Оглавление

PREFACE

The educational resource is developed in accordance with the requirements of the programme of the discipline "Foreign language in the professional communication" for foreign Master's students of the area of training 08.04.01.

The educational resource presents material on 4 topics: "Academic writing in English", "Academic language for oral communication", "Professional writing in English" and "Professional language for oral communication", which corresponds to the topics reflected in the working programme.

Each topic includes several subject sections, revealing the main features of academic and professional style of speech in oral and written communication, and includes authentic texts and a system of exercises aimed at developing students' professional foreign language competence. The exercises on working with texts are not only productive, but also creative, which allows students to develop the skills of creating their own written and oral texts, which are the basis of professional communication.

The materials of the manual can be widely used for the organisation of both classroom and independent homework of undergraduates, as well as for carrying out activities of current control.

Unit 1. ACADEMIC WRITING IN ENGLISH

PART 1. THE MAIN FEATURES OF ACADEMIC DISCOURSE

There are no generalisable skills or language features of *academic discourse*. The majority of students are supposed to attend lectures, practical seminars, sit tests and exams. Students or listeners should prepare notes, deliver presentations and reports, produce written assignments and course works if required. Speaking of language, all studied disciplines share prominent features distinguishing *academic discourse* from the language we usually speak at home or at workplace.

One immediately obvious and intimidating feature of an academic register is *high degree of formality* that achieved by specific vocabulary, impersonal voice and very compact package of broad ideas into relatively few words. These features could be subdivided into three general areas:

1. *High lexical density*, i.e. a high percentage of content words in relation to grammar words (articles, pronouns, prepositions, etc.). Academic writing is tightly packed with information. Example:

a) reducing *the* state role *in* higher education investment *will* limit access *to* education (with four italicized grammatical words);

b) *if the* role *of the* state *in* investing *in* higher education *is* reduced, *your* access *to* education *will be* limited (with eleven italicised grammatical words).

2. *High nominal style.* Complex phenomena are packed as a single element of a clause, actions and events are presented as nouns rather than verbs. Example:

a) the concert kicks off at 7.00 p.m.;

b) the concert's 7.00 p.m. start.

This means freezing an event and transforming it into an object with the purpose of showing existing relationship between entities.

3. *Impersonal constructions.* Avoidance of the use of "I" or "we" and expressions of feeling or empathy. First-person pronouns should be substituted by passives ("the method was applied"), dummy "it" subjects ("it was possible to prove this hypotheses"), and so-called "abstract rhetoric", when agency is attributed to things, not people ("figure 5 shows", "the data prove").

Task 1. Read the text and give your opinion on the argument.

Why is English the language of science?

Have you ever wondered why scientific papers are mostly published in English today? It is obvious that the *pillars of science* are the summary of the efforts of the scientific community. The great *pyramid of knowledge* is built from the bricks created by researchers around the world, and joined together when research results are shared.

However, this does not explain why nowadays we use English as the language for science. It is very easy to say that the only reason is that it is a universal language, so-called *lingua franca*, because we saw earlier that there have been very important publications in other languages. Many scientific texts from just 100 years ago were written in Russian, Japanese or Chinese. The subject is much broader than that, but let's start at the beginning.

1. The language war. Michael Gordin, a historian at Princeton University, reports that in the 1950s English accounted for about 50 % of scientific texts. The next closest language is Russian, but with only 20 % in comparison. In just 20 years, English took off as the language of science and pushed away French and Chinese in almost all scientific texts.

To get to this point, historically we could sum up the following. Around 1880, English, French and German were of equal importance in science. It was at the beginning of the 20th century that we began to see a slight decline of French, a small rise of English and an almost *overwhelming* spread of German. The question here is rather: what happened to the German language?

2. A boycott against German academics? The First World War was the reason and origin of powerful nationalist antagonisms. The French, Belgians, Americans and British joined forces to push back the influence of German and Austrian academics.

The blow on German was devastating: fewer people published in German journals if they weren't native Germans, while also fewer people chose to read the publications.

Everything seemed to be trending towards recovery, even the German currency had gradually stabilised. But the Nazi regime was established in 1933 and the whole situation went back to war.

Jewish scientists, socialists and those who were against the new regime emigrated from the country to end up in the US or the UK, where they adopted English as their main language. The new German regime brought up significant restrictions on visas that slowed down the arrival of new students, not to mention the thorough control of publications.

A huge breakdown in the communication networks of academics, especially among German-speaking academics took place during that time. Those were re-established but rather than in German locations, academics preferred cities such as Princeton, San Francisco and Boston, which replaced Frankfurt, Cologne and Vienna.

3. The disadvantages of English as the language of science. We know that there are great benefits to having a single language for scientific publications, with about 90 % of major publications now being in English. We have already mentioned that communication between scientists is the cornerstone of progress, but what are the other consequences?

Perhaps the biggest consequence is that the richness and variety of records is lost. A person who does not write in his or her native language does not have the same ability to describe and record his or her ideas, and native speakers have to make their texts easier and *streamline* them for the sake of communication for a non-native speaker. In this case we are trading communication at the cost of accuracy.

On the other hand, people with great potential for science are relegated to the *background* (or even excluded) of their careers because they are not fluent in English. This is a drawback to scientific progress.

English as the universal language of science is a relatively recent development, and caught a lot of attention due to political and military reasons. It is these kinds of factors that determine the relevance of one language over another. Without these two wars, we would maybe be publishing in German. On the other hand, it is good to have a common language in science, but is it worth the price? It's an impossible calculation.

Task 2. Write the explanations of the words and expressions in *italics* and compose sentences with them. Find the *linking words* or *transitions* in the text.

Some other common text features

– *references* to sources using *citation*: "According to Gotlib et al. (2009)";

– the use of *abbreviations* to save space: "World Health Organization (*WHO*)";

– *italics*: used to show words from other languages: "Zinovieva e*t al.*" (and others);

– *brackets*: used to give extra information or to clarify a point: "This interference occurs because of entanglement (one of the weirder aspects of quantum physics), which was predicted in the 1930s".

Task 3. What do you know about academic writing? Complete this quiz and find out.

1. What distinguishes academic writing from normal personal writing:
   a) the usage of longer words and sentences;
   b) academic writing is more difficult for understanding;
   c) academic writing is more precise, clear cut and unbiased.
2. What is the principal difference between an essay and a project?
   a) projects are shorter;
   b) essays are shorter;
   c) students can choose the topics of projects.
3. The best time to write an introductive part is commonly:
   a) ultimate;
   b) first;
   c) before writing conclusions.
4. Give the definition of plagiarism:
   a) a professional academic website;

b) a contagious disease;
c) an academic offence.
5. Typical mistakes in academic writing:
   a) students do not provide proper referencing;
   b) students do not answer the question fully;
   c) students do not write enough.
6. Making notes is essential for:
   a) revising for credits and exams;
   b) writing essays and projects;
   c) all types of academic work.
7. Paraphrasing a text is:
   a) adding more details to a text;
   b) make a text more compact;
   c) changing a lot of the vocabulary.
8. An introduction has a purpose of:
   a) to summarize the author's ideas;
   b) to excite a potential reader;
   c) to disclose the author's aims and methods.
9. Paragraph must contain:
   a) an example;
   b) six of more sentences;
   c) a topic sentence.
10. Proofreading is:
    a) rewriting;
    b) getting a friend to check your work;
    c) checking for minor mistakes and correcting them.

Task 4. Read the text on the argument paying attention to the words in italics.

In Northern Europe, a backlash against English is under way

Denmark, the Netherlands and Norway hope to restore the primacy of their languages at universities.

Call it, as the Danes do, a "luksusproblem", a luxury problem. Many citizens of Denmark, Finland, the Netherlands, Norway and Sweden are fluent in English and often impress tourists with their command of the language. This *aptitude* has also prompted controversy, however, as universities have become excellent, international institutions offering courses taught mostly — or even entirely — in English.

Some citizens of the Netherlands and Nordic countries wonder what space will be left for their national languages if their flagship universities increasingly do not teach in it. Linguists call it "*domain loss*". The language does not die out, since new generations of children continue to be brought up with it, but speakers use it in fewer academic contexts.

In June Robbert Dijkgraaf, minister of education in the Netherlands, announced that at least two-thirds of teaching in undergraduate programmes would have to be in Dutch. University leaders took it badly. The head of the Eindhoven University of Technology has said that "for a number of courses we can't even find professors who can speak Dutch", citing *artificial intelligence* as an example. (The Dutch government subsequently fell, leaving the policy *in limbo*.)

The worry is that a language like Dutch, if neglected in academic contexts, will eventually lack the vocabulary needed for *cutting-edge topics*. People discussing such subjects will have to pepper their Dutch with English words — until, that is, talking this way gets so *cumbersome* they switch to English entirely. It risks leaving the impression that Dutch is somehow unworthy, feeding a *vicious cycle*.

Language concerns have been bolstered by economic *gripes*. European universities are heavily or entirely state-funded. In some countries, foreign students put pressure on scarce resources like

housing. (Some 120 000 live in the Netherlands, one of Europe's most densely populated countries.) In others, such as Denmark, they can even be given cash grants for living expenses. If students finish their programmes without ever learning the local language, they may scarper rather than staying and contributing to the economy. Why should countries subsidise such drive-by degrees?

The answer lies partly in the necessary effort to attract great teachers and students — and may be an unintended consequence of that effort. Michele Gazzola of Ulster University in Belfast notes that global rankings of universities, such as the one conducted by Times Higher Education, look at the number of international students and teachers as part of their assessment. This prompts universities to try to lure them in order to rise in the rankings and, consequently, to offer ever more classes in English.

Like the Netherlands, Denmark courted controversy. In 2021, in an attempt to boost Danish at university, the government limited the number of places on courses taught only in English. This year it seems to have changed tack again, expanding the number of places on English-language master's programmes. Janus Mortensen of the University of Copenhagen says that that institution's recent language policy holds that tenured teaching faculty will be "expected" to "contribute" to teaching in Danish within six years. The university is to make time and classes available — faculty are not expected to learn the language in their spare time — but it is not clear what will happen to those who fail to meet the deadline.

The University of Oslo similarly prescribes "*parallel-lingualism*". Norwegian is to be the main language of instruction, with English used "when appropriate or necessary"; all students and faculty should be offered classes to learn Norwegian; publications are to have abstracts in both languages; the university should prioritise the development of technical terminology in Norwegian, and so on. It is the sort of policy you might expect from wealthy, sensible Scandinavians. It is also potentially duplicative, expensive and vague. Who, for example, will decide when English is "appropriate"?

In the past, the *pushback* against English mainly occurred in France, which resented Anglophone primacy (and French's own faded dominance). It was a straightforward matter of languages in competition. Now some of the most liberal and polyglot places in the world are beginning to fret about the dominance of English. This is a consequence of their success. If all inhabitants can switch between different languages, the zero-sum nature of competition is reduced, but it is not eliminated. Northern Europeans are learning that their languages need upkeep, too.

(From The Economist, August 4, 2023)

Task 5. Match the words in italics from the text to their definitions. Think of examples of their use in academic context.

1) aptitude	a) sociolinguistic phenomena and processes including borrowing, diglossia, attrition and language shift
2) domain loss	b) the newest and the most relevant topics of high public interest
3) artificial intelligence	c) natural human ability to learn or perform in a specific area
4) to be in limbo	d) the simultaneous use of several languages within one or several domains
5) cutting-edge topics	e) the concept of physical or practical hindrance
6) cumbersome	f) to be subject to circumstances beyond your control that prevent you from doing something
7) vicious cycle	g) computer systems capable of performing complex tasks that historically only a human could do
8) gripe	h) resistance or opposition in response to a policy or regulation especially by those affected
9) parallel-lingualism	i) a situation where negative events or actions create a chain reaction, leading to further negative outcomes
10) pushback	j) clutch, grasp, control, mastery

PART 2. COMMON TYPES OF ACADEMIC WRITING

Task 1. Match the items in the left column to their definition.

1) paper	a) the longest piece of writing done by a student under the guidance of a supervisor (more than 20 000 words), often for a higher academic degree, on a topic chosen by a student
2) essay	b) an individual or group research work, with the topic chosen by the students
3) report	c) a description of something done by a student
4) portfolio	d) could be just 50–100 words, often used to refer to children's work
5) project	e) the most common type of written work, with the volume of 1000–5000 words, the title is given by the teacher
6) notes	f) a general term for nominating any scholarly essay, report, presentation or article
7) composition	g) a record of the main points of a lecture or text written by a student for his/her personal use or for revision
8) dissertation/thesis	h) a collection of individual pieces of work, not necessarily written

Task 2. To share your experience in academic writing, discuss the following issues with your groupmates.

1. What kinds of composition courses have you done up to now?
2. What would you like to improve in your writing skills?
3. Are the rules for writing essays and articles in the Russian language the same as or different from those in the English language?
4. What are your expectations of this course?
5. Do you find academic writing challenging?
6. What is another word for an academic article? Where can you read them?

Task 3. Which of the following types of written materials can be considered *academic writing*? Explain why.

letter to a colleague	dissertation	summary
essay	scientific article	thesis
abstract	instruction manual	annotated bibliography
report	complaint letter	essay test
cover letter	review	exam notes
statement of purpose	presentation	composition
competition entry	invitation to a concert	application for a grant
message	e-mail	lecture notes
CV or resume	invitation to a lecture	call for papers

Task 4. Read the text and match the words in italics to their definitions given in the table below the text.

The writing process and its evaluation

It is a good idea to start with a *mindmap*[1] when preparing an essay. Always write a *first draft*[2] before writing up the final version. Your essay or assignment should be all your own work. *Plagiarism*[3] is considered a very serious offence in most educational institutions and might have negative implications on your future career. There is usually a *deadline*[4] for submitting your written work. After the essay or project is *submitted*[5], it will be *assessed*[6] by a tutor or supervisor and typically you can get *feedback*[7].

Working with vocabulary

Word	Definition
1) mindmap	a) comments from a tutor
2) firs draft	b) handed in (formal)
3) plagiarism	c) diagram that lays out ideas for the topic and their connection
4) deadline	d) stealing people's ideas
5) submitted	e) evaluated and given a grade
6) assessed	f) first, rough version
7) feedback	g) date of work submission

Task 5. Read the text and choose the correct subheading for each text fragment from the box.

ChatGPT and the new college education

Students discuss whether chatbots and generative AI are creating an academic-dishonesty culture in universities.

1	ChatGPT is nothing more than a language model. It isn't capable of creating new ideas. While it can be useful for helping people write and brainstorm, it can't create anything of substance. It invents evidence (as when lawyers using ChatGPT discovered it had cited nonexistent cases). It can't understand content and often makes mistakes. Students who use ChatGPT thus risk committing plagiarism while submitting work that could be blatantly wrong. These students are the ones at fault, not ChatGPT. Plagiarism and bunk papers are centuries-old problems in academia. To solve the former, students need to check their work and ensure it is original; to solve the latter, professors have to enforce stricter standards for student submissions. ChatGPT is just a tool, and it is fundamentally limited in what it can do. Teachers and professors have had similar concerns about calculators and cheating since the 1980s, but we have become increasingly aware of their limitations. Thousands of high school students take the SAT and ACT using calculators every year, few STEM classes forbid them, and many require them — because calculators, like ChatGPT, can't replace the human mind. (Evan Carlisle, Ohio University, mathematics)
2	Law students are jumping at the chance to use AI to make their busy lives easier. Professors have responded by drafting new AI policies on syllabi. Some professors are even encouraging the use of AI in class assignments — in weekly blog posts, for instance. Despite hearing the cautionary tale of a judge imposing sanctions on New York lawyers last year for using a legal brief with AI-generated fake citations, law students see the value of AI. Even my more cautious classmates entrust AI to write monotonous cover letters or refresh their memories on simple legal questions. My less risk-averse classmates use AI to assist with idea generation or produce rough drafts of legal analysis. This is a good thing — for some lawyers. Before the explosion of large language models, AI was already beginning to replace much of the drudgery of legal work. Sifting through thousands of pages of discovery material or case law has become much faster and more accessible thanks to AI. In a world where lawyers who use AI can spend more time on difficult legal questions and client relations, law students who train on AI early will have a leg up on their Luddite colleagues. That being said, legal drudgery is often handled not by fancy Harvard lawyers but by paralegals or by small, local law offices. So while white-shoe lawyers play with ChatGPT, others might be out of a job. (Aaron Baum, Harvard Law School)
3	A few weeks ago, during the exam season, a classmate and I sat beside each other at a lecture. I looked over and saw her open ChatGPT and copy-paste the essay prompts directly into the program. At first, I was frustrated. I felt that my efforts for academic honesty were being cheated. But once the lecture was done and her laptop closed, I quickly realised I didn't know if she was going to submit the essay ChatGPT had offered her, just as I didn't know the consequences of doing so. As early as elementary school, I can remember teachers telling my classmates and me about plagiarism and the importance of giving credit where it is due. People commonly exaggerate the risk of AI damaging education, but I see that it does create new opportunities for academic dishonesty. If AI can tell you what points or ideas to include in essays, why attend lectures? Half of the work is deciding what ideas to include. Should we see AI as cheating or just working efficiently? (Lucy Cresswell, King's College London, political science)

4	AI isn't going away, and we need to adapt. Most universities, mine included, have left the policies on the use of AI up to instructors, which means that the definition of plagiarism hasn't substantively changed: unattributed work that is substantively not the writer's own is cheating. If a student is going to cheat, new rules about chatbots won't solve the problem. Concerned by the possibility of cheating, some professors returned to doing all exams on paper, but this is not the way forward. As a teaching assistant for a history class, I had my students write a paper using a chatbot, red-line the essay, and assign it a grade. Most found that the essays got the basics right but lacked any depth. Others found that the chatbot's interpretative framework wasn't particularly useful. While biographical facts and simple comparisons are within its power, the chatbot struggled to piece together the sources. To call the essays sophomoric would insult sophomores. Still, students were able to get real-time feedback on their ideas, shaping their arguments by bouncing them against the chatbot. AI, while lousy at qualitative analysis, excels at translation, pattern detection and quantitative analysis. We should be teaching students how to work with chatbots as tools rather than cheating themselves by off-loading the hard work of research onto AI. (Kevin Hoffman, Yale University, history (Ph.D.))

<div align="right">(From Wall Street Journal, January 16, 2024)</div>

A. The ease of academic dishonesty	B. Just a tool	C. We must adapt	D. The legal-work helper

Task 6. To share your opinion on the topic, discuss the following questions with your colleagues or groupmates.

1. Have you ever used GPT chat in your academic writing?

2. Have you ever experienced any plagiarism-related difficulties while checking the originality of your work?

3. Can a GPT chatbot completely replace a human being when writing an academic paper?

4. What other implications might Artificial Intelligence have for educational process?

Task 7. Scan through the paper titles below and identify those generated by Artificial Intelligence (https://capitalizemytitle.com/ai-title-generator/). Motivate your answer. You should identify 3 titles out of 6.

1. Sustainable solutions: harnessing renewable agricultural waste for building materials.

2. Revitalising industrial urban spaces: a new era of rejuvenation.

3. Comparison of the properties of calcium silicates derived from different raw materials.

4. Edutainment as a new educational technology: a comparative analysis.

5. Ecology and resource efficiency: reflections of MGSU students.

6. Enhancing research publication impact: a guide to effective English language usage.

PART 3. EFFECTIVE READING: HOW TO FIND A SUITABLE SOURCE

For your research purposes, you may require to read a variety of texts, e.g. journal articles, scientific papers, websites, reviews, etc. It is extremely important to find the most suitable source texts and identify their specific features that would help you to assess their value.

Task 1. You are studying Civil Engineering. Read the following text extracts and identify the most suitable ones for academic use. Explain why.

Text	Suitable for academic use or not? Why?
A	
B	
C	
D	

A. A project is underway to transform the way infrastructure assets including wind turbines and bridges are monitored and maintained. Led by Sheffield University and funded with a £ 7,7 m Programme Grant, the ROSEHIPS (Revolutionizing Operational Safety and Economy for High-value Infrastructure using Population based SHM (structural health monitoring)) project unites experts

from academia and industry to solve the challenge of safely and economically safeguarding current and future infrastructure. In 2019 the cost of clearing the UK's backlog of maintenance works was valued at £ 6,7 bn. ROSEHIPS aims to solve the UK's infrastructure asset management problem through research to automate health monitoring.

B. For new construction, clean-energy mandates have been enacted in places such as New York City, where developers will be prohibited from installing gas hookups starting in 2024. But many of the existing households in the U.S. will require retrofits. If you've looked into this process yourself, you know it can be a labyrinth. The biggest barriers to residential energy conversion are political and psychological. Our love of gas cooking, for example, comes from industry's success in convincing us that real cooks prefer gas. Yet recent studies have shown that stoves running on natural gas and other fossil fuels create indoor air pollution and elevate risk levels for asthma and other health issues, especially in children. Meanwhile improved induction stovetop technologies (which use an electromagnetic field to heat pans directly) are widely available.

C. What we're looking for:

The HNTB Bellevue (Seattle, WA) office is looking for Engineering graduates with 4 years of experience to join our Aviation Department. This is a unique opportunity to be part of a team that delivers diverse and challenging projects to serve our aviation clients in the Pacific Northwest as well as across the nation.

Primary focus will include:

1. Geometric design of runways, taxiways and aprons.
2. Bituminous and concrete pavement design.
3. Storm-water and utility infrastructure design.
4. Coordination with airport, airline, FAA and other aviation tenants.

D. Two years ago, I have graduated and received the title of Master in Civil Engineering from the Faculty of Engineering, Dhaka University. Previously I have also done undergraduate studies in Computer Science, from the same Faculty in Dhaka. After graduation I have worked for several outsourcing companies and managed to develop dozens of gadgets for commercial and home use, that save energy and produce maximal outcome.

I consider myself as well-organised professional, with sound knowledgebase about civil engineering, able to do multiple tasks at once, and manage a team. I am a good communicator, and proven leader, which is verified by several successful project implementations, listed in enclosure to this letter.

Types of texts

The present table outlines the most typical written sources of information used by students for written assignments. Discuss their advantages and disadvantages with your groupmates.

Type of the source text	Advantages	Disadvantages
Course textbook	written for students in accessible language	information is too general and dated
Paper in a scientific journal		
Website		
Official report (e.g. from state authorities)		
Newspaper or magazine article		
Library catalogue		

PART 4. SUMMARISING AND PARAPHRASING

Task 1. Read the text and study the information given in it.

The aim of *summarising* is to reduce information to a required length, make it more compact. The writer condenses lengthy sources into a concise and easy-to-read form. *Paraphrasing* is changing the vocabulary and syntactic structures of a text without distorting the meaning, so that a new text dif-

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