... – Она написана ...

The article under discussion is ... – Статья, которую мне сейчас хочется обсудить...

2. Тема, логические части:

The article deals with... – Статью посвящена проблеме...

As the title implies the article describes... – Как следует из названия, статья описывает...

The paper is concerned with... – Работа связана с...

The topic of the article is... – Тема статьи...

The key issue of the article is... – Ключевым вопросом в статье является...

The article under discussion is devoted to the problem... – Статью, которую мы обсуждаем, посвящена проблеме...

The author of the article touches upon the problem of... – В статье автор затрагивает проблему...

I'd like to make some remarks concerning... – Я бы хотел сделать несколько замечаний по поводу...

I'd like to mention briefly that... – Хотелось бы кратко отметить...

I'd like to comment on the problem of... – Я бы хотел прокомментировать проблему...

The article under discussion may be divided into several logically connected parts which are ... – Статья может быть разделена на несколько логически взаимосвязанных частей, таких, как...

The article may be divided into three (four ...) logically connected parts. / The article consists of several parts – introduction, the main part (body and the conclusion). – Статья может быть поделена на три (четыре ...) логически связанные части. / Статья состоит из нескольких частей – введение, основная часть и заключение.

3. Краткое содержание:

The author starts by telling the reader that... – Автор начинает, рассказывая читателю, что...

At the beginning of the story the author describes ... – В начале истории автор описывает...

depicts ... – изображает...

touches upon ... – затрагивает...

explains ... – объясняет...

introduces ... – знакомит...

mentions ... – упоминает...

recalls ... – вспоминает...

makes a few critical remarks on ... – делает несколько критических замечаний относительно...

The story begins (opens) with a (the) description of ... – описанием...

statement ... – заявлением...

introduction of ... – представлением...

the mention of... – упоминанием...
the analysis of a summary of... – кратким анализом...
the characterization of... – характеристикой...
(author's) opinion of... – мнением автора...

Special attention is paid (given) to... – Особое внимание уделено...

Some factors are taken into consideration (account)... – Учитываются некоторые факторы...

Some factors are omitted (neglected)... – Ряд факторов не учитывается (игнорируется)...

The scientists conclude (come to conclusion)... – Ученые пришли к выводу...

The paper is designed for... – Работа написана для того, чтобы...

The method is widely used... – Этот метод широко применяется...

A brief account is given of... – Дан краткий отчет о...

The author refers to... – Автор обращается к...

Reference is made to... – Дана ссылка на...

The author gives a review of... – Автор делает обзор...

In conclusion the author

dwells on... – останавливается на...

points out... – указывает на то...

generalizes... – обобщает...

reveals... – показывает...

exposes... – показывает...

accuses/blames... – обвиняет...

gives a summary of... – дает обзор...

4. Научное подтверждение проблемы, содержания, идеи, экспериментальное подтверждение:

The investigation (the research) is carried out... – Проводится изучение (исследование)...

The experiment (analysis) is made... – Проводится эксперимент (анализ)...

The measurements (calculations) are made... – Проводятся расчеты (измерения)...

The research includes (covers, consists of)... – Исследование включает в себя (охватывает, состоит из)...

The data (the results of...) are presented (given, analyzed, compared with, collected)... – Представлены данные (результаты...), (приведены, проанализированы, сопоставлены с, собраны)...

The results agree well with the theory... – Результаты подтверждают теорию...

The results proved to be interesting (reliable)... – Результаты оказались интересными (достоверными)...

The new theory (technique) is developed (worked out, proposed, suggested, advanced)... – Новая методика (технология) разработана (предложена, выдвинута)...

The new method (technique) is discussed (tested, described, shown)... – Новая методика (технология) обсуждается (описывается, тестируется)...

This method (theory) is based on... – Новая методика (технология) создана на основе (основывается на)...

This method is now generally accepted. – Этот метод сейчас общепринят.

The purpose of the experiment is to show... – Цель исследования (эксперимента) – показать...

The purpose of the research is to prove (test, develop, summarize, find)... – Цель исследования (эксперимента) – доказать (проверить, разработать, обобщить, найти)...

5. Отношение автора к отдельным моментам:

The author outlines... – Автор описывает...

The article contains the following facts... / describes in details... – Статья содержит следующие факты... / подробно описывает...

The author starts with the statement of the problem and then logically passes over to its possible solutions. – Автор начинает с постановки задачи, а затем логически переходит к ее возможным решениям.

The author asserts that... – Автор утверждает, что...

The author resorts to... to underline... – Автор прибегает к... чтобы подчеркнуть...

Let me give an example... – Позвольте мне привести пример...

6. Выводы автора:

In conclusion the author says / makes it clear that... / gives a warning that... – В заключении автор говорит / проясняет, что... / предупреждает, что...

At the end of the article the author sums it all up by saying... – В конце статьи автор подводит итог, утверждая...

The author concludes by saying that... / draws a conclusion that / comes to the conclusion that – В заключение автор говорит, что... / делает вывод, что... / приходит к выводу, что...

There are several solutions of the problem... – Существует ряд решений этой проблемы...

7. Выразительные средства, используемые в статье:

To emphasize... the author uses... – Чтобы акцентировать внимание..., автор использует...

To underline... the author uses... – Чтобы подчеркнуть..., автор использует...

8. Ваш вывод:

Taking into consideration the fact that... – Принимая во внимание тот факт, что...

The message of the article is that... / The main idea of the article is... – Основная идея статьи (послание автора)...

In addition... / Furthermore... – Кроме того, ...

On the one hand... but on the other hand... – С одной стороны, ... но с другой стороны, ...

Back to our main topic... – Возвращаясь к нашей основной теме, ...

To come back to what I was saying... – Возвращаясь к тому, что я говорил, ...

In conclusion I'd like to... – В заключение я хотел бы...

From my point of view... – С моей точки зрения, ...

As far as I am able to judge... – Насколько я могу судить, ...

My own attitude to this article is... – Мое личное отношение к статье...

I fully agree with... / I don't agree with... – Я полностью согласен с... / Я не согласен с...

It is hard to predict the course of events in future, but there is some evidence of the improvement of this situation. – Трудно предсказать ход событий в будущем, но есть некоторые свидетельства улучшения.

I have found the article dull / important / interesting / of great value. – Я нахожу статью скучной / важной / интересной / имеющей большое значение (ценность).

1.7. ПОДГОТОВИТЕЛЬНЫЕ (ТРЕНИРОВОЧНЫЕ) УПРАЖНЕНИЯ

- Найдите в абзаце предложение, высказывание, которое может служить заголовком.
- Найдите и отметьте абзацы, содержащие конкретную информацию.
- Определите количество фактов, излагаемых в тексте.
- Обобщите 2–5 предложений (или абзац) в одно.
- Найдите в каждом абзаце главную, основную информацию и дополнительную, разъяснительную.
 - Изложите основные положения текста в виде плана.
 - Опустите все вводные предложения в абзаце, вводные слова в предложении и описательные (придаточные) предложения.
 - Опустите второстепенные определения.
 - Используйте объемные слова вместо описаний или придаточных предложений: *unequaled, available*.
 - Опустите примеры, кроме фактов (или данных), в которых заключена значимая информация.
 - Опустите те факты, которые логично вытекают из вышесказанного.
 - Опустите все повторы.
 - Используйте лексическое, грамматическое перефразирование.
 - Выделите ключевые слова и фрагменты в каждом отмеченном по степени информативности абзаце.
 - Перегруппируйте ключевые фрагменты.
 - Обобщите материал, составьте логический план текста.
 - Измените последовательность пунктов логического плана.

1.8. ОБРАЗЕЦ ПОЭТАПНОЙ РАБОТЫ НАД РЕФЕРИРОВАНИЕМ АНГЛИЙСКОГО ТЕКСТА

Рассмотрим статью из оригинального источника и приведем пример подготовительной работы над реферированием по требованиям, описанным в теоретической части.

Необходимым условием реферирования является предварительное понимание первичного текста в целом. Только при этом условии референт может выделить в тексте главную, существенную информацию и опустить второстепенную.

Using Public Speaking Tasks in English Language Teaching

By Gina Iberri-Shea

English Teaching Forum. – 2009. – Vol. 47. – Number 2. – P. 18–24.

There are three advantages of public speaking: practice with all four language skills (listening, speaking, reading, and writing), development of critical thinking skills, and improved learning.

Advantage 1: Public speaking provides opportunities to practice all four language skills. Presentation and debate tasks utilize and strengthen listening, speaking, reading, and writing skills. There is naturally a strong focus on speaking; spoken language is vital in delivering a clear, coherent speech.

Peer evaluation can promote careful listening, which becomes especially meaningful during debates if participants are required to take notes and respond to their classmates' speeches. Additionally, students will develop strong reading and writing skills during task preparation. Writing practice is highlighted as learners take notes and complete argumentative essays in preparation for oral presentations.

Advantage 2: Public speaking supports development of critical thinking skills. Presentation and debate tasks promote a variety of critical thinking skills in addition to specific language skills and strategies. While preparing for a public speaking assignment, students are asked to develop a position, explore beliefs and theories, analyze arguments, evaluate the credibility or bias of a source, and distinguish between relevant and irrelevant information.

Students are encouraged to question deeply, develop and assess solutions to problems, compare and contrast, make inferences, recognize contradictions, and explore implications and consequences. The insights gained during preparation activities allow students to approach the materials with a critical eye, and these skills can be transferred to new material and contexts.

Advantage 3: Public speaking promotes learning. Through the presentations, students are given the opportunity to demonstrate what they have learned. This type of task pushes students to synthesize knowledge from a variety of sources and to take on a teaching role by explaining their topic to the rest of the class. Additionally, planning for presentations (and potential questions from peers) leads to deeper processing and a more complete understanding of the content.

Assessment

Instructors may be inclined to avoid speaking tasks because they perceive them as difficult to assess. Depending on your learning goals, presentation and debate tasks can be assessed in several ways. You may find it useful to include both peer and self-assessment, using a rubric to assess audio- and video-recorded speaking tasks. Provide a variety of authentic resources. In order to prepare, you may conduct some personal research to familiarize yourself with the content and resources available. A familiarity with text resources will help you guide your students toward fruitful searches.

Алгоритм работы:

1. Прочтите название источника информации, год и номер издания.
2. Прочтите заголовок текста, определите, дает ли он представление о содержании текста.
 - The article may deal with the methods of teaching Public Speaking Skills.
3. Просмотрите, делится ли статья на разделы (есть ли подзаголовки). Если «да», прочтите подзаголовки, определите, о чем они.
 - The article consists of several abstracts which highlight three advantages and assessment of public speaking tasks.
4. Прочитайте текст. Выпишите ключевые слова, информативные центры абзацев, необходимые для передачи основного содержания текста.
 - advantages of public speaking
 - presentation and debate tasks
 - careful listening
 - reading and writing skills
 - critical thinking skills
 - to synthesize knowledge
 - peer and self-assessment
 - authentic resources
5. Составьте таблицу, в левую часть которой выпишите специальные термины, в правую – толкование этих терминов либо составляющие их элементы.

№	terms	definitions or components
1.	public speaking	practice of all four language skills
2.	critical thinking skills	<ul style="list-style-type: none"> • to develop a position • to explore beliefs and theories • to analyze arguments • to question deeply • to develop and assess solutions to problems
3.	“critical eye”	<ul style="list-style-type: none"> • to evaluate the credibility or bias of a source • to distinguish between relevant and irrelevant information • to compare and contrast • to recognize contradictions
4.	promotion of learning	<ul style="list-style-type: none"> • to synthesize knowledge from a variety of sources • to take on a teaching role • to explain a topic to the rest of the class • to provide deeper processing and more complete understanding of the content.
5.	peer and self-assessment	<ul style="list-style-type: none"> • to assess audio- and video-recorded speaking tasks • to familiarize yourself with the content and resources • to guide students to ward fruitful searches

6. Используя компрессию, напишите обобщенную информацию (не более 1–2 предложений) по выделенным отдельным подзаголовкам текста.

Advantage 1. Public speaking provides opportunities to practice all four language skills (listening, speaking, reading, and writing) using presentation and debate tasks.

Advantage 2. Public speaking develops critical thinking skills, such as: to develop a position, explore beliefs and theories, analyze arguments, evaluate the credibility or bias of a source. The insights allow students to approach the materials with a critical eye, i.e. to distinguish between relevant and irrelevant information, to recognize contradictions etc.

Advantage 3. Public speaking pushes students to synthesize knowledge from a variety of sources and to explain their topic to the rest of the class that leads to a more complete understanding of the content.

Assessment. Presentation and debate tasks can be assessed in several ways: both peer and self-assessment.

7. Определите свое отношение к тексту и выразите его.

I have found the article of great value and fully agree with the author that public speaking provides opportunities to practice all four language skills. On the one hand, public speaking tasks include any task where the participant addresses an audience orally that strengthens listening and speaking skills. On the other hand, the tasks develop strong reading and writing skills as learners take notes and complete presentations.

As far as I am able to judge, debates are interactive tasks, and usually require a greater degree of organization. Furthermore, the author focuses not only on the implementation of advantages, but also gives some advice how to assess public speaking skills in the language classroom.

The article is of interest to English Language Teachers.

1.9. ТРЕНИРОВОЧНЫЕ ТЕКСТЫ

Text 1

Mind mirror projects: a tool for integrating critical thinking into the English language classroom

By Matthew M. Tully

English Teaching Forum. – 2009. – Volume 47. – Number 1. – P. 10–17.

Mind mirrors as teaching tools. In guidelines provided by Delli Carpini (2006), students create a mind mirror by analyzing a poem and identifying the following key elements that represent the speaker's point of view: two quotes; two original statements; two images; two symbols. Students work in groups to create a poster that illustrates the key elements on an outline of the speaker's head. Groups then present their posters to the class. The project described in this article builds on Delli Carpini's work.

Improving critical thinking skills. Mind mirror activities enable language teachers to integrate target language objectives with the development of critical thinking skills. According to Facione (2007), critical thinking is defined in terms of six cognitive skills: interpretation, analysis, evaluation, inference, explanation, and self-regulation. Although mind mirrors can enable learners to develop all of these cognitive skills, students used interpretation, inference, and self-regulation skills most.

Facilitating a mind mirror project. Selecting an appropriate text is the first requirement for a successful mind mirror project. For the project discussed here, the teacher chose "The Lottery" because:

- themes clearly supported the overall unit focused on traditions.
- vocabulary and grammatical structures were appropriate for the students.

Points for teachers to consider

Managing time. The mind mirror project can take five different class sessions that last ninety minutes each. Facilitating pre-reading activities helped familiarize students with themes and key vocabulary needed for timely completion of mind mirror tasks. Instead of having students complete the mind mirror worksheet for homework, teachers may choose to provide more class time so students can complete the worksheet in pairs with teacher support. Additionally, setting clear deadlines for each part of the project helped the class to remain on schedule.

Keeping students on task. Mind mirror projects require a great deal of focus and teamwork. Additionally, teachers are encouraged to provide clear directions, models, regular feedback, and opportunities for collaboration throughout the project.

Building awareness of critical thinking skills. By providing opportunities for students to reflect upon and discuss the thinking processes used to complete tasks, teachers help students to become self-aware, confident, and autonomous learners.

Conclusion. By increasing student confidence, self-awareness, and autonomy, this project prepares students to monitor and improve their critical thinking skills in future academic tasks. On a larger scale, as students take these lessons outside of the classroom, mind mirror projects can prepare them to better identify and understand their own points of view that exist in the world around them.

Text 2

Reading to speak: integrating oral communication skills

By Yun Zhang

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According to Ur (1996, 120), “of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important”. Indeed, whether for business or pleasure, a primary motivation to learn a second language is to be able to converse with speakers of that language. This explains why so many language learners are very interested in the speaking skill. However, in addition to being an important skill, speaking is also a great challenge for foreign language learners, and students must master several difficult micro skills, including the pronunciation of unfamiliar phonemes, the correct placement of stress and intonation, and the appropriate use of formal and informal expressions. To complicate matters, students in an English as a foreign language (EFL) environment have few opportunities to speak English outside of the classroom. There is little wonder then, that after more than ten years of study, college graduates in China are often incapable of effectively communicating with foreigners in English, a phenomenon known as *mute English*.

Reading to speak

The following three activities provide students with opportunities to practice their spoken English. According to Swain (1995), when students produce English they may notice a gap between what they want to say and what they can say, leading them to recognize those language structures or elements that they do not know, or know only partially.

Activity 1: Read to act. This activity is designed to let students act out a story they read from a textbook or other source. The texts elected for this activity should contain a plot involving more than one person. The plot should be represented through dialogues, so abstract stories may not be suitable. To make the activity more interesting, students are encouraged to use their imaginations and make any changes to the plot and dialogues in their performance. A drama component makes a reading assignment much more interesting to students. It is also easy to achieve four-skill integration with an acting project, as students must read and write down their lines and then deliver them in an interactive setting.

Activity 2: Read to debate. This activity requires students to engage in a debate from an article that they find in a textbook or other source. The text selected for this activity should (1) discuss a controversial issue, and (2) be within students’ ability to discuss. A debate can deepen students’ understanding of the issue discussed in the text. In addition, they learn how to view and orally defend a topic from a different perspective.

Activity 3: Read to interview. This activity is more flexible than the previous two. It is organized around texts from different genres, including persuasive, argumentative, or narrative texts.

Conclusion. Breaking the boundaries between traditional courses by integrating speaking skills improves students’ communicative competence. In the activities described here, integrating speaking and reading skills deepens students’ understanding of the reading material, reveals any problem they have understanding a text, and, most importantly, lets them apply the information they have read into authentic speaking practice that improves their fluency.

Text 3

Supporting Technology-Based Learning

By A. W. (Tony) Bates

Reference: A. W. (Tony) Bates. Effective teaching with technology in higher education: foundations for success/ A. W. (Tony) Bates, Gary Poole. – USA: The Jossey-Bass higher and adult education series, 2003. – 306 p.

Organizing Online Teaching

There are many different ways in which technology-based teaching can be delivered. Students can bring their own computers to class and use their computers within classroom-based activities. Students may spend some portion of their time on campus in computer laboratories, working at local computer stations that may have special programs already loaded and that may also be networked so students can search for material over the Internet. Students may be able to access online materials from work or home, without having to come to campus. Or students may combine work and study, using personal digital assistants (PDAs) such as Palm Pilots to access data bases and communicate with instructors while on hospital wards or working in a business setting.

In all these contexts, students need to know what is expected of them, both in terms of equipment and software and in terms of the instructors' expectations about how they are to study or use the technology.

Once students have registered for a course, paid their fees, and with luck bought or ordered their materials and had them shipped out, the instructor needs to open a class.

The registry should be able to provide a list of students enrolled in the course. Some course management software such as WebCT now allows class lists and, more important, student-mail addresses to be automatically downloaded into the instructor's area of the course Website.

Once a teacher-student ratio is established and faculty or contract instructors allocated to the course, the online discussion forums need to be organized. An online discussion forum is an area of a Website where a group of students and an instructor can discuss a particular topic or group of topics around a common theme. Discussion forums can be synchronous, that is, every one participates and is online at the same time, or asynchronous, whereby students log on at different times to the discussion.

It is essential in all online teaching to establish the appropriate rules of behavior for students and the appropriate tone of discussion. This task has two aspects. First, an institutional policy regarding student use of computer facilities and the Internet is necessary. This policy can have disciplinary consequences – such as removal from a course or program – for any student who does not follow the policy as stated. Second, guidelines should be provided to students on how they should behave in terms of contributing to and benefiting from the academic activities conducted online. The first aspect is mandatory, the second advisory.

Summary of Organizing Online Teaching

Online classes need to be organized so that the workload is manageable for both students and instructors. Rules of conduct and guidance on how to best contribute to the discussions must be communicated to students. Students need time to familiarize themselves with the course design and the requirements of the course. Software should be chosen that facilitates discussion, the development of argument, and critical thinking in students. This is all essential preparation for the actual teaching online, which we will now discuss.

Text 4

Teaching Online

By A. W. (Tony) Bates

Merely putting students into an online laboratory or a forum for discussion does not necessarily lead to learning taking place. Indeed, discussion forums (whether face-to-face or online) can far too easily degenerate into a swapping of opinions between students without any change in understanding, attitudes, or knowledge. Hence the teacher's role in moderating online discussions is critical.

Goals for online Discussions

(Online discussion forums can have many different goals, such as to develop critical and analytical thinking skills, to analyze the logic or power of someone else's argument, construct new meanings (knowledge building, construction), etc.

Forums can be designed to facilitate also

- Collaborative learning
- Problem solving
- Project work

It would be a good exercise for an instructor to construct a list of such goals for discussion forums, and perhaps prioritize them, for a particular course. It would help students if these goals were communicated to them as part of the course orientation. The instructor could use the list of goals as a checklist when evaluating and moderating a particular discussion.

Critical Thinking Skills

Most publications on moderating online discussion forums focus on helping learners develop their own meanings of concepts and ideas presented in the course or offered by other learners (a constructivist approach to learning). Surprisingly few focus specifically on how to develop critical thinking skills through discussion or how to facilitate discussion that leads to new ideas (origin thinking).

Collaborative Learning

One great advantage of online learning is the opportunity for students separated by time and place to work together on a common task. Working together online is an increasingly important workplace skill; it also provides opportunities for students to share experiences, learn how to work collaboratively, and test and develop their own ideas. It is particularly valuable for courses in which students are from different countries or cultures and for continuing professional development where in participants share and draw from relevant professional experiences.

Summary of Goals for Online Discussions

It is important to have clear goals for the discussion forums and in particular the approach to teaching and learning that is to be developed or encouraged within the forums. Instructors need to provide help and guidance to students, as well as organize the online learning experience so that it encourages critical thinking, problem-solving, and collaborative learning skills. Each subject discipline has its own requirements for academic discourse, but most require evidence-based argument, reference to constructs and ideas within the teaching materials, and a critical but constructive approach to ideas and arguments presented within the discussion forums.

1.10. ОБРАЗЕЦ ПЕРЕВОДА И РЕФЕРИРОВАНИЯ ТЕКСТА

The Education of Girls and Women in the United States: a Historical Perspective

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This essay will provide a brief historical overview of the educational experiences of girls and women in the United States dating from the early colonial settlement years to the present time. From “dame schools” in the 1700s to seminaries for teacher training, women and girls have historically been prepared for professions related to *caretaking*, such as nursing and teaching. A dramatic shift occurred in the 1970s with the passage of Title IX of the Education Amendments Act of 1972, which protects students from discrimination on the basis of sex in educational programs that receive federal financial assistance, and the Women's Educational Equity Act (WEEA), enacted in 1974. In spite of the new policies, many of the educational *patterns* of girls continued. Several researchers in the 1980s and 1990s suggested that female students in coeducational classrooms received less opportunity to participate and less feedback from teachers than their male *counterparts* (Grossman, 1998; Riordan, 1990; Sadker & Sadker, 1995). With the passage of No Child Left Behind in 2002 and the resulting changes in federal regulations (final rule changes published in 2006), prior restrictions on the establishment of single sex public schools and classrooms were lifted. Initial research on U.S. single sex programs indicate promise of academic achievement for girls and demonstrate socio-emotional benefits for girls attending single sex schools in urban, high *poverty* areas (United States Department of Education, 2008; author, 2008). Current advocates of single-sex education believe that it should be available as an option for all students, not just for children of privilege.

A Look Back

Single-gender education is not a new concept. At the close of the 18th century, most boys in colonial America attended “dame schools,” defined as a school *influenced* by the English model of home instruction for small groups of children usually led by a woman in her home (Monaghan, 1988). These schools in New England prepared boys for town schools (Monaghan, 1988). Girls also attended dame schools, but only a small percentage attended town schools or academies. Educational institutions *beyond* the dame schools and single gender town schools were private, segregated by sex, and exclusive to wealthy families (Riordan, 1990).

The establishment of dame schools took place in the kitchens of older women in the community. It was at this juncture that women established themselves as teachers in colonial America. The primary focus of the dame schools was to prepare boys for *admission* to the town schools which, until the 19th century, girls were not allowed to attend (Riordan, 1990). When girls were finally admitted to the town schools, they usually attended at different times of the day than the boys or on days when boys did not attend, such as summertime or holidays.

The Massachusetts educational system has its roots in the Protestant Reformation which considered education necessary for all individuals to understand Scripture. Within 10 to 20 years of the arrival of the *Mayflower*, Massachusetts colonists had established town schools, a Latin grammar school, and Harvard College (Kolesnick, 1969). The growing economy in the colonies created an additional need for *literacy*. Colonial women were often heavily involved in family businesses and commerce. These conditions provided some of the foundation for equal opportunities for men and women in the educational process (Riordan, 1990).

Concurrent with the *establishment* and growth of the coeducational public high school system in the 1800s was the single-gender seminary or academy movement. Led by Catherine Beecher, Emma Willard, and Mary Lyon, these institutions were modeled after the English finishing school. The function of the academy was *to provide* a moral, literary, and *domestic* education for young women (Riordan, 1990; Sexton, 1976). The Catholic Church played an important role in the burgeoning academy movement. By 1860, the Catholic population had increased to 3 million creating a great need for

church-sponsored education. Seminaries served as a preparation ground for female teachers who were in growing demand to serve as educators in Catholic girls' schools (Riordan, 1990). The seminaries took on the training of teachers in an innovative manner, promoting dynamic teaching strategies and student cooperation (Sadker & Sadker, 1995). Eventually, the academy movement would lead to the establishment of the first women's colleges in the United States including Georgia Female College, Mount Holyoke Seminary, and Elmira Female College (Astin & Hirsch, 1978).

The limited population in the western territories in the early and mid-1800's made coeducation an economical and more *viable* option to single-gender institutions. This was not the case in the eastern states, however, where the established bastions of higher education remained financially independent. As a result, counterparts to the *distinguished* male colleges emerged in the form of affiliates. Affiliations with universities such as Harvard, Columbia, and Brown allowed women to participate, in a limited fashion, in the educational opportunities afforded to men in these prestigious institutions (Riordan, 1990; Stock, 1978). In college, women were closely supervised and segregated from men. Toward the end of the 19th century, some state universities allowed women to enroll in their degree programs. The private institutions, however, did not follow this pattern. As a result, Smith, Mount Holyoke, Wellesley, Barnard, Radcliffe, Vassar, and Bryn Mawr were established to provide women with single-gender university environments designed to meet their specific educational needs.

Despite the emergence of single-gender colleges for women, by the beginning of the 20th century, most public secondary schools and colleges had become *predominantly* coeducational. Coeducation, however, did not insure equal opportunity in education. In 1918, the Commission on the Reorganization of Secondary Education made a case for the creation of a two track system: one track steered students, primarily males, toward college preparatory coursework, and the other track provided vocational training. For White, Black, and other minority girls, the vocational track was encouraged. Even girls with strong academic records were required to take domestic science or home economics (Tyack & Hansot, 1990). Despite the expansion of women's role in society, through the mid 1960s girls were channeled into *occupational* choices that were limited to four categories: secretarial, nursing, teaching, or motherhood (Sadker & Sadker, 1995).

In 1972, with the passage of Title IX, it became illegal to discriminate in public schools on the basis of sex in school athletics, financial aid, career counseling, admission practices, and the treatment of students. Violators were at risk of losing federal funds. With the passage of the Women's Educational Equity Act (WEEA) in 1974, support was provided to assist schools in the recruitment of girls for math, science, and athletic programs. Teachers were provided with training to increase *awareness* of gender bias in curriculum and pedagogy. In the 1980s, however, funding for WEEA was drastically cut.

Looking Forward

In 2006, the United States Department of Education published *amendments* to the Title IX regulations that provide school districts with flexibility in the implementation of single-sex programs. To date, at least 540 public schools in the United States are presently offering gender-separate educational opportunities (National Association of Single Sex Public Schools). There is, however, a dearth of research examining the long term effects and outcomes of these programs. In 2004, the U.S. Department of Education contracted with RMC Research Corporation to conduct a descriptive study of existing single-sex public schools. Preliminary research findings demonstrate gains, particularly for girls. Teachers reported significantly greater benefits of single-sex schooling for girls in five of the 10 benefit categories. Teachers believed that girls demonstrated better peer interactions, a greater emphasis on academic behaviors, a greater degree of order and control, socio-emotional benefits, and safe behavior in single sex environments. Furthermore, teachers believed that both sexes benefit equally from single-sex education in terms of a greater sensitivity to sex differences in learning and maturation (USDOE, 2008).

Conclusion

In reviewing the historical picture of women's educational experiences in the United States, it appears that *expectations* for girls in school have been different than expectations for boys. Historically, girls have been raised *to assume* specific and limited roles in society such as secretarial, nursing or

teaching school. With the advent of Title IX, and the enforcement of equal access legislation, the options for girls have increased dramatically. As the journey into new educational terrain continues, it is important to look back and reflect on the accomplishments of those from the past so that we might better *encourage* those who will go into the future.

GLOSSARY

Word	Translation	Definition	Source
patterns	образец, модель	a drawing or shape that you use making smth, so that you get the shape or size correct	Macmillan English dictionary for advanced learners (international student edition)
counterpart	двойник, копия, дубликат, противник	someone or smth that has the same job or purpose as another person or thing, but in a different time, country, situation	Macmillan English dictionary for advanced learners (international student edition)
beyond	вне, за пределами, кроме того	outside an area	Macmillan English dictionary for advanced learners (international student edition)
establishment	становление, создание, основание	any institution, organization or business	Macmillan English dictionary for advanced learners (international student edition)
to provide	обеспечивать, предоставлять, снабжать	to give smth to someone he wants or needs	Macmillan English dictionary for advanced learners (international student edition)
viable	жизнеспособный, жизненный	able to live and grow in an independent way	Macmillan English dictionary for advanced learners (international student edition)
predominantly	преимущественно	mainly or mostly	Macmillan English dictionary for advanced learners (international student edition)
awareness	осведомленность, знание	knowledge or understanding of a subject, issue or situation	Macmillan English dictionary for advanced learners (international student edition)
occupational	профессиональный	relating to or caused by job	Macmillan English dictionary for advanced learners (international student edition)
distinguished	известный, выдающийся, отличный, выделяющийся	successful and respected by many people	Macmillan English dictionary for advanced learners (international student edition)
domestic	домашний, внутренний	relating to people's homes and family life	Macmillan English dictionary for advanced learners (international student edition)

literacy	грамотность, образованность	the ability to read and write	Macmillan English dictionary for advanced learners (international student edition)
admission	прием, зачисление, допуск, поступление	permission to join a club or become a student at a college or university	Macmillan English dictionary for advanced learners (international student edition)
poverty	бедность, нищета	lack of smth, especially money, ideas or feelings	Macmillan English dictionary for advanced learners (international student edition)
caretaking	осуществляющий уход, заботу, надзор	responsible for a duty or activity for a short time	Macmillan English dictionary for advanced learners (international student edition)
to influence	влиять, воздействовать	to affect the way smth happens	Macmillan English dictionary for advanced learners (international student edition)
amendment	поправка, дополнение	a change made to a law or agreement	Macmillan English dictionary for advanced learners (international student edition)
expectation	ожидание	the belief that smth will happen	Macmillan English dictionary for advanced learners (international student edition)
to encourage	воодушевлять, вдохновлять, поощрять	to suggest that someone does smth that you believe would be good	Macmillan English dictionary for advanced learners (international student edition)
to assume	принимать, присваивать, допускать	to start a new job or position or to control smth	Macmillan English dictionary for advanced learners (international student edition)

ПЕРЕВОД ТЕКСТА

Образование девочек и женщин в Соединенных Штатах: исторический экскурс

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Это эссе представляет собой краткий исторический обзор опыта обучения и воспитания девочек и женщин в Соединенных Штатах Америки, начиная со времен ранних колониальных поселений и до сегодняшнего дня. Начиная со времен существования частных «Школ дам» в 1700-х годах до семинарий, готовящих воспитателей учителей, женщин и девочек исторически готовили к профессиям, связанным с уходом, таким как сестринское дело и преподавание.

В 1970-х годах произошел существенный сдвиг в результате принятия статьи IX Акта 1972 года о поправках к «Закону об образовании», которая защищает учащихся от дискриминации по признаку пола в образовательных программах, получающих федеральную финансовую помощь, а также Закона о равноправии женщин в сфере образования, принятого в 1974 году. Несмотря на новую политику, многие модели образования девочек сохраняются. Несколько исследователей в 1980-х и 1990-х годах предположили, что учащиеся женского пола в классах совместного обучения получают меньше возможностей для активной деятельности и меньше обратной связи от учителей, чем учащиеся-мужчины (Гроссман, 1998; Риордан, 1990; Садкер и Садкер, 1995). Принятие в 2002 году Закона «Нет брошенных детей» и последующее внесение изменений в федеральные нормативные акты (окончательные нормативные изменения опубликованы в 2006 году) привели к отмене ранее действующих ограничений на создание государственных школ и классных аудиторий для лиц одного пола. Первые исследования программам обучения учащихся одного пола, предпринятые в США, свидетельствуют о росте академической успешности и социально-эмоциональной удовлетворенности среди девочек, посещающих однополые школы в городских районах с высоким уровнем бедности (Министерство образования США, 2008; автор, 2008). Современные сторонники обучения в однополой среде считают, что оно должно быть одним из доступных вариантов для всех учащихся, а не только для привилегированных детей.

Взгляд в прошлое (взгляд назад)

Образование в однополой среде не является новой концепцией. К концу XVIII века большинство мальчиков в колониальной Америке посещали «Школы дам», которые считаются школами-последователями английской модели домашнего обучения для небольших групп детей, осуществляемого обычно женщиной в её доме (Монахан, 1988). Эти школы в Новой Англии готовили мальчиков для городских школ (Монахан, 1988). Девочки также посещали Школы дам, но лишь небольшая часть их затем поступала на обучение в городские школы или академии. Учебные заведения, помимо Школ дам и городских школ с однополым контингентом учащихся, были частными, отдельными по признаку пола и исключительно для богатых семей (Риордан, 1990). Создание Школ дам происходило на кухнях пожилых женщин в общине. Именно на этом историческом этапе женщины объявили себя учителями в колониальной Америке. Основной целью Школ дам была подготовка мальчиков к поступлению в городские школы, которые до XIX века девочкам не разрешалось посещать (Риордан, 1990). Когда девочки, наконец, были допущены в городские школы, они обычно посещали их в другое время дня, чем мальчики, или в те дни, когда мальчики не посещали школу, например, в период летних каникул или в праздники.

Система образования Массачусетса уходит своими корнями в протестантскую Реформацию, которая считала образование обязательным для всех граждан. В течение 10–20 лет после прибытия судна «Мейфлауэр» (к берегам Америки) колонисты Массачусетса основали городские школы, латинскую гимназию и Гарвардский колледж (Колесник, 1969). Экономический рост в колониях создал дополнительную потребность в грамотном управлении. Колониальные женщины зачастую активно вовлекались в семейный бизнес и торговлю. Эти условия заложили основу для обеспечения равных возможностей обучения для мужчин и женщин (Риордан, 1990).

Одновременно с созданием и развитием государственных средних школ с системой совместного обучения в 1800-х годах существовало движение, ратовавшее за семинарии и академии с однополым обучением. Во главе с Кэтрин Бичер, Эммой Уиллард и Мэри Лайон, эти заведения были смоделированы по образцу английской общеобразовательной школы. К 1860 году католическое население увеличилось до 3 миллионов человек, что создало большую потребность в церковном образовании. Семинарии служили площадкой для подготовки учителей-женщин, которые были так необходимы в качестве воспитателей в католических школах для девочек (Риордан, 1990). Семинарии начали подготовку учителей новаторским образом, применяя стратегии динамического обучения и сотрудничества студентов (Sadker & Sadker, 1995). В конечном итоге академическое движение приведет к созданию первых женских колледжей в

США, включая женский колледж Джорджии, семинарию Маунт-Холиоук и женский колледж Эльмиры (Астин и Хирш, 1978).

Малочисленное население на западных территориях в начале и середине 1800-х годов сделало совместное обучение экономичным и более жизнеспособным вариантом для высших учебных заведений с раздельным обучением. Однако этого не было в восточных штатах, где древние бастионы высшего образования оставались финансово независимыми. В результате появились аналоги некоторых мужских колледжей в виде филиалов. Поступление в такие университеты, как Гарвард, Колумбия и Браун, позволило женщинам лишь частично получать образовательные услуги, предоставляемые мужчинам в этих престижных учреждениях (Риордан, 1990; Сток, 1978). В колледже женщины были изолированы от мужчин и находились под пристальным наблюдением. К концу XIX века некоторые государственные университеты позволили женщинам освоить определенные учебные программы. Однако частные учреждения не следовали этой схеме. В результате, университеты Смит, Маунт-Холиоук, Уэлсли, Барнард, Рэдклифф, Вассар и Брин-Мор были открыты для создания учебной среды специально для женщин.

Несмотря на появление колледжей только для женщин, к началу XX века большинство государственных средних школ и колледжей стали преимущественно учреждениями с совместным обучением. Однако совместное обучение не обеспечивало равных возможностей в области образования. В 1918 году Комиссия по реорганизации среднего образования выступила с предложением создать систему, состоящую из двух форм обучения: одна направляла студентов, в первую очередь мужчин, на подготовительные курсы в колледж, а другая обеспечивала профессиональное обучение. Получение профессиональной подготовки было предпочтительным для белых, черных и других девочек из числа меньшинств. Даже девочки с высоким уровнем успеваемости должны были постигать азы ведения домашнего хозяйства или домоводства. (Тиак и Хэнсот, 1990). Несмотря на расширение роли женщин в обществе, вплоть до середины 1960-х годов девочки были ориентированы на выбор профессии, которая ограничивалась четырьмя категориями: секретарская, сестринская, преподавательская или материнская (Садкер и Садкер, 1995).

В 1972 году, с принятием статьи IX, в государственных школах стала незаконной дискриминация по признаку пола в следующих сферах: физическое воспитание, финансовая помощь, карьерное продвижение, зачисление в учебное заведение и обращение с учащимися. Нарушителям грозила потеря федерального финансирования. С принятием в 1974 году Закона о равноправии женщин в сфере образования школам была оказана помощь в наборе девочек для занятий математикой, наукой и спортом. Преподаватели прошли подготовку в целях повышения знаний о гендерных предубеждениях в учебных программах и педагогике. Однако в 1980-х годах финансирование вышеупомянутого закона было резко сокращено.

Перспективы (взгляд вперед)

В 2006 году Министерство образования Соединенных Штатов опубликовало поправки к статье IX Закона об образовании, которые предоставляют окружным школам самостоятельные полномочия в осуществлении программ обучения в однополой среде. На сегодняшний день не менее 540 государственных школ в Соединенных Штатах предлагают возможности для получения образования с раздельным обучением по признаку пола (Национальная ассоциация государственных школ раздельного обучения). Однако нет достаточного количества достоверных исследований, изучавших долгосрочные последствия и результаты этих программ. В 2004 году Министерство образования США заключило контракт с Исследовательской корпорацией РМС на проведение описательного исследования существующих однополых государственных школ. Предварительные результаты исследований свидетельствуют об успехах, особенно в отношении девочек. Учителя отметили значительные преимущества однополого школьного обучения для девочек в 5 из 10 экспериментальных группах. Преподаватели также считают, что девочки демонстрируют лучшее взаимодействие со сверстницами, большую степень академической увлеченности, большую степень самодисциплины, социально-эмоциональную устойчивость и безопасное поведение в условиях однополого обучения. Более того, учителя считают, что оба

пола в равной степени тяготеют к обучению в однополой среде с точки зрения чувствительности к половым различиям в период полового созревания.

Заключение

При рассмотрении исторической картины образовательного опыта женщин в Соединенных Штатах было выявлено, что ожидания в отношении девочек в школе отличаются от ожиданий в отношении мальчиков. Исторически девочкам были определены ограниченные и довольно специфические роли в обществе, такие как секретари, медицинские сестры или воспитатели. С принятием статьи IX и обеспечением соблюдения законодательства о равном доступе к образованию возможности для девочек резко расширились. По мере продвижения по направлению новой образовательной траектории важно оглядываться назад и размышлять о достижениях прошлого времени, чтобы мы могли лучше воодушевить тех, кто пойдет в будущее.

SUMMARY

The headline of the essay is “The Education of Girls and Women in the United States: a Historical Perspective”. **It is written by** Jennifer C. Madigan, a lecturer in the College of Education, San Jose State University.

The article under discussion is a brief description of the educational experiences of girls and women in the United States. **The key issue of the article is the problem of** discrimination on the basis of sex in educational programs from the early colonial settlement years to the present time.

The author starts by telling the readers that women and girls have historically been prepared for professions related to caretaking, such as nursing and teaching. The situation changed only in the 1970s when some education amendments were enacted. **The author introduces research** on U. S. single-sex programs which indicate that it should be available as an option for all students.

The further narration may be divided into two logically connected parts which are a look back and looking forward. In the first part the author outlines the English model of home education for small groups of children usually led by a woman in her home called “dame schools.” These schools in New England prepared boys for town schools. Other educational institutions were private, segregated by sex, and exclusive to wealthy families. When girls were finally admitted to the town schools, they usually attended them at summertime or holidays. But the growing economy in the country caused the growth of the coeducational public high school system. **The author describes in details** the reasons and the purposes of the foundation as well as teaching strategies of the first women's colleges in the United States.

The article contains the following fact: by the beginning of the 20th century, most public secondary schools and colleges had become coeducational. **The author asserts that** coeducation did not insure equal opportunity in education. **Let me give an example.** Even girls with strong academic records were required to take domestic science or home economics.

In the second part of the essay titled as “Looking forward” **the author logically passes over to the possible** flexibility in the implementation of single-sex programs. In 2004, the U. S. Department of Education initiated to conduct a study of existing single-sex public schools. Preliminary research findings demonstrate gains, particularly for girls.

In conclusion the author generalizes that it is hard to predict the course of events in future, it is **however** important to look back and reflect on the accomplishments.

I have found the article interesting and of great value. On the one hand, the message of the article is that historically, girls have been raised to assume limited roles in society such as secretarial, nursing or teaching. **On the other hand, the idea is** that state universities should allow women to enroll in their degree programs to meet their specific educational needs.

In conclusion I'd like to mention that a long list of references below the article proves the author's deep awareness of the subject presented in this essay.

ВТОРОЙ ГОД ОБУЧЕНИЯ / SECOND YEAR

Provide a reader with an original content / ideas, which is derived from understanding a primary function of an academic text as critical evaluation of the given facts and building new knowledge.

Martin Hewings: Writing in English for Academic Purposes

Introduction

In academic sphere you will need to introduce yourself both orally and in a written form. This will require knowledge of your affiliation in English.

To write your BIO correctly, analyze the site of your institution, your Master's Degree program in English. Some effective examples of presenters' BIO you may find in [Workshops & Seminars – Academic Writing Centre – HSE University](https://academics.hse.ru/en/awc/seminars/) (<https://academics.hse.ru/en/awc/seminars/>).

Compile 2 BIO versions in Russian and in English. Introduce yourself in class.

Example: Find Your Voice (seminar)

Преподаватель: [Элина Савицкая \(Чуйкова\)](#) – доктор педагогических наук, доцент, заведующий кафедрой методики преподавания иностранных языков, декан филологического факультета Самарского филиала Московского городского педагогического университета, сертифицированный специалист в области преподавания академического письма, автор более 70 печатных работ, 47 из которых – монографии, статьи, научно-методические и учебные пособия – по вопросам развития академической письменной речи. Среди самых востребованных пособий по обучению академическому письму можно назвать «Академическое письмо: учим писать профессионально на английском языке», «Особенности культуры иноязычного письма (на материале английского языка)», «Академическое письмо: 7 причин научиться писать профессионально», «Русская интерпретация английской письменной речи» и «Размышляем. Пишем. Проверяем».

Speaker: Elina Savitskaya (Chuikova), Doctor of Education, Associate Professor, Head of FL Teaching Department, Head of Philological Faculty at Samara branch of Moscow City University. She is a specialist in Germanic philology, a teacher of the English language and literature, a specialist in FL teaching methods, an academic writing tutor, the author of more than 70 published books, articles, and teaching guidebooks – 47 of them are about academic writing skills and their development. Her most popular guidebooks in teaching academic writing are *Academic Writing: Teaching Professional Writing*, *Specific features of FL writing culture (in English)*, *Academic writing as the aim: 7 reasons to develop writing skills professionally* and *Think. Write. Check*.

from <https://academics.hse.ru/en/awc/seminars/>

2.1. Structure of an Abstract

To be published an effective article follows the IMRaD format: *introduction, materials and methods, results, discussions*, acknowledgements (if necessary). Introduction includes the aims and objectives of the study. Materials and methods may be presented in separate paragraphs with short subtitles. Present the results in logical sequence in separate paragraphs, without discussions, repetition of methods, duplication of data presented in tables and figures. In the discussion the detailed data analysis of the research is presented against literature data. This provides validation of authors' conclusions and findings. An acknowledgments section is optional. In this section the authors may thank the organizations that subsidized the research, colleagues who consulted them during the study.

Authors who publish their papers should also present metadata and an abstract – an abridged version of a manuscript. For this reason an abstract echoes the structure of an article and consists of *background, aim or purpose of research, methods used, findings/results, conclusion*.

Activity 1.

1. Read the abstracts. Underline the expressions that indicate/ introduce a definite part in the abstract:

- background
- aims
- approach
- results
- conclusion / possible application area

2. Fill in the table with the underlined expressions.

Table 1

Parts of an abstract	<i>Expression / sentences used in abstract parts</i>
background	
aims/ purpose	
approach/ methods	
results	
conclusion	

Here are some very successful sample abstracts from a range of different disciplines written by advanced undergraduate students (<https://writing.wisc.edu/handbook/assignments/writing-an-abstract-for-your-research-paper/>).

! Notice that while all of them are strong, interesting, and convincing, each one was written at a different point in the project's process. Some include nearly final results, while others include preliminary and projected results. Notice also that even both across and within disciplines, abstracts differ in the amount of emphasis they give to objectives, methods, results, and conclusions.

a) Humanities Abstracts

“Margaret C. Anderson’s Little Review”

Sophia Estante and Lorrie Moore (Mentor), English

This research looks at the work of Margaret C. Anderson, the editor of the Little Review. The review published first works by Sherwood Anderson, James Joyce, Wyndham Lewis, and Ezra Pound. This research draws upon mostly primary sources including memoirs, published letters, and a complete collection of the Little Review. Most prior research on Anderson focuses on her connection to the famous writers and personalities that she published and associated with. This focus undermines her role as the dominant creative force behind one of the most influential little magazines published in the 20th Century. This case example shows how little magazine publishing is arguably a literary art.

“The Commemoration and Memorialization of the American Revolution”

Benjamin Herman and Jean Lee (Mentor), History

This project involves discovering how the American Revolution was remembered during the nineteenth century. The goal is to show that the American Revolution was memorialized by the actions of the United States government during the 1800s. This has been done by examining events such as the Supreme Court cases of John Marshall and the Nullification Crisis. Upon examination of these events, it becomes clear that John Marshall and John Calhoun (creator of the Doctrine of Nullification) attempted to use the American Revolution to bolster their claims by citing speeches from Founding Fathers. Through showing that the American Revolution lives on in memory, this research highlights the importance of the revolution in shaping the actions of the United States government.

b) Social Science Abstracts

“Subtype of Autism: Developmental Verbal Dyspraxia”

Amanda Babin and Morton Gernbascher (Mentor), Psychology

The purpose of this research is to identify a subtype of autism called Developmental Verbal Dyspraxia (DVD). DVD is a motor-speech problem, disabling oral-motor movements needed for speaking. The first phase of the project involves a screening interview where we identify DVD and Non-DVD kids. We also use home videos to validate answers on the screening interview. The final phase involves home visits where we use several assessments to confirm the child's diagnosis and ex-

amine the connection between manual and oral motor challenges. By identifying DVD as a subtype of Autism, we will eliminate the assumption that all Autistics have the same characteristics. This will allow for more individual consideration of Autistic people and may direct future research on the genetic factors in autism.

“The Tony Hawk Learning Project”

Lauren Silberman and Elisabeth (Betty) Hayes (Mentor), Curriculum & Instruction

The study is to show how even a “sport” video game can incorporate many types of learning, to call attention to what might be overlooked as significant forms of learning, and to understand and take advantage of the opportunities video games afford as more deliberate learning environments. The aspects explored are the skills and techniques required to be successful in the game, the environment that skaters skate in, the personal vs. group identity that is shown through the general appearance of the skater, and the values and icons that the game teaches players. We are finding that sport video games support learning; we hope to find how one learns about oneself as a learner from playing.

c) Hard Science Abstracts

“Biogeography of Chemical Defense in Birch Trees”

Sarah Brown and Michael Stevens (Mentor), Botany

The Latitudinal Defense Hypothesis predicts that levels of defense are highest near the equator and decrease toward the poles. This hypothesis is based mainly on insect herbivory that occurs during the summer. Mammalian herbivory in the winter is a more likely driver of plant defense levels in northern latitudes. Early successional trees such as birches are favored by fire and provide an important food source for mammals like snowshoe hares. In order to test the Latitudinal Defense Hypothesis, we collected birch seeds from eight locations in northwestern Canada and grew seedlings in a common garden. We assessed levels of defense by counting resin glands because resin glands are negatively correlated with snowshoe hare preference. This research will provide valuable information regarding the biogeography of defense and address the role of fire in plant-mammal interactions on a continental scale.

“Understanding Cell-Mediated Immune Responses Against Simian Immunodeficiency Virus (SIV)”

Sean Spenser and John Loffredo, David Watkins (Mentors), Primate Research Center

Each day 14,000 people become infected with HIV/AIDS, making the development of an effective vaccine one of the world’s top public health priorities. David Watkins’ laboratory is attempting to develop HIV vaccines that elicit cellular immune responses utilizing the simian immunodeficiency virus (SIV) – infected rhesus macaque animal model. A major component of the cell-mediated immune response are cytotoxic T-lymphocytes (CTL). It is thought that CTL play an important role in controlling HIV and SIV. Most standard immunological assays do not measure antiviral activity directly, limiting our understanding of CTL effectiveness. To address this, the Watkins laboratory developed a novel neutralization assay that quantifies the ability of virus-specific CTL populations to control viral growth. Evaluating the antiviral activity of CTL of different specificities will identify those CTL most effective against SIV. This information will likely impact the design of future HIV vaccines.

“The Genetics of Bone Strength in Mice”

Jonathan Vu and Robert Blank (Mentor), Endocrinology

The purpose of this study is to identify relationships between the physical and genetic characteristics of bones in mice. The physical characteristics include size, density, and the force required to break the bone, while the genetic ones are the genes of the marker loci associated with the genes that affect these qualities. This study uses strains of mice with reduced genetic variation. The two strains of mice that are the most phenotypically extreme, meaning those with the strongest and weakest bones, are crossed. The F2 generation from that cross is then analyzed. The results of this analysis can be used to find which genotypes correlate with specific bone properties like size, density, and failure load. The anticipated outcome of this lab is the identification of the genotypes that affect bone strength in mice. The findings may be useful in treating medical conditions that are related to bone strength.

d) Service Project Abstracts

“Southeast Asian Political Action Committee: Democracy at Work!”

Lauren Breshahan and Marlys Macken (Mentor), Linguistics

Upon receiving the Wisconsin Idea Undergraduate Fellowship the summer and fall 2003 semesters were spent designing and implementing a Hmong Political Council, Inc. (HPC). The fellowship

addressed the immediate need felt by our local government and the Hmong refugee community to develop a political voice expressing the economic, political, and social needs of the Hmong refugee community. It was implemented through the collaboration of the United Refugee Services of Wisconsin, Professor Macken, the Hmong community, and myself. Extensive research was conducted at the local, state, and national level involving the studying of IRS requirements, lobbying rights, other political councils, and the needs of the Wisconsin Hmong community. HPC is now a legal non-profit organization that has held two fundraisers, released press statements, and worked with State and National political figures to address the needs of the Hmong community. Within the year HPC plans to be lobbying at the state level.

“Fostering H.O.P.E.: Helping Overcome Poverty through Education for Teen Moms”

Angela Cunningham and Sherrill Sellers (Mentor), Social Work

This program was designed to address the prevalent issues of teen parenthood and poverty. The idea was to introduce and reinforce the importance of obtaining a post secondary education to teen mothers in their junior or senior year of high school. The program ran for eight weeks during the summer of 2003. Participants met once a week to participate in group building activities, get insights to what it will take to finish school, and receive information on services that are available to help them along the way. The young women also had the opportunity to tour the UW and MATC campuses. The participants walked away from the program with a sense of hope that they are able to pursue their dreams despite their difficult situations.

e) Visual and Performing Arts Abstracts

“Blind Construction: Mixed Media”

Diana Dewi, Jennifer Kittleson, and Wendy Hagedorn (Mentor), Apparel and Textile Design

The basis of this project was to create a garment using mixed media in order to mimic the human body. The materials we used to create this piece include: buckram, copper wire, spray paint, fabric paint, a variety of novelty fabrics, and chains. The techniques we created in order to manipulate the piece include: fabric branding and burning, grid painting, sewing, draping, molding buckram, and coiling. Our overall approach was to create a theatrical wearable art piece. Upon completion of the assignment we found the piece aesthetically pleasing because of the way it molds to the human body, but can be a piece all on its own.

Retrieved from: https://writing.wisc.edu/Handbook/presentations_abstracts_examples.html

Activity 2.

To be published, an article should include 5–10 keywords. Analyze the links below. Search for the key words suitable for the topic of your research.

Browse journals and books in Science Direction

<https://www.sciencedirect.com/browse/journals-and-books>

International Research Journals

English for Specific purposes <https://www.journals.elsevier.com/english-for-specific-purposes>

<https://www.sciencedirect.com/search?qs=&pub=English%20for%20Specific%20Purposes&cid=271831>

Teaching and Teacher Education <https://www.sciencedirect.com/journal/teaching-and-teacher-education>

Language and Communication <https://www.sciencedirect.com/journal/language-and-communication>

The International Journal of Educational Research

<https://www.sciencedirect.com/journal/international-journal-of-educational-research-open>

The International Journal of Educational Development

<https://www.sciencedirect.com/journal/international-journal-of-educational-development>

The Internet and Higher Education <https://www.sciencedirect.com/journal/the-internet-and-higher-education>

Issues in Education <https://www.sciencedirect.com/journal/issues-in-education>

Linguistics and Education <https://www.sciencedirect.com/journal/linguistics-and-education>

2.2. Find Your Voice

The practice of writing for academic purposes builds the author's individual style and teaches to be original and credible.

The incorporation of Anglo-American rhetoric tradition in academic communication resulted in the requirements to the researcher's contribution. To present the personal outcomes effectively, it is necessary to write in a convincing factual manner.

In chapter 2.2. you will find your voice in L2 argumentative writings, measure its strength and force it. Subconsciously editors assess writers' voices: i.e. to which extent they may produce an effect on a reader. There is a strong positive association between the strength of an authorial voice and the quality of the authors' text, '...results from Multiple Correspondence Analysis (MCA) pointed to the association of low and mid-level of writing quality and low voice strength, and the prevalence of high and mid voice strength in learners with high proficiency in writing' (Zabihi et.al.p. 331).

Master's degree students need to learn how to reveal the personal contribution into a research to a greater extent. Among the most vivid descriptors that indicate the quality of the author's voice or the writer's presence you will learn to organize:

- self-identification expressions,
- intensifiers,
- references to the available resources and their combination,
- responses to other voices.

All the skills that allow to create an original text form the so-called "authorial voice"– 'individual voice in L2 texts in terms of

- assertiveness,
- self-identification,
- reiteration of the central idea,
- and writer presence and autonomy of thought' (Zabihi, et. al. 2019, p. 333).

Activity 1.

1. Read the assigned texts: Group 1 – Texts a) and b); Group 2 – Texts c) and d). Underline self-identification expressions.

2. Discuss your findings in groups.

3. Choose 1 scribe in the group and make a list of self-identification expressions on the Padlet Wall. [Find Your Voice \(padlet.com\)](https://padlet.com)

'Self-identification expressions such as 'in my point of view...' or 'I believe that...' as well as intensifiers like 'definitely', 'certainly', or 'must' are among the indicators of authorial voice in a given piece of writing.'

(Zabihi, et. al. 2019, p. 334).

a) Li, H., Liu, W. (2020). Same but different: self-citations identified through Scopus and Web of Science Core Collection. *Scientometrics* 124, 2723–2732. <https://doi.org/10.1007/s11192-020-03573-8>

Abstract

Self-citation is attracting wide attention in citation analysis research and research evaluation practice. However, the academic community's views on self-citation are not uniform. If the number of self-citations should be calculated, it is critical to calculate it accurately and unambiguously. However, based on a case study of thirty papers published during 2014 and 2020 by the corresponding author of the study, we find that the numbers of self-citations identified through the automatic identification tools provided by Scopus and Web of Science Core Collection are confusing and inconsistent. We also put forward corresponding improvement suggestions to the stakeholders including these two authoritative bibliographic database providers at the end of this article.

b) J. Karmann, M. Najjar, C.A. Ottoni, M. Shareck, S. Lord, M. Winters, D. Fuller, Y. Kestens (2023). “They didn't have to build that much”: A qualitative study on the emotional response to urban change in the Montreal context, *Emotion, Space and Society*, Volume 46, <https://doi.org/10.1016/j.emospa.2022.100937>.

Abstract

Cities are constantly changing, and the way people experience these changes shapes their future relation with urban space. While studies of urban change often seek to illuminate socio-political and economic impacts, they seldom focus on the emotional responses that people have to those changes. Yet, emotional responses are important as they condition the way we respond to change. To better understand people's experience of urban change and the emotional response associated with it, we led a descriptive qualitative study based on 32 semi-structured interviews and a directed content analysis with people living in Montreal, Canada, and its suburbs. Changes to the urban environment were linked to both positive and negative emotions. Among all the physical and social changes reported, condominiums (“condos”), emerged as a prominent theme that elicited a strong emotional response. Condos triggered feelings of disappointment, fear, irritation, pessimism, but also enthusiasm. We argue that these emotional responses stem from the impact condos may have on three aspects of people's lives: daily mobility, residential stability, and place attachment.

Section snippets

Study design

In order to explore emotional responses to urban change of people living in Montreal and its suburbs, we used a qualitative approach with deductive and inductive analysis. This type of design allowed us to obtain rich data and thus to deepen and shed light on the mechanisms of emotional response to urban change.

Results

We sequentially present (i) emotions expressed when referring to urban change, and (ii) the emotional response to a specific type of urban change, the construction of condominiums, which emerged as a case study...

Conclusion

This work showed that urban change can trigger positive emotions – enthusiasm, safety, gratitude – but also negative ones – disappointment, fear, irritation, and pessimism. Our study also underlined the impacts urban change can have on participants' residential stability, mobility, and place attachment to elicit emotions. From that perspective, emotions – or affective well-being – can be considered as an intermediary pathway between urban change and the response presented in Sell's change...

c) Wilde, V. (2022). Lexical characteristics of young L2 English learners' narrative writing at the start of formal instruction, *Journal of Second Language Writing*, Volume 59,2023, <https://doi.org/10.1016/j.jslw.2022.100960>.

Abstract

Studies investigating L2 English receptive and productive vocabulary knowledge in young learners have shown that English can be picked up through exposure outside the classroom. In this study I looked into lexical characteristics of young learners' writing at the start of formal English lessons in the first year of secondary school (n = 3168). The texts were given a holistic score and several lexical measures were calculated. The results showed large individual differences between learners' writing. Regression analysis was used to investigate which lexical characteristics predicted proficiency scores. The final model explained 50% of the variance. Similar to what was found in previous research investigating young L2 English learners' writing I found that a number of broad predictors impacted the proficiency score. These were lexical diversity, word count, total number of spelling errors and percentage of English words used. Additionally, four fine-grained variables predicted the proficiency score: word frequency, trigram frequency, age of acquisition and imageability. The results show the added value of investigating a wide range of variables to shed light on the lexical factors that might impact writing scores, even in beginner and pre-intermediate level L2 writing.

d) Friedland, J., Balkin, D.B. (2023). When gig workers become essential: Leveraging customer moral self-awareness beyond COVID-19, *Business Horizons*, Volume 66, Issue 2, Pages 181-190, <https://doi.org/10.1016/j.bushor.2022.05.003>.

Abstract

The COVID-19 pandemic intensified economic reliance on gig workers that perform essential tasks such as health care, personal transport, food and package delivery, and ad-hoc tasking services within the developed and developing world. As a result, workers who provide such services are no longer perceived as low-skilled laborers but as essential workers who fulfill a crucial role in society. These workers’ newly elevated moral and economic status increases consumer demand for corporate social responsibility toward this stakeholder group, specifically for practices that increase worker freedom and rewards. We provide algorithmic tools for online labor platforms to meet this demand, bolstering their social purpose and ethical branding while better protecting themselves against potential reputational crises. To do this, we propose a managerial strategy rooted in moral self-awareness theory that leverages customers’ self-perceived virtuosity to increase gig-worker freedom...

Section snippets

Innovation vs. regulation

It is important to avoid inefficient regulatory burdens on organizations imposed by one-size-fits-all laws that attempt to generically address labor shortages. ..

Fortunately, effective regulations that improve working conditions while avoiding reclassifying gig workers as regular employees have avoided backlash. In the wake of Hurricane Ida in 2021, gig workers in New York City were lauded for delivering essential goods to residents in need...

We support such regulatory labor protections in the U.S., which acknowledges the essential role gig workers increasingly provide to their communities...

NB

The variation of frequency and discourse functions of first-person pronouns is subject to the influence of writers’ linguistic and disciplinary backgrounds.

Flowerdew, John & Wang Simon Ho, *Identity in Academic Discourse*

Activity 2.

Study the vocabulary that can be used for hedging and intensifying.

Hedging		Intensifying
appear assume imply seem suggest tend to	Verbs	argue assert contend demand insist
can could may might	Modal verbs	do have to must will would
about approximate conceivable few many most often partial possible rare relative similar some sometimes somewhat	Adjectives	absolute all certain clear complete definite dramatic entire essential high important most obvious quite sharp significant specific strong sudden thorough vast very whole

approximately conceivably likely partially perhaps possibly probably rarely relatively usually	Adverbs	absolutely always certainly clearly completely definitely entirely essential- ly highly indeed most (importantly) obviously sharply significantly specifically strongly undoubtedly vastly wholly widely
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Retrieved from Chin, P., Reid, S., Wray, S., & Yamazaki, Y. (2013). *Academic Writing Skills 3*. CUP. p. 104.

a) Change the hedged sentences 1–3 into intensified sentences. Use different intensifying words in each.

Example:

Although they **may** increase overall travel time, airport security checks **appear** to be necessary for safeguarding air travel.

→ Although they **do** increase overall travel time, airport security checks are **essential** for safeguarding air travel.

1. The fashion industry might be one area in which it is important that models have good looks.

2. Medical evidence seems to suggest that regular cardiovascular exercise will probably help reduce the chance of heart disease.

A degree of familiarity with computer technology could be useful for some administrative office job.

b) Change the intensified sentences 4–6 into hedged sentences.

Example:

Obviously, television is **far more** effective educational tool than books.

→ Television **may** be a more effective educational tool than books.

3. Research clearly shows that children are much better second language learners than adults.

4. Scientists insist that global warming will be the most catastrophic event in human history.

5. All teenagers definitely consider social networking sites an essential part of their friendship experiences.

Activity 3.

Compare three texts. Which of them sounds more original? Why?

Retrieved from *Martin Hewings: Writing in English for Academic Purposes. Cambridge University Press webinar, 2021.*

1) Nowadays more and more people hold the opinion that the extended family is less important than in the past. It seems that the relationships between members of a family are not as close as before. Hundreds of studies have been done on this issue to analyze the factors which have led to this change. Furthermore, a great deal of evidence shows us that...

2) Nowadays, numerous studies have been done on learning or teaching English for academic purposes. Hinkel (2011) noted that EAP has emerged out of the broader field of English for specific purposes (ESP), and it focuses on academic context by teaching English specifically to facilitate learners' study or research through the medium of English. Weir (2000) studied the difficulties in speaking English for academic purpose. Williams (2005) presents the skills and strategies students needed to meet the demands of academic study in English.

3) Averill (1982) defines emotions from the socioconstructivist, framework. He considers emotions as part of a broad system of behaviour, rather than patterns of psychological arousal, feelings, or cognitive appraisals. ...A different angle is adopted by Markus and Kitayama (1991, 1994), who argue that depending on the sociocultural environment, he / she will develop the 'proper' emotions suiting that context. What is closely relevant to this study is Markus and Kitayama's (1991) observation about the different ways in which Western and Eastern cultures communicate emotion.

Activity 4.

Read two versions of a student's paragraph. What strategies has the student used to raise the text authenticity?

My objectives of taking academic writing course (First draft)

There are several professional reasons to study an academic writing course. This course is especially useful for such professions as a teacher, a scientist. It helps me as a future teacher to learn how to write and to draw up my lectures, articles, reports and business letters. It also develops my writing skills and helps me to booster my knowledge. This course seems to give me an opportunity to become more successful in my future career.

Academic Writing Course as a Way to Professional Success (Final version)

One could suggest several professional reasons to study an academic writing course. The course is especially useful for such professions as a teacher and a scientist. It provides a future teacher with experience to write and present essays, articles, reports and to learn more about professional correspondence in educational sphere. Additionally, the organized practice boosts writing skills in researching, evaluating information, logical structuring, arguing and expressing ideas clearly in a paper. These skills are primarily valued by employers (Hughes, etc., 2014) as well as by students focused on professional studies (Bazanova, Sokolova, 2017). Academic writing course seems to give me an opportunity to enhance my employability skills.

Works Cited

- Bazanova, E. M., Sokolova, E. E. (2017). [Massive Open Online Course on Academic Writing: Management of Students' Motivation to Study]. Vysshee obrazovanie v Rossii [Higher Education in Russia]. No. 2 (209), pp. 99R109.

- Hughes, T., Birkin, G., Durazzi, N. & Brennan, J. (2014). Research and Analysis of the Benefits of International Education Opportunities. A literature review on UK competitiveness and skills (needs) British Council, 35 p.

Activity 5.

Now it is your turn to try the strategies to make the authorial voice sound loud.

a) If you do not have your text to polish, use the suggested abstract;

Method of teaching writing skills in a foreign language using Google Docs-based “peer writing”.

The paper addresses the issue of the use of peer writing method based on Google Docs for the development of students' writing skills. Peer writing is a form of collaborative learning in which writers meet (usually in small groups, either face-to-face or online) to plan and respond to one another's work. In the paper the author clarifies the difference between “peer writing” from other type of “peer” activities; sets out advantages and difficulties of the method; discusses the ways of solving the difficulties. As any activity aimed at developing writing skills takes a lot of time and it is hard to use them in class the author offers to use Google docs as a way to involve students in a collaborative activity in their self-study-time. The algorithm of the work on Google Docs-based peerwriting-texts is given.

b) If you have your text to work on, polish your text.

Strategies to use:

1. Use self-identification expressions.
2. Use intensifiers.
3. Refer to the authorities to indicate that you know who the experts in your area are.
4. Compare various views.
5. State your position through noting what reference is more relevant to your study.

2.3. Polish Your Abstract

Activity 1.

a) Read the titles of the articles published recently in Scopus Journals. What are the tendencies in writing effective titles for your article: in punctuation, choice of grammar constructions, choice and number of words, in style?

Edel Karin Kvam, Dag Roness, Marit Ulvik, Ingrid Helleve,

Newly qualified teachers: Tensions between needing support and being a resource. A qualitative study of newly qualified teachers in Norwegian upper secondary schools, *Teaching and Teacher Education*, Volume 127, 2023. <https://doi.org/10.1016/j.tate.2023.104090>.

Li Zhang, Yohan Hwang,

“Should I change myself or not?”: Examining (Re)constructed language teacher identity during the COVID-19 pandemic through text-mining, *Teaching and Teacher Education*, Volume 127, 2023. <https://doi.org/10.1016/j.tate.2023.104092>.

Chen-Yu Liu,

Podcasts as a resource for learning academic English: A lexical perspective, *English for Specific Purposes*, Volume 71, 2023, Pages 19–33, <https://doi.org/10.1016/j.esp.2023.02.003>.

Diane D. Belcher,

Digital genres: What they are, what they do, and why we need to better understand them, *English for Specific Purposes*, Volume 70, 2023, Pages 33–43, <https://doi.org/10.1016/j.esp.2022.11.003>.

Robert E. Slavin,

Educational research in the 21st century: Lessons from the 20th, *Issues in Education*, Volume 5, Issue 2, 1999, Pages 261–266, [https://doi.org/10.1016/S1080-9724\(00\)00030-6](https://doi.org/10.1016/S1080-9724(00)00030-6).

Zuocheng Zhang,

Becoming a member of the business community, *English for Specific Purposes*, Volume 71, 2023, Pages 48–50, <https://doi.org/10.1016/j.esp.2023.02.006>.

Sichen Xia,

Explaining science to the non-specialist online audience: A multimodal genre analysis of TED talk videos, *English for Specific Purposes*, Volume 70, 2023, Pages 70–85, <https://doi.org/10.1016/j.esp.2022.11.007>.

Oksana Hera,

Participation in global business meetings revisited, *English for Specific Purposes*, Volume 71, 2023, Pages 54–56, <https://doi.org/10.1016/j.esp.2023.02.007>.

Keith E. Sotanovich,

Educational research at a choice point, *Issues in Education*, Volume 5, Issue 2, 1999, Pages 267–272, [https://doi.org/10.1016/S1080-9724\(00\)00031-8](https://doi.org/10.1016/S1080-9724(00)00031-8).

b) Choose additional 15–20 titles from the journals in *Science Direction* <https://www.sciencedirect.com/browse/journals-and-books>. Compare the tendencies in title forms. Share your findings.

Activity 2.

1. Read the presentation of a student’s research. Identify the key words and terms of the research field. Find the background information, aims, methods, results of the research and the possible application of these results. What would you change?

2. Generate the abstract with the widget <https://x.writefull.com/abstract-generator>. Make comments on the length, style and wording of the generated version.

3. Suggest your title to this research. Generate the title for the abstract. Use widget <https://x.writefull.com/title-generator>. Compare the versions. Make comments on the length, style and wording of 2 versions.

The most important stage in learning English is the development of communication skills. Therefore, monologue speech is an important part of teaching speaking.

The topic of my research is “Developing monologue speech of linguistic students with IT technologies”. This topic has been studied by many linguists such as V. V. Vinogradov, L. S. Vygotsky, I. A. Zimnaya, etc. However, there are significant gaps in the study of this topic in terms of using IT technologies.

This topic is relevant now. Currently, there is a need to train highly qualified specialists who can speak foreign languages at a high level. Developing IT technologies transforms the forms of our communication and learning. These significant changes also have an impact on traditional language learning models.

In the scientific research I have described how to conduct classes using new technologies. I also have presented topics for oral discussion, websites for self-study of the language and much more. Furthermore, I have illustrated the advantages and disadvantages of using IT technologies.

During classes students are offered a different range of tasks related to the use of IT technologies. For example, as a homework assignment: students should record a video message on the topic "Modern problems of science and education". This video is uploaded to the group. Other participants should watch the video, analyze it and give a brief assessment in the video format for 30 seconds. This task can be used as a final task for the module

I have carried out the survey for students. The purpose of the research is to assess efficiency of using IT technologies. I have asked students various questions, such as general questions about them, and questions related to the research topic. The results of this survey reveal that the majority of stu-

dents use new technologies in the classroom. More than 70 percent claim that the use of Internet resources has a positive effect on developing monologue speech.

For the scientific research, I have analyzed 17 learned works, considered the points of view of different authors and put a lot of emphasis to various educational services and websites. I have used statistic methods in this research as I need to present information accurately and reliably.

Summing up, I would like to pay special attention to the fact that monologue speech is not just the use of simple words and phrases, but also logically related speech that contains a specific topic and problem. This research will help students to develop monologue speech and make the learning process easier and more fascinating.

Home Assignment

1. Write about your research. Use the key words and terms of your field. Write about the background, aims, methods, results of your research and the possible application of these results.
2. Write the abstract of your research. Then generate the abstract with the widget <https://x.writefull.com/abstract-generator>. Compare the versions. Make comments on the length, style and wording of 2 versions.
3. Write the title of your research. Generate the title for your abstract. Use widget <https://x.writefull.com/title-generator>. Compare the versions. Make comments on the length, style and wording of 2 versions.
4. Present your research and its abstract in group. Mind Tips for Effective Presentations.

Tips for Effective Presentations

Use “I” or “We”

Use “I” safely to describe/report how you went about your study

Try describing actions – experiments, surveys, statistical techniques, etc. actually performed by the author(s) of the article.

Example:

I (We) hypothesized that high levels of employment lead to high levels of inflation. To test this hypothesis, I (we) constructed a regression...

This way you can minimize the use of passive voice.

Use Colorful Active Verbs

Active verbs push the sentence forward.

Forms of the verb to be and other basic verbs (use, get, etc) weaken your writing.

Example 1: He was an avid reader. (verb to be)

He *devoured* information.

Example 2: He *uses time wisely* during meetings.

He *maximizes time* during meetings.

Example 3: Scientists *found* part of the puzzle to discover where we came from.

Scientists *unlocked* part of the puzzle to discover...

<http://cdn.writershelpingwriters.net/wp-content/uploads/2013/10/Active-Verbs-List.pdf>

Avoid *to be* structures

There is / There are

It is

This is

There was / there were

It was

This was

There has been

It has been

This has been

Seek out Active Verb Lists Instead

- **Find:** Discover, Locate, Detect, Catch, Obtain, Solve, Acquire, Uncover, Unearth, Reveal,

Expose

- **Know:** Sense, Perceive, Detect, Realize, Identify, Discern
- **Want:** Need, Require, Demand, Claim, Crave, Covet
- **Use:** Wield, Handle, Employ, Adopt, Practice, Manipulate, Operate, Utilize

Go Straight to Business

Take responsibility for what you are saying.

Examples: It should be noted that...

It must be mentioned that...

Avoid Nominalization

Nominalization makes writing less concise and difficult to understand and makes reading tedious.

Unclear: There is a data reevaluation need.

Better: We should reevaluate the data.

Unclear: The expansion in the use of satellites was the cause of the reduction of space junk.

Better: We have more space junk because we are using more satellites.

Find the actor and find the action to empower your writing

(Tips by Yekaterina Narozhnaya. Samara Academic Consultancy Centre)

2.4. Revision Section: Summarizing Articles on Professional Issues

Activity 1. Read the quotations with the requirements to summary writing. Compile your own list of what is necessary to write a good summary

a) Writing good summaries requires accurate reading and the ability to find the main idea and most important supporting evidence in a piece of writing. When you write a summary, you give your readers an idea of the content of an article or book and save them the time and trouble of reading the entire original.

A good summary should do the following:

Include a mention of the source.

Correctly interpret the original.

Include no editorial comments.

Include only the most important points, without details.

Use the summarizer's own words, not those of the original author (unless in quotation marks).

(Ilona Leki)

b) Writing Skills for Summarizing

Viewing writing as a series of recursive steps (a process approach)

Situating writing within a communicative context (using authentic texts, knowing why you are writing a summary)

Working with real-world content

Writing is viewed as communicating

Condensing several related ideas and synthesizing them into paraphrases

Choosing appropriate details for a summary

Writing a main idea sentence

Writing an outline

Maintaining consistent verb tense (John Mark King)

c) Writing summaries procedure

Reread the text until you fully understand it.

Set the original aside.

Write your summary on a note card.

Check the original text to make sure that your version accurately expresses the main ideas.

Use quotation marks to identify any unique term that you may have borrowed from the famous person.

Always record the source and give a title.

NB. Only about 10 % of the final copy should consist of directly quoted material. Limit your amount of source material copied while taking notes.

(Retrieved from <http://writingfix.com/RICA/summarizing.htm>)

Activity 2. Read the text and underline some important details. Put important ideas in your own words/language. After it write the main idea that comprises all those mentioned before. Write an outline for the summary of this article. Write a summary.

The Challenges of Blended Learning During the Coronavirus Pandemic

Oskar Rozewicz, Poland

<https://www.hltmag.co.uk/apr22/challenges-of-blended-learning>

Introduction

Learning, which according to many means “(...) acquiring knowledge and skills and having them readily available from memory so you can make sense of future problems and opportunities” (Brown, Roediger III, & McDaniel, 2014) is one of a few parts of working and studying at a modern school. Teaching professionals agree that schools serve more functions than just providing a space for learning, thus moving to online classes may have been hard for many. During the early e-classes the needs for implementing all other aspects of schooling became prominent and thus from the current school year a lot of facilities decided to try to adapt their e-learning to the new era of education. The next stage of the pandemic brought phases of more traditional, face to face, teaching & learning, but with returning to the school premises the idea of implementing at least some of the e-learning techniques at schools was introduced – in the form of blended learning.

To explain the change thoroughly it is essential to explain the idea of ‘blended learning’ more precisely. Nowadays one can define 6 models of blended learning:

- Face-to-Face Driver Model, which is focused mostly on helping some students revise or extend the material, as, according to the definition, “with this approach, the introduction of online instruction is decided on a case-by-case basis, meaning only certain students in a given class will participate in any form of blended learning” (6 Models of Blended Learning, 2013),
- Rotation Model, which is a concept focused on the idea that “(...) students rotate between different stations on a fixed schedule – either working online or spending face-to-face time with the teacher” (6 Models of Blended Learning, 2013),
- Flex model, which is focused mostly on independent learning by students and the teachers’ sole role is to provide the material and guidance online,
- Online Lab Model, where “students learn entirely online but travel to a dedicated computer lab to complete their coursework. Adults supervise the lab, but they are not trained teachers.” (6 Models of Blended Learning, 2013),
- Self-Blend Model, which is primarily focused on extending, with online resources, the material taught in the class. In this form the pupils “(...) will attend a traditional school environment, they also opt to supplement their learning through online courses offered remotely. In order for this method of blended learning to be successful, students must be highly self-motivated” (6 Models of Blended Learning, 2013),
- Online Driver Model, which is focused on providing remote learning to students with the material delivered online and the possibility of traditional, individual, meetings to clarify the course content to the students.

Based on the definitions provided above one can safely assume that schools deciding to implement blended learning in the current stage of the coronavirus pandemic have opted for the Rotation Model, as it fits the ever-present possibility of changing the schooling environment.

The challenges of blended learning

Having explained the blended learning approach present at some schools nowadays it is vital to examine the challenges of implementing it first, as seen from the perspective of the author's school.

The first of these is arguably also the most crucial one, as while moving to blended learning it is important to choose the appropriate Learning Management System (LMS) for the students and teachers to work. There are a lot of such possibilities on the market, and they are tailored for very specific target audiences, but the one which is recommended and used by a lot of educational institutions around the world is Moodle. It seems to be a perfect tool for the job – adaptable and with a long history of development it allows the teachers and students to take part in the courses according to their specific needs. Moodle, as an LMS, provides the teachers with options of conducting classes both remotely and face-to-face, with a significant number of options available to choose and add to the course. It is also the tool that the author's school has chosen and has been using ever since with moderate success, as it is free to use and implement at any given institution. It can be agreed that the platform has an extensive number of features, but it might also become very difficult to navigate because of the said number of options. In the case of such advanced LMS it is crucial for the administrator to switch off a lot of functions at the beginning as they may be perceived as overwhelming for people who are less familiar with technology. What is more, there is a need for a server administrator to be employed at the school, as updating the Moodle software is quite an arduous process, prone to failures or errors.

The next step, namely choosing the video-conferencing tool for the online classes, is also very important. There are a lot of different options available, with Zoom, Teams, Clickmeeting or Google Meet, to name a few. Many schools choose different options, based on their requirements or financial possibilities. From the blended learning experience, it is vital to have the option of creating separate ('breakout') rooms during the meeting, as it allows the students to work in smaller groups on a given assignment. What is more, the possibility of sharing audio is crucial, especially in the language classes; equally important is the feature of optimizing screen sharing for not only audio, but also video projection, as sometimes they are used in the classes. Having these two options ready might be crucial to conducting an interesting and engaging lesson.

But learning, as stated in the introduction, is only one part of schooling. It is crucial for schools utilising the Rotation Model in blended learning to allow the students to express their needs and views as well, by adding (or not removing) in the timetable form periods which are equally important online and offline. Students' voices need to be heard, so having a fixed time for discussions and not abandoning it for the time of remote schooling is, in the author's opinion, an important step.

With the periods of online and offline learning also comes the problem of class length. Based on the experience it might be a good idea to shorten the online classes with promoting among the students the need of having breaks from the screen. It is said that "taking regular breaks away from your computer or smartphone screen can also help to prevent computer vision syndrome, which commonly manifests as eye strain and headaches. Medical professionals recommend looking away from your screen every 20 minutes and looking at something around 20 feet away for 20 seconds" (Chignell, n.d.). It might be an interesting concept to ask the pupils to use the longer breaks during the online classes for small periods of physical exercise as well, so that they stay fit and healthy.

Online classes during blended learning are also a perfect opportunity for giving different challenges to students, compared to the time of face-to-face learning. It might be a good idea to allow students to perform some research online, or to write an essay, without the need of meeting the teacher. It might be an essential period for helping the students to learn managing their own workflow, which, in turn, might help them in their future careers.

Conclusion

Choosing the appropriate LMS for blended learning (with Moodle being the primary example), opting for a video conferencing software enabling work in smaller rooms and the option of audio & video sharing, having fixed form periods in the timetable, shortening the online class length and changing the challenges given to students during the remote learning period are just a small glimpse into what might be some good practices for the time of utilising blended learning during the coronavirus pandemic. With more challenges around the corner, it is important to face them with an open mind, remembering that the possibilities appearing during the blended learning can, and possibly should, be utilised in education in the years to come.

Activity 3. Use reporting verbs while summarizing.

You can indicate your attitude to the sources you cite by choosing specific verbs to refer to them. Don't just keep repeating "Smith says." There is a wide choice of such verbs in English. Use a dictionary to check that you have chosen a verb with the nuance you intend.

Here are some grammatical patterns to follow in using these verbs:

Pattern 1: reporting verb + that + subject + verb

argue, assert, assume, demonstrate, imply, conclude, explain etc.

e. g. Da Souza argues that previous researchers have misinterpreted the data.

Pattern 2: reporting verb + somebody/something + for + noun / gerund

blame, criticize, disparage, praise, ridicule etc.

e. g. Smith criticized Jones for his use of incomplete data (OR for using incomplete data).

Pattern 3: reporting verb + somebody/something + as + noun/gerund/adjective

characterize, classify, define, evaluate, identify, interpret, present etc.

e. g. Smith and Jones both present their data as conclusive.

Johnston, M. Verbs for Referring to Sources. URL:

<http://www.writing.utoronto.ca/advice/english-as-a-second-language/referring-to-sources>

Activity 4. Summary Evaluation

In order to write a good summary you will need some criteria for your self-assessment. This can help you to check yourselves when you finish writing. The scoring systems may be different.

Scoring System 1

Criteria	Score
The summary is well-structured, logically connected, there is an introduction, body paragraph and conclusion	1
The summary contains the main ideas of the article, it has no unnecessary details	1
There are linking words, reporting verbs, passive voice	1
There are impersonal sentences, no personal opinion and no appealing to reader's emotions	1
Precise (brief) language, without any epithets	1
No grammar mistakes	1
Vocabulary is academic	1
TOTAL	7

Scoring System 2

Directions to the teacher: Read each question and mark **YES**, **PM** or **NO**. A perfect score is 100. Subtract 10 points for each **no**. Subtract 5 points for each **PM** (Partially Mastered).

SCORE:

Specific Genre Requirements	
1. Does the summary begin with the name of the author and the title of the article?	YES PM NO
2. Are the main supporting points of the author stated briefly?	YES PM NO
3. Are unnecessary details omitted and essential details included?	YES PM NO
4. Are the main points stated objectively without major distortions of information?	YES PM NO
5. Are there no intrusions of opinion?	YES PM NO
6. Is the summary written in one paragraph and chronological order?	YES PM NO
Language	
7. Are the grammar/spelling and handwriting acceptable?	YES PM NO
8. Does the author use correct verb tense relatively consistently?	YES PM NO
Content	
9. Is the summary easy to understand? Would someone who hasn't read the article understand it well?	YES PM NO
10. Does the summary suggest that the author has read and fully understood the major themes of the article?	YES PM NO

Score interpretation

80–100: The summary demonstrates that the student has read and completely understood the article. Details are chosen wisely and are carefully and successfully paraphrased. There is little to no distortion of information and there is no plagiarism. The summary is very well organized and includes smooth transitions between ideas. Language errors are very few and never interfere with meaning.

60–80: The summary demonstrates that the student has read mostly understood the article. Most details are chosen wisely and may be carefully and successfully paraphrased, even though there are some trouble spots. The summary is mostly well-organized and may have some difficult or rough transitions. There are some language errors, but they generally do not interfere with meaning.

40–60: The summary demonstrates that the student has read and partially understood the article. Some details are chosen wisely, but many are not. Paraphrases are generally not well-constructed, but show some ability on the part of the student. The summary may be generally well-organized, but there are very few smooth transitions. There are many language errors and they often interfere with meaning.

20–40: The summary does not demonstrate that the student has understood the article. Most details are poorly chosen and paraphrased. The summary is poorly organized, but still looks like a summary. There are no transitions. Language errors are common and frequently interfere with meaning.

0–20: The summary demonstrates that the student did not read the article. Details are poorly chosen and there are no smooth transitions between ideas. The summary is poorly organized. Language errors are commonplace and interfere with meaning.

Home Assignment

1. At home write the summary of an article.

2. Choose an article from one of the suggested journals: [Humanising Language Teaching Journal \(hltmag.co.uk\)](http://www.hltmag.co.uk/) from <https://www.hltmag.co.uk/> or [English Teaching Forum Journal \(state.gov\)](http://state.gov) from <https://americanenglish.state.gov/about-english-teaching-forum>

Your article should be from your research area.

3. Check your style with *Writefull*.

Список литературы и интернет-источников

- Academic English: How Is It Different? – An interview with Martin Hewings. URL: <https://www.youtube.com/watch?v=29nizxc8k5k>
- Academic Phrasebank. URL: <http://www.phrasebank.manchester.ac.uk/>
- Active verbs. URL: <http://cdn.writershelpingwriters.net/wp-content/uploads/2013/10/Active-Verbs-List.pdf>
- APA Style. URL: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Chin, P., Reid, S., Wray, S., & Yamazaki, Y. (2013). *Academic Writing Skills 3*. Cambridge, Cambridge University Press.
- English Teaching Forum Journal. URL: <https://americanenglish.state.gov/about-english-teaching-forum>
- Flowerdew, J., & Wang, S. (2015). Identity in Academic Discourse. *Annual Review of Applied Linguistics*, 35, 81–99. DOI:10.1017/S026719051400021X
- Humanising Language Teaching Journal. URL: <https://www.hltmag.co.uk/>
- Writefull. URL: www.writefull.com
- Zabihi, R., Mehrani-Rad, M., & Khodi, A. (2019). Assessment of Authorial Voice Strength in L2 Argumentative Written Task Performances: Contributions of Voice Components to Text Quality. *Journal of Writing Research* 11 (vol. 11, issue 2): 331–355. DOI:[10.17239/jowr-2019.11.02.04](https://doi.org/10.17239/jowr-2019.11.02.04)