

О. Г. Минина

Vocational English and Academic Development

Английский в профессиональной и академической среде

Учебное пособие



О. Г. Минина

**Vocational English
and Academic Development**

**Английский
в профессиональной
и академической среде**

Учебное пособие



**Москва
Берлин
2021**

УДК 811.111(075)
ББК 81.432.1я73
М57

Рецензенты:

Александрова О. А., к.ф.н., доцент кафедры иностранных языков,
перевода и межкультурной коммуникации Новгородского
государственного университета имени Ярослава Мудрого;
Санникова С. В., к. пед. наук, доцент кафедры
иностраных языков ЮУрГГПУ, президент CHELTA,
Председатель Координационного Совета НАПАЯз, эксперт НАПАЯз,
координатор Международных программ BVI, ACCESS, Advance,
проекта Евросоюза TEMPUS

Минина, О. Г.

М57 Vocational English and Academic Development /
Английский в профессиональной и академической среде :
учебное пособие / О. Г. Минина. — Москва ; Берлин :
Директ-Медиа, 2021. — 83 с.

ISBN 978-5-4499-1747-8

Учебное пособие «Vocational English and Academic Development» представляет собой курс делового английского языка для магистров гуманитарных направлений. Пособие построено в соответствии с ФГОС третьего поколения и ориентировано на развитие языковых, коммуникативных и профессиональных компетенций магистров: ведение научно-исследовательской деятельности и осуществление профессиональной коммуникации на английском языке.

УДК 811.111(075)
ББК 81.432.1я73

Contents

От автора	3
Unit 1. Self-presentation and CV	7
Unit 2. Professional competencies	12
Unit 3. Definition techniques	17
Unit 4. Summary	22
Unit 5. Gathering Information & Materials	30
Unit 6. What is a Report?	33
Unit 7. What is an Article?	37
Unit 8. Abstracts	46
Unit 9. Public speaking	51
Unit 10. Giving an academic presentation	61
Unit 11. A critique	70
Unit 12. Academic mobility and exchange programs	75
References	81



От автора

Учебное пособие «Vocational English and Academic Development» представляет собой курс делового английского языка для магистров гуманитарных специальностей. Пособие построено в соответствии с ФГОС третьего поколения и ориентировано на развитие языковых, коммуникативных и профессиональных компетенций магистров: ведение научно-исследовательской и проектной деятельности и осуществление профессиональной коммуникации на английском языке.

Курс построен с учетом международного опыта преподавания Academic English и опыта межкультурной коммуникации в современном образовательном пространстве.

Каждая тема предполагает работу над чтением оригинальных текстов, аудирование неадаптированных текстов, создание собственных речевых произведений различного формата и тематики, самостоятельное чтение статей, монографий и интернет-источников по изучаемой проблематике.

В результате изучения каждой темы формируется определенный профессиональный навык или умение: составлять аннотацию, реферативный пересказ, готовить доклад на профессиональном уровне или выступать с речью на научной конференции. Выпускники курса научатся также решать профессиональные проблемы, доказывать и аргументировать свою точку зрения на английском языке, строить стратегии и тактику переговоров, работать в группе.

По окончании курса у магистранта должны сложиться необходимые профессиональные компетенции, предусмотренные ФГОС третьего поколения, такие как свободное владение иностранным языком как средством делового общения, способность к созданию, редактированию, реферированию и систематизированию различных типов текстов официально-делового и публицистического стиля, готовность к планированию и осуществлению публичных выступлений с применением навыков ораторского искусства.

В целом в результате обучения выпускники будут готовы осуществлять профессиональную коммуникацию в устной

и письменной формах на английском языке для решения задач научно-исследовательской работы и взаимодействовать с партнерами в сфере профессиональной деятельности. Они также приобретут ряд лидерских управленческих навыков и навыков публичных выступлений, смогут представлять результаты своих исследований на английском языке, а также оформлять свои научные изыскания в письменном виде в виде статьи.

Unit 1

Self-presentation and CV

In your professional and everyday life you will have to speak and write about yourself and your achievements in different situations and to different audiences. It is the first step of communication and in each situation your self-presentation will be different. You are to be relevant to the situation and the audience you are talking to.

See the video with some tips how to network effectively and try to use the recommendations while speaking to your group mates¹.

The main situations and text types you may deal with, are:

- Formal self-presentation when you are introduced to your prospect employers, partners or during networking
- Informal self-presentation when you are introduced to people in informal situations
- Self-presentation at round table talks
- Short written bio as a kind of self-presentation for a journal, conference book or alike
- CV or Curriculum Vitae

Let's get acquainted with these text types and situations you may find yourself in.

1. Formal self-presentation when you are introduced to your prospect business partners or during networking

Assignment 1: *These are samples to follow. Study them and find the difference in the manner of presentation. Make the text about yourself in the same format.*

• **Hello**, I am Jane Mendes, **a leader of Student Council** at the Institute of Foreign Languages, Kazan State University, Russia. **I am responsible for** extra curriculum activities at my department and **prepare** materials for "Verbum" magazine.

¹ <https://www.youtube.com/watch?v=uWEWVkcgsMM>

• **Hello**, I am Melany Dove, a **student of Kazan State University, Russia. I study** medicine at the Medical Institute. I **am going to be a physician**.

2. *Informal self-presentation when you are introduced to people in informal situations*

Assignment 2: This is a sample to follow. Study it and make the text about yourself in the same format.

Hi, I am Vasiliy, **from** the Komi Republic, which is in the North of Russia. I **deal with IT**. I am a **student at Syktyvkar State University, Institute of Exact Sciences and Informational Technologies** and a **captain of a local football team**.

3. *Self-presentation at round table talks*

Assignment 3: Study a sample and make the text about yourself due to the model.

Hello everyone! I am Yulia Sazhina **from Russia**, the Komi Republic. I am **interested in tourism and took part in a number of** different projects, such as the Festival of Ethnic Komi Culture — “Forest People”, SPA — Festival “Ivan Lun”, Festival of folk arts — “Live Land” and many others. I **am here because** I want to become a manager in tourism.

4. *Short written bio as a kind of self-presentation for a journal or a conference book*

Assignment 4: This is a sample to follow. Imagine yourself in 4 years and write a short bio about yourself in the same format.

Yulia Sazhina **is a specialist at the Excursion Department of the Republican Center of Sport and Tourism**. Yulia is a **graduate from Syktyvkar State University and alumnus of the Russian-American program “SEE”**. She **is a manager of** different projects in the field of tourism, such as the Festival of Ethnic Komi Culture — “Forest People”, SPA — Festival “Ivan Lun”, Festival of folk art — “Live Land”. Yulia **is a co-director of** the portal “Travel Guide to the Republic of Komi” and **responsible for organizing** the ethnic festival “YBIZA”.

5. CV or Curriculum Vitae

Assignment 5: *This is a CV structure and some samples to follow. Study them carefully.*

CV structure

- First and last names
- Place and date of birth
- Nationality
- Home address including postcode
- Telephone number
- E-Mail address
- Education Experience: dates of the courses; name of the academic institution; name of course and titles awarded
- Employment History: include position details and dates
- Academic Positions
- Research and Training
- Language: languages, spoken and written level
- Your Interests: any interests relevant to the job are worth mentioning. Show a range of interests to avoid coming across as narrow. Keep this section short and to the point. Don't use the old boring clichés here
- Your Skills: any skills that are relevant to the job, including computer literacy, driving license²

Name	
Date of birth	Dd/mm/yyyy
Address	Street, house number, flat number, city, country
e-mail, cell phone	
Marital status	Married/ unmarried/ divorced
Aim	To get the position of...
Education	
2015–2019	Syktyvkar State University — bachelor degree
2015	Cross-cultural communications program (Alta, Norway) — certificate.
2014–2015	Foresight school of leadership-certificate.

² From: <http://www.cvsampleonline.org/>

Working experience	
2008-present	Organization, position, responsibilities
2005–2008	Organization, position, responsibilities
2000–2005	LenExpo, project manager Responsibilities: arranging exhibitions, communication with clients, designing advertisement materials, social media marketing
Relevant professional skills	
IT	MS Windows 2000, Word, Excel, DOS. Text processing
Foreign languages	English, B2
Other relevant skills	Time management, team management, academic writing, analytical skills, project management, public speaking, communication skills
Personal traits	Efficient, responsible, a good mixer, flexible, persistent, ready to learn and acquire new skills.
date	

Assignment 6: *Following the models make your own CV using templates from these sites (or others):*

<https://www.canva.com/design/>
<https://www.freeresumes.com/modern-resume-templates/>
<https://resume.io/templates>
<https://www.template.net/business/letters/download-resume-templates/>
<https://utemplates.net/resume-templates/>

Text 1

Writing a CV that is Word Perfect³

Assignment 7: *Fill in the gaps with the proper form of the word in the box:*

At this time of year thousands of (1) _____ who want summer jobs start filling in (2) _____ forms and worrying about how to write a good CV. To make a positive (3) _____ on prospective (4) _____ you should follow a few basic rules. The first one is that it should be no longer than two pages and written	STUDY APPLY IMPRESS EMPLOY STATE
---	--

³ From: L. Luque-Mortimer, *First Certificate Gold. Course book tests, 2000, 11.*

in simple (5) _____ Divide the content into several parts, with each part under a 6) _____ and do not forget to include relevant (7) _____, work experience, and a description of any positions of (8) _____ you have had. Remember to emphasize your (9) _____ by drawing attention to your skills. But when it comes to your weaknesses, (10) _____ is the best policy. And if you are (11) _____ with your first draft, start again!	HEAD TRAIN RESPONSIBLE STRONG HONEST SATISFY
---	---

Text 2

My job⁴

Assignment 8: Read the text and find the mistakes if any. If the line is correct, put a tick, if the line has a word that should not be there, put it down in the right column

Nº	Text	word
1	My name is Louise Bartley and I am 26 years old. For the past 3 years I have been employed by a travel company. What had helped me get the job was my experience of travel.	
2	When I was 20, I dropped out of University to go backpacking	
3	around Australia. This gave me such an idea of the kind of problems	
4	travelers face and I decided then that I have wanted to work	
5	as a travel agent. I joined to the company as a junior secretary	
6	and now I am in charge of organization of package holidays.	
7	I stay in the office most days and I don't travel unless that I	
8	have to. But my work is so much interesting that I don't mind	
9	that at all. It is great to be working with them a group of people	
10	who have travelled widely and are as well enthusiastic as I am.	
11	This travel company is one of the best in the world and we can	
12	book you a flight to almost anywhere in no any more than a	
13	Few minutes. We can do this because today, the company has 833	
14	staff through world-wide and travel centres in most capital	
15	cities. We do our best to make life more easier for customers.	

Keys: Assignment 7: students, 2 application, 3 impression, 4 employers 5 statements, 6 headings, 7 training, 8 responsibility, 9 strengths, 10 honesty, 11 dissatisfied

Keys: Assignment 8: 1 had, 2 +, 3 such, 4 have, 5 to, 6 +, 7 that, 8 much, 9 them, 10 well, 11 +, 12 any, 13 +, 14 through, 15 more

⁴ From: L. Luque-Mortimer, *First Certificate Gold. Course book tests*, 2000, 26.

Unit 2

Professional competencies

Assignment 1: Read and translate the text. Do you agree with the statements in bold? Discuss the text.

Text 1

What are competencies and why are they important?⁵

Some years ago when executives and managers talked about the type of employees they wanted to contract for their businesses they spoke of skills and qualifications. These words are still used but have been overshadowed by the term “competencies”. Competencies are a concept taken on board by Human Resource departments to measure a person’s appropriateness for a particular job.

In simple terms a competency is a tool that an individual can use in order to demonstrate a high standard of performance. Competencies are characteristics that we use to achieve success. These characteristics or traits can include things like knowledge, aspects of leadership, self-esteem, skills or relationship building. There are a lot of competencies but they are usually divided into groups. Most organizations recognize two main groups and then have numerous sub groups which competencies can be further divided into.

There has been a lot written about competencies. It is easy to see how people can become easily confused by what a competency actually is. It is also essential that people in the world of business have a clear understanding of what different competencies are and, in particular, which competencies are of interest to them — either as an individual interested in self-development — or as an employer looking for the best candidate for a job.

Competencies can be divided into two distinct types; technical competencies (sometimes referred to as functional) and personal competencies. As the name suggests, technical competencies are those which are related to the skills and knowledge that are essential in order for a person to do a particular job appropriately. An example of a technical competency for a secretary might be:

⁵ From: <https://learnenglish.britishcouncil.org/cn/fr/an-introduction-to-competencies>

“Word processing: able to word process a text at the rate of 80 words per minute with no mistakes”.

Personal competencies are not linked to any particular function. They include characteristics that we use together with our technical competencies in order to do our work well. An example of a personal competency is: “Interpersonal Sensitivity: demonstrates respect for the opinions of others, even when not in agreement”.

As you can see from the examples above there is a particular way of expressing a competency. First the competency is given a title; for example — word processing. Then a brief indicator or explanation is given as an example of the person’s aptitude in that competency; for example — able to word process a text at the rate of 80 words per minute with no mistakes.

So it is worth thinking about your own competencies and trying to categorize them; first into the two sub-categories mentioned above and then into a more detailed list.

Assignment 2: Think of competencies appropriate for your specialty. Put them down. Indicate what competencies you have and the ones, you don’t have according to the following table:

No	competency	yes	rank 0–5	no
1	I can speak to any audience without anxiety			
2	I communicate ideas with enthusiasm			
3	I analyze the values, needs and constraints of my audience			
4	I can make esthetic, logical and effective presentations			
5	I can make any texts (abstracts, summaries, CV, motivation letters) at the highest professional level			
6	I can make logical and interesting reports on the topic of my research			
7	I can write articles on my research			
8	I can work out a project			
9	I can pass a job interview			
10	I can organize a meeting (conference)			
11	I can be a moderator at a conference			
12	I can translate at a conference			
13	I can translate texts on my scientific work from English into Russian and vice versa			
14	I can motivate people			
15	I can conduct negotiations			

Assignment 3: *Analyze your results. Discuss the ways you could develop the competencies you need to become a researcher.*

Assignment 4: *Study the samples where students speak about their competencies and tell your group mates about your own ones. Mind the linking words and the vocabulary used.*

Sample 1

In order to work in a particular area of the profession, it is necessary to have certain professional and personal competencies. In future I want to become an economist, a specialist in the field of taxes and tax policy. My profession involves communication, so *I understand that* it is very important to be able to communicate with people well.

I can organize a conference with people, conduct it and be a moderator. *While* preparing for the presentation, I make my texts at the highest professional level. *As I analyze* in detail all the information about my research, I can make logical and interesting reports on my research topic, which in future can become articles.

When communicating with the audience, I always analyze the values, needs and constraints of it. *Doing this way* I can be more confident and speak without anxiety. *In order to* catch the audience's attention, I communicate ideas with enthusiasm, *accompanying* my speech with esthetic, logical and effective presentations. *I think I can* motivate people.

I believe all these competencies will help me in future to successfully pass a job interview and conduct business negotiations.

Sample 2

Speaking about my professional competencies *I can say that* I can speak to any audience without anxiety, analyze the values, needs and constraints of my audience. *I think I can* also translate at the conference.

In most cases I can conduct negotiations, motivate people, and pass a job interview.

At the same time I have no experience in writing articles about my research, and translating the text on my scientific work from English into Russian and vice versa.

In most cases I can make logical and interesting reports on the topic of my research and work out a project. I know that I can organize a meeting or a conference and act as a moderator at it.

I always communicate ideas with enthusiasm and make aesthetic, logical and effective presentations. I have extensive experience in preparing professional texts — abstracts, resumes, motivation letters — at the highest professional level.

Assignment 5: Scan read and translate Text 2. Do you agree with the statements in bold? Discuss the text.

Text 2

What is Achievement?⁶

Achievement is something significant you have done at work or in your life, which has benefited your organization, local community or the country. Perhaps you have written a book, developed a project, helped a volunteer club or just finished school with a medal or certificate of award. These are achievements as it is something you have worked hard for, and in the end the results have been successful and significant.

In our lives it is important to have objectives so when you have reached them you can say you have some achievements.

Think about when you were younger, and your ambitions. Maybe you wanted to become a doctor, so you studied hard, and you finally became a doctor. Perhaps you wanted to have a house with a big garden. Can you remember the day you fulfilled this dream? These are personal achievements and they give you the feeling of self-satisfaction, confidence, and happiness. Let us now take a look at your work achievements. When you have achievement at work it means that you are working towards goals normally set by others, but they can be set by yourself, too. Perhaps you have to reach a sales target, or you need to complete a project within a deadline, or perhaps you need to see clients or customers and help them in some way. If you succeed in helping them, or you reach your sales target, or you complete your project by the deadline, you have examples of achievements. ***Striving for achievements shows determination and tenacity.***

If you have a job interview and you want to demonstrate your achievements you need to think about different situations you have been in, the actions you have taken, and the results of these actions.

⁶ From: <https://learnenglish.britishcouncil.org/achievement>

Perhaps you have had a difficult customer, how have you dealt with that person? Did your action benefit your organization? In what way? If your results were successful, state this either in your job application, or in your interview.

Think about the skills which you have which make you attractive and valuable as an employee. Remember the more achievement you can give as examples, the more you can sell and market yourself for the job.

If there is a goal which seems difficult to achieve, don't give up easily. If you can understand your goal and work towards it this will show that you have the potential to achieve. You need to be able to face obstacles and be determined enough to meet targets.

Assignment 6: Analyze your achievements. Speak about them.

Assignment 7: Outline the goals you could achieve in the nearest future, set deadlines and keep meeting them.

GOALS

DEADLINE:

TASK	S	M	T	W	TH	F	S
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES

Unit 3

Definition techniques

Assignment 1: Read and translate the text. Learn the types of definitions to follow in future when making the definitions of your own.

Text 1

Definition techniques⁷

In the course of developing a report, essay, memo, etc. writers are often called upon to define their terms. Some of the more common definitional techniques used in professional and academic writing are described below.

An etymology explores the origin and historical development of a word. Example: Synchronism can be better understood if we realize that the original meaning of syn was together, and that of chronism was time.

An Aristotelian or formal definition assigns a thing to a genus or class and then indicates the essential difference between the thing and other members of the class. Example: A table is a piece of furniture that is used for eating or work. It is a flat surface (of square, round or oval form) with some base (pillar or legs).

An explication defines the meaning of key words in an Aristotelian or formal definition. An example that might follow the above definition: Furniture — is a set of things used at home for everyday life activities — sleeping, eating and cooking, working, etc.

An operational definition refers individuals to a location or situation where they might observe a phenomenon. Example: If you are driving south along a highway, you will experience the Doppler effect if you listen to the sound of a car heading north that approaches and then passes you.

An analysis separates a whole into its component parts. Example: Air is a colorless, odorless, tasteless, gaseous mixture containing nitrogen, oxygen, carbon dioxide, neon, and helium.

⁷ From: Rosen, Leonard J. and Laurence Behrens, eds. *The Allyn & Bacon Handbook*. 1994.

An example suggests one member of a class of objects to convey an accurate impression of the entire class. Example: The maple is an example of a deciduous tree.

Graphics provide a pictorial representation where lines, dots, arrows, etc. are configured into representational patterns.

Comparisons and contrasts suggest ways in which objects or concepts are similar to or different from one another. Example: Both the maple and the pine are trees; but the former is deciduous, the latter coniferous.

An elimination indicates what something is not to clarify what it is. Example: Clear-cutting is not the removal of only a few trees in a forest area.

History records the events in the development of something. Example: It will be easier to understand what is meant by the discipline of technical communication if we explore how it evolved.

Assignment 2: Analyze the definitions given below. What types of definitions are used? Can you find any mistakes or flaws in the definitions?

Grammar — from Greek origin (a letter)

1) a structure of the Language, a system of morphological categories and forms, syntactic categories and constructions, ways of word formation.

2) a part of linguistics, that studies this system, its hierarchy, categories and their relations.

Globalization (or globalisation) is a common term for processes of international integration arising from increasing human connectivity and interchange of worldviews, products, ideas, and other aspects of culture. In particular, advances in transportation and telecommunications infrastructure, including the rise of the Internet, represent major driving factors in globalization and precipitate further interdependence of economic and cultural activities.

Morality (from the Latin *moralitas* “manner, character, proper behavior”) is the differentiation of intentions, decisions, and actions between those that are good (or right) and those that are bad (or wrong). A moral code is a system of morality (according to a particular philosophy, religion, culture, etc.) and a moral

is any one practice or teaching within a moral code. The adjective moral is synonymous with “good” or “right”. Immorality is the active opposition to morality (i.e. good or right), while amorality is variously defined as an unawareness of, indifference toward, or disbelief in any set of moral standards or principles. An example of a moral code is the Golden Rule which states that, “One should treat others as one would like others to treat oneself”.

Assignment 3: Define the words, using all the types indicated above:

Democracy, nationalism, integration, multiculturalism, traditional society, culture, law, outlook, values, feminism, humanism, Renaissance.

Assignment 4: Define the terms you will need in your master degree dissertation.

Assignment 5: Scan read and translate Text 2. Give broader definitions to the words in bold. Discuss the text.

Text 2

Nation and nationalism⁸

A **nation** is a unified territorial state with a political system that governs the whole society. A nation may be very large with several political subdivisions — such as the United States, China, Canada, or Australia — or it may be a small unit like the city-state of Singapore. A nation need not consist of a single, continuous geographical unit. The Philippines and Indonesia, for example, are made up of thousands of islands. Some nations consist almost entirely of a single ethnic group: Denmark, Norway, Sweden, and Iceland are examples. Others — such as the United States and Canada — contain great ethnic diversity. In parts of Africa and India there are many tribes or ethnic divisions, and many languages and dialects are spoken. Just as students may have school spirit, so too may citizens have feelings of attachment, loyalty, and commitment to their country.

⁸ From: *Britannica Student Encyclopedia 2004 Children's Edition. 1994–2003.*

For many, ***nationalism*** is the highest loyalty. It makes no difference if the nation is made up of one or of many ***ethnic groups***. The attachment called nationalism, or ***patriotism***, can be equally intense. Underlying this attachment is the natural human desire to belong to a society. As the nation is the most common political structure in the modern world, so nationalism is the most potent force. In the 20th century it proved far more powerful than religious ties or such ideologies as Communism or socialism. When a choice between adherence to an ideology or religion and loyalty to a nation has been required, the latter has normally won.

Living as a citizen of a nation today is taken so much for granted that it is difficult to imagine alternatives, but in fact the nation and nationalism are fairly recent developments. Both emerged toward the end of the 18th century, though the growth that made them possible had long been in process. The American and French revolutions were the first striking manifestations of nationalism, and both happened within a short span of time. Previously people did not give their loyalties to a nation-state but to other forms of political organization: tribes, city-states, religious groups, kings, or nobles. For much of the ancient period, the Roman Empire was the all-embracing political system. After its fall the Western world became a civilization bound together by loyalties to either the Roman Catholic or Eastern Orthodox churches. In the Middle East and North Africa, the religion of Islam claimed the allegiance of most people. The emergence of national feeling was encouraged in the early years of the modern period (about 1500) by the establishment of absolute monarchies that pushed aside the religious and social allegiances of the Middle Ages.

The Reformation destroyed the religious unity of Europe, and ***states*** became increasingly secularized. The growth of commerce and industry demanded larger territorial units with strong government in order to allow economies to develop in a dynamic way. With the centralization of political power came the new theories about the rights of individuals and the sovereignty of the people. During the 19th century nationalism spread throughout Europe and Latin America. Germany and Italy became unified nations. In Latin America, anticolonial revolutions broke the bonds with Spain and Portugal. In the 20th century, anticolonialism was the moving force behind nationalistic movements in Asia and Africa.

After World War II campaigns for self-determination succeeded more easily. By the 1990s there were more than 185 separate nations in the world.

Assignment 6: *What is the difference between: nation, nationalism, race, racism, patriotism, nationhood, ethnocentrism, ethnos, state? Mind that in different cultures these terms may have different meaning. What is the difference?*

Unit 4

Summary

Assignment 1: Read, translate and learn the following vocabulary for summary:

1. The title of the article is... The article is entitled...	2. The article is taken from...	
3. In the first abstract (part) of the article the author:	<ul style="list-style-type: none"> — states, declares — thinks, believes — puts forward (advances) the idea — introduces the notion of... 	<ul style="list-style-type: none"> — propounds a notion (a theory) — sets out a doctrine (theory).
4. In the second part (abstract) (then) the author...	<ul style="list-style-type: none"> — (re)formulates a hypothesis — identifies the problems of... — highlights, emphasizes — specifies — justifies — rejects — makes an assumption about smth., assumes — rests his argument on..., grounds his argument on... — recognizes the merit of... — accepts (denies) the validity of... — advocates — argues for/against smth. — focuses on... — pays attention to... — draws our attention to... — probes into... 	<ul style="list-style-type: none"> — recognizes — tends to agree — affirms, asserts — acknowledges — notes — implies — rejects — contends — claims — enumerates — gives examples — proves — classifies — passes over to... — outlines — explores, studies, investigates — appraises smth — shares views (assumptions)... — accepts — points out flaws (in the argument)
5. At the end the author:	<ul style="list-style-type: none"> — arrives at a conclusion (solution)... — concludes (comes to a conclusion)... 	<ul style="list-style-type: none"> — sums up... — summarizes with... — offers a criterion for...

Assignment 2: Read, translate and learn the points in an argument:

One important	point to consider	is that...
Another important	reason	would be that...
The most important	disadvantage	might be that...
The second	drawback	
A further	problem	
The main	concern	
	issue	
	consideration	
	explanation	

Assignment 3: Give all the possible synonyms to the verbs:

to state, to think, to affirm, to study, to assume, to sum up, to conclude.

Assignment 4: Form all the possible derivatives from:

to state, to declare, to think, to believe, to recognize, to tend, to agree, to imply, to prove, to classify, to explore, to study, to investigate, to accept, to argue, attention, to conclude.

Assignment 5: Match the words and their translation:

1	— foundational paper (principles, work)	A	— острая критика
2	— visionary leader	B	— неопровержимый тезис
3	— divine right (power)	C	— верный поклонник (сторонник)
4	— deep commitment	D	— социальные маргиналы
5	— seminal work	E	— дальновидный лидер
6	— staunch admirer (supporter)	F	— основополагающая работа
7	— intellectual precursor	G	— основополагающий документ (принципы, работа)
8	— unattainable goal	H	— неэффективная и неработающая система
9	— radical bigots	I	— глубокая приверженность
10	— prophetic warning	J	— философское оправдание
11	— ineffective and unworkable system	K	— интеллектуальный предшественник
12	— philosophical justification	L	— произвольное суждение
13	— social misfits	M	— радикальные фанатики

14	— arbitrary judgment	N	— убедительный аргумент
15	— immutable standard	O	— допустимое предположение
16	— unassailable thesis	P	— образцовая работа
17	— definitive solution	Q	— пророческое предупреждение
18	— pointed criticism	R	— божественное право (власть)
19	— flawed political strategy argument	S	— безусловный успех
20	— benevolent authoritarianism	T	— недостижимая цель
21	— canonical work	U	— окончательное решение
22	— social upheaval (turmoil)	V	— неизменный стандарт
23	— valid assumption	W	— жестокие репрессии
24	— severe reprisals	X	— доброжелательный авторитаризм
25	— unqualified success	Y	— социальные потрясения (смута)
26	— compelling argument	Z	— ошибочная политическая стратегия аргументации

Assignment 6: Explain or paraphrase the words:

to put forward the idea, to introduce the notion of..., to make an assumption about smth, to rest one's argument on..., to focus on..., to probe into..., to summarize with..., to arrive at a conclusion.

Assignment 7: Make a summary of the text 1:

Text 1
An Anglosphere Primer⁹

Over the past several years, a new term, **Anglosphere**, has crept into political and social discussion in the English-speaking world. This term, which can be defined briefly as the set of English-speaking, Common Law nations, implies far more than merely the sum of all persons who employ English as a first or second language. To be part of the Anglosphere requires adherence to the fundamental customs and values that form the core of English-speaking cultures. These include individualism, rule of law, honoring contracts and covenants, and the elevation of freedom to the first rank of political and cultural values.

⁹ From: <http://www.essaydocs.org/an-anglosphere-primer.html>

Nations comprising the Anglosphere share a common historical narrative in which the Magna Carta, the English and American Bills of Rights, and such Common Law principles as trial by jury, presumption of innocence, — a man's home is his castle, and — a man's word is his bond are taken for granted. Thus persons or communities who happen to communicate or do business in English are not necessarily part of the Anglosphere, unless their cultural values have also been shaped by those values of the historical English-speaking civilization. The Anglosphere, as a network civilization without a corresponding political form, has necessarily imprecise boundaries.

Geographically, the densest nodes of the Anglosphere are found in the United States and the United Kingdom, while Anglophone regions of Canada, Australia, New Zealand, Ireland, and South Africa are powerful and populous outliers. The educated English-speaking populations of the Caribbean, Oceania, Africa and India constitute the Anglosphere's frontiers.

The Anglospherist school of thought asserts that the English-speaking nations have not only formed a distinct branch of Western civilization for most of history, they are now becoming a distinct civilization in their own right. Western in origin but no longer entirely Western in composition and nature, this civilization is marked by a particularly strong civil society, which is the source of its long record of successful constitutional government and economic prosperity.

The Anglosphere's continuous leadership of the **Scientific-Technological Revolution** from the seventeenth century to the twenty-first century stems from these characteristics and is thus likely to continue for the foreseeable future. Finally, beginning in World War I and continuing into the post-Cold War world, Anglosphere nations have developed mutual cooperative institutions. The Anglosphere potential is to expand these close collaborations into deeper ties in trade, defense, free movement of peoples, and scientific cooperation, all bound together by our common language, culture, and values.

Assignment 8: Give definitions to the notions in bold.

Assignment 9: Define the type of the text below. Is it a narration, advertisement or something else? Outline the main parts. Make a summary of text 2:

Text 2

Informational society¹⁰

A socially-inclusive information society will not come about by itself, nor can it be brought about solely by the efforts of information workers. How do we develop and share a vision of such a society? How do we identify and overcome the barriers to the fulfillment of that vision?

The information society implies potential changes in the ways in which people share information, send and receive messages, learn, gossip and interact. Network technologies such as the internet and mobile telephones are affecting the ecology of relationships. Transactions with authorities are becoming faster and more direct. Organizations are becoming “flatter” and find it easier to work in partnership, more easily setting up virtual teams for particular projects. The potential for change can be bewildering and our understanding is subject to hype and extravagant claims. The risks of exclusion from these developments, at the local level, among specific social groups, and between nations, seem threatening. But the potential to exploit information and communication technologies, to reduce inequalities and enhance the quality of life seems beyond question.

This seminar explores the nature of social exclusion and seeks to develop an understanding of the contribution of information and communication in promoting the conditions of inclusion. It will examine the relationship of information and communication to participative democracy; and considers both the role and skills of citizens, and the issues for policy.

Topics covered include: Understanding exclusion, promoting inclusion civil society, social cohesion and diversity. Information, communication and community neighborhoods: communication and “place” among communities of interest. Citizenship in the information society, information and democratic participation skills

¹⁰ From: *Information, communication and participative democracy*, Cardiff, 26–31 January 2004.

for the information society: “information capability” policy for the information society: government strategies, the information society and global forces.

The seminar has been designed to ensure active participation and involvement, and participants will be invited to share their own experience at several points in the program.

Participant profile. The seminar is intended to attract people who can help bring about change, at local, regional or national level. It is designed to be of benefit to anyone involved in communication within a context of social inclusion. These could include practitioners, local government officers who are planning services, policy officials, information managers, and media representatives, members of self-help groups and researchers.

Assignment 10: *Compose a similar type of the text, advertising the conference:*



INFORMATION LETTER

Dear colleagues!

We invite you to participate in the International scientific and practical conference on May 20-24, 2019

"Multicultural world: problems of mutual understanding"

The conference is held with the support of the Republican Association of teachers of English KOMELTA and English Language Office at U.S. Embassy in Moscow. Working languages – English, German, French. The articles will be published in the book for free.

Main sessions of the conference:

1. Historical and social aspects of intercultural communication
2. Innovative technologies of teaching foreign languages and cultures
3. Medicine and natural sciences – popularization of science
4. Business and entrepreneurship in the international space
5. First steps into science: School of novice researcher

Assignment 11: Compare your advertisement with the ones by your group mates. Choose the best one.

Assignment 12: Read and translate the text. Why is it different from the previous ones?

Text 3

The end of history¹¹

Writing as the Berlin Wall fell in 1989, Francis Fukuyama famously announced the — End of History. The world, he argued, was fast approaching the final stage of its **political evolution**. Western democratic capitalism had proved itself superior to all its historical rivals and now would find acceptance across the globe. Here were the communist regimes dropping into the dustbin of history, Fukuyama noted, while dictatorships and statist economies in Asia and South America were toppling too. A new world consumer class was evolving, leaving behind such retrograde notions as nationhood and national honor. As a result, war would grow rare or even vanish: what was there left to fight about? Gone, or going fast, was the old stuff of history — the mercurial, often larger-than-life men who sorted out on the battlefield the conflicts of traditions and values that once divided nations. Fukuyama acknowledged that the End of History would have a downside. Ennui would set in, as we sophisticated consumers became modern-day lotus-eaters, hooked on channel surfing and material comforts. But after the wars of the twentieth century, the prospect of peaceful, humdrum boredom seemed a pretty good deal.

How naive all this sounds today. Islamist hijackers crashing planes into the World Trade Center and the Pentagon, and the looming threat of worse terror outrages, have shown that a global embrace of the values of modern **democracy** is a distant hope, and anything but predetermined. Equally striking, it's not just the West and the non-democratic world that are not converging; the West itself is pulling apart. Real differences between America and Europe about what kind of lives citizens can and should live not only persist but are growing wider.

¹¹ From: *Why History has no End* by Victor Davis Hanson // *City Journal*, autumn 2003.

Assignment 13: Give definitions to the notions in bold.

Assignment 14: Find out stylistic devices — metaphors, epithets, hyperbola, periphrasis and others, used in the text. What is their aim?

Assignment 15: What is the proposition of the text? What is the target audience of the text? What is the presupposition of the target audience? What implications are used in the text?

Assignment 16: Make a summary of text 3. Mind that this time you need to bear in mind implications.

Unit 5

Gathering Information & Materials

***Assignment 1:** Read and translate the text. Do you agree with the statements in bold? Discuss the text.*

Text

Gathering Information & Materials¹²

The most difficult and also the most important part of making a research is actually getting started.

Your first step is to collect and read as much information as possible about your subject and take notes.

The next step involves selecting the information and deciding how much of it you will present. To accomplish this, you need to know how long your talk will be. Naturally, the amount of material you will discuss in an hour differs from the amount you will handle in a full-day presentation; however, the format or structure should be the same in both cases.

Deciding on the format is your next step. It is at this point that you need to decide how and in what sequence you will present the material you have chosen.

Other matters to consider are:

1. What visuals will I use?
2. Where will I stand when I speak?
3. How can I present the material clearly and in an interesting fashion?

When asked to speak in public, the first things some people think about are: "What am I going to wear?", "Will there be a lot of people there?" "What if I mess up?"

These are all important questions, but they represent just a small part of what needs to be taken into consideration when preparing a presentation.

We often ask ourselves, "What if my speech is not good enough?" If we construct our speeches with care and properly prepare and practice, our speech material will always be good.

¹² Lenny Laskowski 1997 LJI Seminars <http://www.ljlseminars.com>

Don't be afraid to take risks and present new material. Remember, practice makes perfect.

Genuine speech preparation means digging something out of yourself. You need to both gather facts and arrange your thoughts. It is not enough to simply collect ideas. You must also nurture them and reflect on how to present them in a unique, organized manner.

A speech needs time to grow. Prepare for weeks. Sleep on your topic, dream about it and let your ideas sink into your subconscious. Ask yourself questions. Write down your thoughts. Keep adding new ideas.

Once you've determined your purpose for delivering this speech, state the purpose in a sentence and focus your speech around that purpose. Ask yourself, "How does this purpose relate to the audience?" Let your purpose drive your speech.

Try to come up with a good title, too. Aim not only to inform your listeners, but also persuade them.

As you prepare each presentation, you should develop a simple and orderly outline. In developing the sequence of your presentation, mind-mapping or webbing techniques can be very useful. Remember to decide, too, on the transitions between sections and examples you will use. ***Real-life anecdotes can be particularly effective.***

The use of personal stories always works best for many audiences. Most professional speakers always use personal stories and quite often it is a personal story that becomes their "signature" story.

To be successful it is extremely important to start gathering information as soon as possible. Many people ask: "How far in advance should I begin preparing for my speech?" The answer is; "You should begin preparing your speech the moment they ask you to speak!" The sooner you begin the more time you will have to practice your speech.

As many of you may or may not know, Mark Twain was a great speaker. In fact, Mark Twain is one of the earliest known professional speakers and when asked one day if he could prepare a speech for an upcoming engagement, he responded, "If you want me to speak for an hour, I am ready today". "If you want me to speak for just a few minutes, it will take me a few weeks to prepare".

As with most speakers, it usually takes more time to prepare a short version of a speech than a longer one. When you prepare your next speech, try preparing two — one that will run approximately one hour and one that will only run 10 minutes. You will find that Mark Twain was right. In either case, you must gather your facts and decide on what is most important.

Assignment 2: Search in the internet and gather information on your theoretical part of the dissertation.

Assignment 3: Collect the sources of the information you will use and arrange them in the appropriate order due to the existing standards. Make a list of sources.

Assignment 4: Make a summary of this part.

Unit 6

What is a Report?

***Assignment 1:** Read and translate the text. Do you agree with the statements in bold? Discuss the text.*

Text 1

What is a report?¹³

All reports have the same purpose: to convey information. Reports differ from essays in two main ways. The purpose of a report is to convey information, while the purpose of an essay is to demonstrate your knowledge of the subject and writing skills. The information in a report will usually be new to the reader, while the information in an essay may already be known.

There are two basic kinds of report.

Informational reports tell the reader about a topic. They present information without analysis or recommendations. The report writer's task is to select and emphasize the relevant facts clearly and concisely.

Analytical reports tell the reader to do something. They analyse and interpret data and make recommendations. The report writer's task is to select and emphasise the facts and arguments that support the recommendations.

One of the first questions to ask yourself is: What kind of report are you writing?

Preparing a report

The process of preparing a report begins long before you begin writing. The key questions to begin with are: What is the purpose of your report? Who is the report written for? What are the key points of information that you want your reader to take away?

Sections of a report

Formal reports also take many forms depending on the field and topic. Many companies and organizations have their own house styles for reports. Formal reports are usually divided into sections with numbered headings. Although report formats vary, most reports contain the following sections.

¹³ From: <http://www4.caes.hku.hk/epc/reports/>

Title page. Apart from the title of the report, which should give a clear idea of the topic of the report, a title page usually includes: *your name and position, the name of the person or group that the report is addressed to, the date.*

Contents. The contents page should list the main section headings of the report with page numbers. It may also list the tables and figures in the report.

Introduction. The introduction explains the background to the report, its purpose and the points covered. A good introduction will be short and will help to guide the reader.

Main body. The main body of the report should contain a clear explanation of what you have discovered and how you have found it out. It is often divided into sections with headings that describe the topics covered. Another way to divide up the main body is: *Procedure* — what you did; *Findings* — what you have found out; *Discussion* — relating what you have found out to what the reader already knows.

Many reports contain tables and figures. Each table or figure should have a caption containing a number and a title. You should only include tables and figures which contribute to the information you want to convey. It is not necessary to summarise all the information in a table in your text, but you should always explain the main points illustrated in the text following the table.

Conclusion. This contains the conclusions you draw from the information presented in the main body of the report. Conclusions should be firmly and briefly stated. You should not introduce new information.

Recommendations. Recommendations are suggestions for actions or changes. They should be specific rather than general. If the purpose of the report is simply to present information on a topic for discussion, a recommendations section may not be necessary.

Bibliography. A report may contain references or recommendations for reading in a bibliography. A bibliography may not be necessary, however. In reports, full references to readings introduced in the text are often given as footnotes.

Appendices. Appendices may include tables, texts, graphs, diagrams, photographs, questionnaires, etc. You should put these in an appendix when placing them in the main body of the report

would interrupt the process of reading. Items in an appendices should be referred to somewhere in the main body. If you do not need to refer to them in the main body, you might think about whether you need to include them at all.

Assignment 2: *Below are 15 suggested steps in preparing a formal analytical report. What order would you put them in?*

N		N	
	a/ Make a title page and table of contents		h/ Gather and analyse your data
	b/ Prepare tables and graphics		i/ Decide on the key points to include in the report
	c/ Define your sources of data		j/ Edit and proof-read the report
	d/ Decide on your recommendations		k/ Select data to support your key points
	e/ Decide on the best structure for the report		l/ Write a draft
	f/ Format the report professionally		m/ Decide on the best order for your points
	g/ Define the readers of your report		n/ Write an executive summary

Assignment 3:

- *Define the purpose of your report.*
- *What are the main principles of a good report? Make a scheme of a report and discuss it in the group.*
- *Make a report on your dissertation in writing.*

Assignment 4: *Read and translate the text. Indicate the difference between the essay and the report.*

Text 2

What is an essay?¹⁴

An essay is one of the most common types of assignment at university. It is a piece of academic writing generally between 500 and 5000 words long. Essays involve exploration of a topic, giving different arguments and evidence and developing

¹⁴ From: <https://owll.massey.ac.nz/pdf/studyup-essays-1-handout.pdf>

the writer's position. An essay is more discursive than a report i. e. the points are developed in less depth and the language may be less concise.

Essays are used to assess your understanding of specific ideas and your ability to explain these in your own words. Essays are usually written in a discursive style, bringing together ideas, evidence and arguments to address a specific problem or question.

Typically, it consists of a number of paragraphs that are not separated by subheadings or bullet points (unlike in a report).

The main purpose of a **narrative** essay is to tell the reader about events, interactions, and experience that have happened during the particular period of time. It always has a vivid plot. On the contrary, the **descriptive** essay is aimed at providing an image of a person, a place, some experience or an object without demonstrating a chain of events. The plot is absent or vague. **Persuasive essays** list the facts, stats, and examples. The main goal of such an essay is to convince the reader of a certain point of view.

There are a lot of different essay types, so the structure of each paper will be unique. But in general paper writers need to keep the classic format:

1. Introduction. It presents the topic and its meaning, the main problem and thesis statements. The main aim at this stage is to encourage readers and make them exciting for further reading.

2. Body. The author has previously collected great arguments, so he starts to share them. The arguments allow you support or deny facts, making the essay exciting and relevant to the topic and task assignment.

3. Conclusion. It involves the final findings. This part should not contain any new facts and ideas. The conclusion is the place with the final word to the audience.

Assignment 5: *Make recommendations to bachelor degree students on writing essays.*

Assignment 6: *Elaborate a check list of criteria for them.*

Unit 7

What is an Article?

Assignment 1: Read and translate the text. Learn the main parts of the article. Make a summary of the text.

Text 1

Structure of the Scientific Article

A scientific article has a clear structure and usually consists of the following parts.

1. TITLE.

The title of the article should be as brief and clear as possible, but at the same time informative and expressive, and reflect the content of the article. The maximum length of the title should not exceed 10–12 words. You cannot use abbreviations in the title of an article (except for common ones).

2. INTRODUCTION.

The introduction is intended to introduce the topic of the article and explain the purpose of the study. When writing an introduction, the author must state the general topic of the research. Next, it is necessary to reveal the theoretical and practical significance of the work and describe the most authoritative and accessible publications on the topic under consideration. In the introduction, the author also identifies the problems that have not been solved in previous studies, and which this article is intended to solve.

The introduction must clearly state:

- The purpose and object of the research undertaken by the author. The formulation of the goal of any work, as a rule, begins with verbs: to find out, to identify, to form, to justify, to check, to define, and so on.
- Relevance and novelty. Relevance of the topic is the degree of its importance at the moment and in the particular situation. This is the ability to use the results of the work for solving sufficiently significant scientific and practical problems. Novelty is what distinguishes the result of this work from the results obtained by other authors.
- Initial hypotheses, if applicable.

3. LITERATURE REVIEW.

The literature review is the theoretical core of the study. Its purpose is to study and evaluate existing works on this topic. It is preferable not just to list previous studies, but to review them critically and summarize the main points of view.

4. MAIN PART

- Methodology

This section describes the sequence of research and justifies the choice of methods used. It should allow the reader to evaluate the correctness of this choice, the reliability and validity of the results obtained. The purpose of the information presented in this section is to let another scientist reproduce the study based on the methods given.

- Results

This part of the article should contain systematized author's analytical and statistical material. The results of the study should be fully described so that the reader can follow its stages and assess the validity of the author's conclusions. In terms of volume, this part is a central one in the scientific article. This is the main section, the purpose of which is to prove a working hypothesis (hypotheses) using analysis, generalization and explanation of data. If necessary, the results are confirmed by illustrations — tables, graphs, and drawings that represent the source material or evidence briefly. It is important that the illustrated information does not duplicate the text. It is recommended to compare the results presented in this article with the previous works in this area written by both the author and other researchers. This comparison will further reveal the novelty of the work performed and prove its objectivity.

5. CONCLUSIONS AND FUTURE PROSPECTS OF THE STUDY.

The conclusion contains a brief statement of the research results. It repeats the main ideas of the main part of the work in a compressed form. Any repetitions of the presented material should be formulated with the help of new phrases that differ from those used in the main part of the article. In this section, you need to compare the results obtained

with the goal indicated at the beginning of the work. The conclusion also anticipates the main directions for further research in this area.

6. LIST OF REFERENCES

Here the researcher refers to the literature used in the study. It is necessary to make it in the correct way due to the existing standards. Here are some examples of references:

1. *Америка и Россия: взаимовлияние и взаимопроникновение культур: мат-лы Республиканской науч.-практ. конф. с международным участием. Сыктывкар, 2011. 147 с.*

2. Бергер П., Лукман Т. *Социальное конструирование реальности. Трактат по социологии знания. М.: Медиум, 1995. 323 с.*

3. *Дидактика межкультурной коммуникации в иноязычном образовании: теория и практика: мат-лы Всероссийской науч.-практ. конф. с междунар. участием, посвященной 75-летию доктора педагогических наук, профессора А. Н. Утехиной. Ижевск, 2013. 332 с.*

4. Минина О. Г. *Международный проект «Обучение незрячих английскому языку» // Материалы Двадцатой годичной сессии Ученого Совета Сыктывкарского государственного университета (Февральские чтения): сборник мат-лов. Сыктывкар, 2013. С. 156–157.*

5. *Об образовании в Российской Федерации [Электронный ресурс]: Федеральный закон от 29.12.2012 г. № 273-ФЗ (с изменениями и дополнениями) // Система ГАРАНТ. URL: <http://base.garant.ru/70291362/#ixzz3onxUjOun> (дата обращения: 17.10.2015).*

6. Danilova E. A. *Polysensory Approach in Teaching English to Young Learners // Rivers of Language, Rivers of Learning: Proceedings of the 18th NATE — Russia Annual Conference (Yaroslavl, May 24–26, 2012). Yaroslavl, 2012. P. 217–218.*

7. Rothstein L. *Millennials and Disability Law: Revisiting Southeastern Community College v. Davis (September 10, 2008) [Электронный ресурс] // Journal of College and University Law. 2007. Vol. 34. № 1. URL: <http://ssrn.com/abstract=1266333> (дата обращения: 09.11.2015).*

with the goal indicated at the beginning of the work. The conclusion also anticipates the main directions for further research in this area.

6. LIST OF REFERENCES

Here the researcher refers to the literature used in the study. It is necessary to make it in the correct way due to the existing standards. Here are some examples of references:

1. *Америка и Россия: взаимовлияние и взаимопроникновение культур: мат-лы Республиканской науч.-практ. конф. с международным участием. Сыктывкар, 2011. 147 с.*

2. Бергер П., Лукман Т. *Социальное конструирование реальности. Трактат по социологии знания. М.: Медиум, 1995. 323 с.*

3. *Дидактика межкультурной коммуникации в иноязычном образовании: теория и практика: мат-лы Всероссийской науч.-практ. конф. с междунар. участием, посвященной 75-летию доктора педагогических наук, профессора А. Н. Утехиной. Ижевск, 2013. 332 с.*

4. Минина О. Г. *Международный проект «Обучение незрячих английскому языку» // Материалы Двадцатой годичной сессии Ученого Совета Сыктывкарского государственного университета (Февральские чтения): сборник мат-лов. Сыктывкар, 2013. С. 156–157.*

5. *Об образовании в Российской Федерации [Электронный ресурс]: Федеральный закон от 29.12.2012 г. № 273-ФЗ (с изменениями и дополнениями) // Система ГАРАНТ. URL: <http://base.garant.ru/70291362/#ixzz3onxUjOun> (дата обращения: 17.10.2015).*

6. Danilova E. A. *Polysensory Approach in Teaching English to Young Learners // Rivers of Language, Rivers of Learning: Proceedings of the 18th NATE — Russia Annual Conference (Yaroslavl, May 24–26, 2012). Yaroslavl, 2012. P. 217–218.*

7. Rothstein L. *Millennials and Disability Law: Revisiting Southeastern Community College v. Davis (September 10, 2008) [Электронный ресурс] // Journal of College and University Law. 2007. Vol. 34. № 1. URL: <http://ssrn.com/abstract=1266333> (дата обращения: 09.11.2015).*

Assignment 2: Give synonyms to:

to summarize, to evaluate, core, to obtain, purpose, to explain, title, to anticipate, compressed, to confirm, to prove, to assess, to evaluate, to justify, data

Assignment 3: Form all the possible derivatives from:

to review, preferable, consideration, accessible, describe, research, introduction, to contain, objectivity, comparison, explanation

Assignment 4: Give the Russian variants for the phrases:

as brief and clear as possible, is intended to introduce, when writing an introduction, the topic under consideration, the research undertaken by the author, results obtained by other authors, if applicable, theoretical core of the study, it is preferable, to justify the choice of methods used, to let another scientist reproduce, should be fully described, so that the reader can follow, in terms of volume, both the author and other researchers, a brief statement of the research results, differ from those used in the main part

Assignment 5: Explain or paraphrase the words:

to distinguish, novelty, relevance, to reveal, to intend, abbreviations, to duplicate, evidence, to represent, validity, reliability

Assignment 6: Analyze the following article due to the criteria offered:

Nº	Criterion		+ -
	TITLE.		
	INTRODUCTION.		
	LITERATURE REVIEW.		
	MAIN PART:	Methodology	
		Results	
	CONCLUSIONS AND FUTURE PROSPECTS OF THE STUDY. LIST OF REFERENCES		

Text 2

Relationship between Knowledge Management Practices and Intellectual Capital¹⁵

Elements in Russian Companies

*Tatiana Andreeva, Maynooth University,
School of Business, Ireland;
Tatiana Garanina, St. Petersburg State University,
Graduate School of Management, Russia*

1. Introduction

As soon as the knowledge economy era has come, intangible resources have become the key basis for gaining a competitive advantage through organizational competitiveness, market performance, financial performance, organizational performance, or customer value creation (Poenaru, 2011). In spite of the fact that there are many researches about intellectual capital and knowledge assets in terms of their influences on firm's performance on developed markets, knowledge management practices are still in an infancy stage, especially in Russia. This research takes a goal to determine which KM practices facilitate intellectual capital development. In this paper managerial practices are explored from KM perspective, which keep in focus to identify specific managerial mechanisms suitable for Russian companies.

2. Relationship between KM practices and IC

The analysis of the existing literature shows that some scholars have recently studied the question of the relationship between KM and IC (e. g. Hsu and Sabherwal, 2011; Kianto et al., 2014; Lin et al., 2017). Based on the research of Kianto et al. (2014) we choose the following model that describes the relationship between KM practices and organizational performance mediated through Intellectual Capital elements:.

— Knowledge Management Practices

- Human Capital
- Organizational Capital
- Relational Capital

¹⁵ *From: International Research Conference "GSOM Emerging Markets Conference-2017" St. Petersburg State University Graduate School of Management October, 5–7th, 2017 St. Petersburg, Russia.*

- Intellectual Capital Elements
 - Strategic knowledge management
 - Knowledge-focused Leadership
 - Organisational learning
 - Information and Communication technologies
 - Knowledge protection
 - Human resource management
- Organizational Performance Indicators

From the practical point of view we imply that an effective management of knowledge with various types of KM practices would improve the level of IC elements development that then help companies to gain competitive advantages through better performance indicators. The link was studied previously by some researchers on the developed markets (Cabello-Medina et al., 2011; Youndt and Snell, 2004; Scarbrough, 2003; Yang and Lin, 2009)

3. Methodology and Sample

The data for this project was collected in January-March 2015. As the research questions in this project covered a number of formal management practices, we focused on companies with at least 100 employees, to ensure that such management practices are formalized in the target companies. To ensure relative representativeness and variety of the data, we intended to cover 24 regions of Russia for data collection and target manufacturing companies in 11 sectors. 240 companies responded to the survey, resulting in a 39 % response rate.

In this paper we apply the approach that suggests using a questionnaire to estimate IC. The survey was developed by an international team of experts, as part of an international project (Inkinen et al., 2017).

4. Results

As a first step of the analysis, exploratory factor analysis was performed to check for the reliability and validity of the measurement scales (Hurley et al., 1997). Cronbach's α of all scales are over 0.7 indicating good internal consistency and validity of the scales. The relationship between KM practices and IC elements was then tested with the help of econometric model.

Our findings suggest that knowledge-focused rewards, knowledge-focused ICT and organizational learning practices are

positively related to human capital, and knowledge-focused training and development is related to it on the level of statistical trend. Structural capital is positively influenced by knowledge-focused ICT, and knowledge-focused training and development (on the level of statistical trend again). Relational capital is positively influenced by knowledge-focused ICT and organisational learning practices. Summarizing these findings, knowledge-focused ICT appears to be the most influential mechanism of knowledge governance that matters for all three elements of intellectual capital in Russian manufacturing companies and has the strongest influence on each of them.

Overall, the research findings demonstrate that Russian companies use knowledge management practices that enhance IC elements development. Being further developed those resources can deliver more value and improve overall business performance. And this paper might be the first step in the empirical investigations towards better understanding of KM and IC elements interrelation in Russia.

5. References:

Kumar J. 2006. Corporate governance and dividends payout in India. *Journal of Emerging Market Finance*, 5 (1): 15–58.

Cabello-Medina, C., Lopez-Cabrales, A., Valle-Cabrera, R. 2011. Leveraging the innovative performance of human capital through HRM and social capital in Spanish firms. *The International Journal of Human Resource Management*, 22 (4): 807–828. Etc.

Assignment 7: Write your own article due to the template, offered by European Proceedings of Social and Behavioral Studies Ep SBS (Web of science journal):

1. Introduction
2. Problem Statement
3. Research Questions
4. Purpose of the Study
5. Research Methods
6. Findings
7. Conclusion
8. Acknowledgments [if any]
9. References

Assignment 8: *Articles in the sphere of humanities often not only inform about some research results, but educate, bring up and motivate for something. Analyze the following article due to the criteria offered:*

Title of the article

Author

Who is the author's intended audience?

Is the text appropriate for the audience?

What is the author's purpose?

What is the author's main point?

What arguments does the author use to support the main point?

Is the argumentation logical?

Do the arguments support the main point?

What evidence does the author present to support the arguments?

Is the text well-organized, clear, and easy to read?

Are the author's facts accurate?

What is the author's conclusion?

What is your reaction?

What does the article make you think about?

Text 3

America's Secret Heritage¹⁶

"American Democracy is part
of a Universal Plan"

Manly P. Hall

Sure, we all know that America is the world's greatest republic, heralded as the land of the free and the home of the brave. But America is — and has been for thousands of years — considered by the ancient philosophers, our founding fathers, and modern pundits alike to be much, much more. Known by many arcane names — the New Atlantis, Utopia, even the Holy

¹⁶ *From: Secret America: the hidden symbols, codes, and mysteries of the United States by Barb Karg and Rick Sutherland, 2010.*

Grail — our nation is built on the ideas and ideologies of an amazing variety of religions, mystical traditions, and philosophies.

From Pythagoras to the pyramids, astrology to the Illuminati, every aspect of our democracy bears evidence of these hidden influences. Let's take a closer look at our esoteric heritage and the ancient and obscure institutions that inform it. As we'll see, every influence, both ancient and modern, usually relates to Freemasonry, sooner or later, one way or another.

Unit 8

Abstracts

***Assignment 1:** Read and translate the text. Do you agree with the statements in bold? Discuss the text.*

Text 1

What is an abstract?¹⁷

An abstract is a stand-alone statement that briefly conveys the essential information of a paper, article, document or book; presents the objective, methods, results, and conclusions of a research project; has a brief, non-repetitive style.

Although an abstract appears as the first section of a paper, it should be written last. You need to have completed all other sections before you can select and summarize the essential information from those sections.

Many abstracts are published without the complete paper itself in abstract journals or in online databases. Thus, an abstract might serve as the only means by which a researcher determines what information a paper contains. Moreover, a researcher might make a decision whether to read the paper or not based on the abstract alone. Because of this need for self-contained compactness, an abstract must convey the essential results of a paper.

Many publications have a required style for abstracts; the “Guidelines for Authors” provided by the publisher will provide specific instructions. This document describes general guidelines.

What goes in an abstract? In doing any research, a researcher has an objective, uses methods, obtains results, and draws conclusions. In writing the paper to describe the research, an author might discuss background information, review relevant literature, and detail procedures and methodologies. However, an abstract of the paper should: describe the objective, methods, results, and conclusions; omit background information, a literature review, and detailed description of methods; avoid reference to other literatures.

¹⁷ From: <https://www.geosoc.org/schools/adult/english/abstract.html>

What is the style of an abstract? The style of an abstract should be concise and clear. Readers do not expect the abstract to have the same sentence structure flow of a paper. Rather, the abstract's wording should be very direct. For example, the following abstract is a self-contained description of an imaginary physics project. The key elements of an abstract are in boldface, and its style conforms to the suggestions above.

Abstract Example:

***The research aims** to provide theoretical insights and empirical findings on the impact of supply chain collaboration on the performance of firms and collaborative advantage as an intermediate variable. **The study is explanatory and deductive**, concerning the latent constructs in the conceptual supply chain framework. **The obtained results indicate** that supply chain collaboration improves collaborative advantage most significantly through decision synchronization, incentive alignment and information sharing, which in turn has a direct positive influence on operational and firm performance; moreover, a mediating effect of collaborative advantage on the relationship between supply chain collaboration and operational performance was established.*

***Assignment 2:** Read the sample abstracts and put down the useful words and phrases:*

- *The aim of this study was to discuss CSR from the multinational oil company's perspective to the Niger delta community. To reach it, a secondary data was used in the study. We looked at four oil firms in the Niger Delta region and discovered that the socio-economic situation among the average citizens of the oil producing community in the Niger Delta Region (NDR), reveals a devastating state of poverty, environmental degradation, high gas flaring social, political and relative economic deprivation etc. which led to the escalating incident of vandalism, hostility and restiveness by community members in the Niger Delta region. The study revealed that management of oil companies in the Niger Delta region pay very little attention to the concept of CSR, which is the reason most of them lose business opportunities.*

- *This paper focuses on some benefits of using short authentic literary fiction while teaching a foreign language in boosting*

students' speaking skills and creating a relaxing but challenging study atmosphere. *The author discusses* some advantages of this study material and offers a few activities to encourage successful communication.

- *The paper focuses on* theoretical basis of behavioral supply chain management (BSCM).

Critical review of conceptual papers results in three different theoretical approaches to BSCM, *while analyses of empirical studies allows to set apart* main research methods applied in BSCM. *The paper concludes with outline* of research gaps and suggestions for future research directions.

Assignment 3: *Make abstracts of any scientific and political article, a book and a project, using the clichés and recommendations*

Abstract sample clichés:

This study's objective was to determine...

This article focuses on the question of how...

The empirical focus is a series of...

The paper reports on...

Results indicate that...

Drawing on work on..., I argue that...

In doing so, I explore...

This study's conclusions indicate that...

The findings show that...

The author shows how...

Recommendations to write an Abstract:

1. Highlight the objective and the conclusions that are in the paper's introduction and the discussion.

2. Bracket information in the methods section of the paper that contains keyword information.

3. Highlight the results from the discussion or results section of the paper.

4. Compile the above highlighted and bracketed information into a single paragraph.

5. Condense the bracketed information into the key words and phrases that identify but do not explain the methods used.

6. Delete extra words and phrases.

7. Delete any background information.

8. Rephrase the first sentence so that it starts off with the new information contained in the paper, rather than with the general topic. One way of doing this is to begin the first sentence with the phrase “this paper” or “this study”.

9. Revise the paragraph so that the abstract conveys the essential information¹⁸.

Assignment 4: Compare it with abstracts of your group mates. Choose the best one. Give your reasons.

Assignment 5: Read the demands and a Sample abstract of a report proposal for the TESOL conference and make its scheme. What is good in this abstract and what can be done better?

Requirements for a TESOL session abstract:

The title gains the reader’s interest, describes the session.

1. The proposal matches the session type. The objective is clear (stated or implied); there are specifics that make the reader want to learn more.

2. The topic is current, immediately relevant, or important to the field and the IS. I would definitely attend or recommend this session.

3. The proposal is well-focused. It previews the topic, presents the material in an interesting way, and shows how it will be concluded.

4. The proposal abstract is well written and provides an explicit statement of participant outcomes where appropriate and how they will be achieved.

5. The abstract refers to the theory, practice, and/or research on which the presentation is based and clearly shows how it is connected to the presentation in a relevant and useful way.

6. No more than 300 words, prepositions and articles including

¹⁸ From: Wilkinson, Antoinette Miele. *The Scientist’s Handbook for Writing Papers and Dissertations*. 1991.

Sample Session Description

Abstract

Teaching English to Blind children in Russia and the USA

Do blind and visually impaired children have the same mental capacities as ordinary ones? Do they have the same models of thinking, memorizing, imagination? Why are they so different from ordinary children when young and may reach the same results as ordinary people when adults? How to make them well-educated and include into the global educational community? How to develop their mental and social skills, make them equal citizens to ordinary people, broaden their educational opportunities with the help of the English language? These are the questions parents and teachers ask when they face blind children and have to deal with them.

Methods of teaching blind children in Russia and the USA are different. While inclusion is widely used in the USA, in Russia it is impossible due to poor equipment and financing. That's why instead of ordinary schools Russian blind children visit special boarding schools and kindergartens which are a treasury of methodical innovations. Both the systems can benefit from one another in case of specialists' cooperation. To prove it the Russia — USA English teachers volunteer project has initiated a network of educational resources, techniques and innovative methods of teaching aimed at such students, their parents and teachers of English to get them involved into the global educational community.

This session explores individual peculiarities of blind students, describes various techniques used in Russia and the USA, gives their comparative analysis and describes some methods of teaching English as a second language for the blind.

The presenters share strategies that they have used in their own classes and show how they make an impact on the language development of blind pupils both in Russia and the USA.

Participants will leave the session equipped with new tools and ideas that can be used in their own courses.

Assignment 6: Make an abstract of your prospect report at a scientific conference.

Assignment 7: Compare it with abstracts of your group mates. Choose the best one. Give your reasons.

Unit 9

Public speaking

Assignment 1: Read and translate the text. Discuss the text. Mind that the next step for you is to make a report on your dissertation.

Text 1

Public speaking¹⁹

Among the many ways in which people communicate through speech, public speaking — also called **oratory** — has probably received more study and attracted more attention than any other. Politicians campaigning for public office, salespeople presenting products, and preachers delivering sermons all depend upon this form of public communication. Even people who do not make speaking a part of their daily work are often asked to make public speeches: students at graduation or at pep rallies, for instance, or members of churches, synagogues, clubs, or other organizations. Nearly everyone speaks in public at some time or other, and those who perform the task well often become **leaders**.

Public speaking is not informal conversation between two people — nor is it free discussion in a small group or seminar. Speaking becomes public speaking when a person addresses a group of more than one, without interruption, and takes responsibility for the words and ideas being expressed. Public speaking always includes a speaker who has a reason for speaking, an **audience** that gives that speaker its attention, and a message meant to accomplish a purpose.

There are many reasons for speaking in public. An orator may hope to teach an audience about new ideas, for example, or provide information about some topic. Creating a good feeling or entertaining an audience may be another purpose. Public speakers, however, most often seek **to persuade** an audience to adopt new opinions, to take certain actions, or to see the world in a new way.

¹⁹ From: *Britannica Student Encyclopedia from Encyclopedia Britannica 2004.*

Public speakers usually know well in advance when they are scheduled to make an address. Consequently, they are able to prepare their message before they deliver it. Sometimes, though, speakers must deliver the message unprepared, or off the cuff, such as when they are asked to offer a toast at a wedding reception or to participate in a televised debate or interview. Spontaneous speaking of this type is called extemporaneous, or impromptu, speaking. When they do not have to speak extemporaneously, most speakers write their own speeches.

Politicians and business executives sometimes employ professional writers who prepare their speeches for them. These professional writers may work alone or in small teams. Although the speaker may have some input into the contents of the speech, the writers sometimes have a great influence over the opinions expressed by their employers. Regardless of how a speech is prepared, the person who delivers it is given **credit** for its effect upon its hearers.

Through public speaking, men and women have shaped present-day societies and charted the course of many nations. They have combined good training and ideas with a desire to persuade others. Martin Luther King, Jr., Billy Graham, and Fulton J. Sheen are three examples of powerful American religious orators from the last half of the 20th century. In addition to religious effect, some of these speakers had strong political influence.

Assignment 2: *Translate the word combinations from English into Russian:*

to attract attention, public office, to depend upon, daily work, pep rallies, to take responsibility for, to accomplish a purpose, to persuade an audience, to adopt new opinions, to take certain actions, off the cuff, to offer a toast, business executives, to be given credit for, to argue one's cases, glue, to propagate and criticize new ideas through vigorous public speaking, to make prudent decisions, to gain the reputation.

Assignment 3: *Give synonyms to:*

to communicate, to receive, to perform (the task), a reason, to provide information, to seek, to participate, extemporaneous, input,

opinion, to preserve, to advance, to exemplify, to devote, to convince, to reveal, harm, to chart, to inspire, to renown, to exert, prophets, a purpose.

Assignment 4: Form all the possible derivatives from:

campaign, to interrupt, to employ, to observe, to achieve.

Assignment 5: Give the English variants for the words:

Привлекать внимание, обращаться к аудитории, прерывать, брать ответственность за свои слова, достичь цели, обеспечивать информацию, заранее, убедить принять новую точку зрения, предпринять определенные действия, спонтанная речь, экспромт, вклад, содержание, влиять на, произносить речь, завоевать репутацию, разоблачать, вред, воодушевлять.

Assignment 6: Explain or paraphrase the words:

to deliver (a report), to address, an audience, schedule, spontaneous.

Assignment 7: Give definitions to the notions in bold (in Text 1).

Assignment 8: Read and translate Text 2. Do you agree with the statements in bold? Discuss the text. Agree or disagree with the author. Can you add any reasons by yourself?

Text 2

Public Speaking Improves Every Area of Your Life²⁰

Whether you are having a casual telephone conversation, teaching a Sunday school class, having a conversation with your boss, or giving a formal presentation, you are involved in public speaking. ***Public speaking can positively influence your everyday life, your career, your relationships, your communication style, and much more.***

²⁰ From: Lenny Laskowski, 2001 LjL Seminars <http://www.ljlseminars.com>

Build success in your professional life. Most presidents and CEOs of companies possess strong speaking skills. I work with many high-level executives in the business world, and when I ask them why they feel they need coaching to improve their speaking skills, they all indicate that they know their success and their companies' future business ventures rely on their ability to speak well. ***Their promotions to the top were related directly to their ability to communicate effectively.***

Communicate with others more clearly. Many mistakes or misinterpretations are a result of not properly communicating your ideas. ***Good public speaking skills help you articulate ideas well and make them come alive for the listener.*** This was one of the most critical skills I needed to develop as an engineer, because I often had to speak to audiences that didn't know the first thing about how to — shore up a building, for example, but had the authority and the money to fund my next project. If I was ineffective in conveying why they should invest more money, I might have been out of a job.

Build overall confidence. As you become better at organizing and communicating your ideas effectively, you will start to exhibit more confidence. People with this ability have a glow of confidence when they speak in public. (Let's not confuse this with the red glow of terror on the face of someone who is scared to death).

Increase your comfort level in social situations. How many of you have ever been invited to a party and are afraid to strike up a conversation? (Don't be shy, no one can see you.) ***Social situations are, in fact, the perfect opportunity to practice your public speaking skills.*** Here's a little bonus: It is a known fact that people who speak well are perceived as better looking. Thank God, now I know why I worked so hard at it, and it wasn't just my cute smile that made me popular with the girls.

Speak more confidently on the telephone. Whether you call to request information, make a cold call at work, communicate with a client, or just leave a phone message, ***others can hear your confidence level in the tone of your voice. Did you know that over 86 percent of your telephone message is communicated through the tone of your voice?***

Run meetings or present new ideas more effectively. I remember running my son's Cub Scout pack. Having the ability

to conduct a Cub Scout meeting with six to eight screaming, energetic boys definitely challenged my public speaking skills (and required a lot of aspirin). ***Organizing and running a meeting with adults is more difficult, I think, because you can't bribe them with candy.***

Become an effective member or volunteer. At some point in your life, you may volunteer or even be affectionately coerced to lead or participate in a professional or social organization. Your success within the organization depends significantly on your ability to speak to a group and keep their attention engaged in order to achieve common goals and objectives.

Establish trust and respect from others with greater ease. Your success in dealing with clients — or even your own children — depends a great deal on your speaking skills. ***The ability to convince people with words is key to establishing trust and respect.*** This can include not only what you say, but how you say it. If these examples describe characteristics you want to possess, then congratulations — you have the desire to succeed as a public speaker.

Assignment 9: Fill in the gaps in the sentences, using the words in the box:

Both, difference, different, other, same, similar, similarity

In (1) _____ of these pictures there are some people reading, but in this one they are also watching TV

In this picture there are 4 people, a family, but in the (2) _____ one there are just 2

These two are (3) _____ in age, about 18, unlike the family.

One (4) _____ between the pictures is that (5) _____ show people reading together in the (6) _____ place — at home.

And in (7) _____ pictures it looks as if they are enjoying their communication.

But in some ways the situation in the two pictures is completely (8) _____.

The biggest (9) _____ between them is that this one shows people talking and laughing together, but in the (10) _____ one they are looking in the book, not at each other.

Assignment 10: *Describe the pictures, using the vocabulary from Assignment 9*



Assignment 11: *Read and make a summary of text 3:*

Text 3

Setting Your Personal Speaking Goals²¹

At the end of each year I try to sit down and establish some new goals for the upcoming year. Before I do this I take some time to reflect on the previous year as what I accomplished. I try to look at what went well this year as well as what did not work so well. It is only after this process can I decide what makes sense to eliminate and what makes sense to keep doing.

Do you set goals? Do you have some established end-of-year routine that you do to determine what needs to change? If you don't already, this is the year to start the process of reflecting on your accomplishments for the previous year and establishing new goals for the current year.

I often decide in the early part of each year what seminars, workshops or training I want to take for myself. People often ask me why I continue to attend seminars even though I am a professional speaker. I tell them that even professional speakers

²¹ From: Lenny Laskowski, 2001 LjL Seminars <http://www.ljlseminars.com>

need to “sharpen their skills” or even attend courses to just validate what they do now.

Professional speakers learn a lot from each other. Professional speakers realize the importance of honing their skills on a regular basis and often work with speaker coaches. Whether you are a professional speaker or someone just starting as a speaker it is important to constantly improve what you do. Maybe your goal is to develop a new or additional topic to speak on. That's what I did... I have prepared several sessions aimed at helping other people, especially speakers grow their internet business. My new 90 minute keynote and FULL day session is entitled, “How to Grow Your Business Using the Internet”. These programs are designed to help people with the powerful technology we have in front of us today... The internet.

Maybe your goal is to become a professional speaker or maybe your goal is to speak more than you did last year. Maybe your goal is to learn how to use the internet more effectively. In any event, take the time to reflect on what you did this past year and write down what you hope to achieve this year.

Assignment 12: Outline your personal speaking goal and share your ideas with group mates.

Assignment 13: Read and translate Text 4 at home and outline the essentials. Make a summary.

Text 4

How to get any audience to love and admire you?²²

Although TV and radio are mass media, the best broadcasters are able to make each listener feel as if they are sharing an intimate one-on-one conversation. They never elevate themselves about their audience, but speak to everyone as if they were a dear, cherished friend.

Perhaps the first broadcaster to use this technique was President Franklin D. Roosevelt in his famous radio broadcasts, the — fireside chats. FDR delivered 31 of these chats over the

²² From: Lenny Laskowski, 2001 LjL Seminars <http://www.ljlseminars.com>

course of his presidency, beginning on March 12, 1933. Fortunately for us, he was closely observed by his labor secretary Frances Perkins, who gives us great insight into FDR's media style.

Here's what we can learn from Perkins' observations of FDR. While these techniques are especially useful for radio and TV interviews, use them when speaking to ANY audience; over the phone or face-to-face.

He visualized his audience as individuals, never as a mass of people.

When I was a broadcaster on the № 1 morning show in New York City, there were hundreds of thousands listening. If I had thought about all these people, I probably would have fainted out of nervousness. Instead I imagined that the only person listening was my very best friend. Your audience listens to you one person at a time, so speak to them as individuals, never as a group. Create a prototype audience member and make up a story about their life, their problems, their needs. They are sympathetic to your cause. They have come to you for help. Speak to this one person whenever you have a faceless audience on radio, TV or over the phone. With practice, you can learn to transpose the face of your prototype onto an entire live audience.

He visualized his audience on the porch, at the dinner table.

The dinner table visualization works great to create a feeling of intimacy and trust. I use it all the time when pitching my products and services over the phone. I imagine I've invited the other person over for dinner. We're having a casual conversation in a familiar setting. We both feel comfortable and relaxed. The telephone works just like the radio. It's the theatre of the mind, and you are the set designer. So create a set that works for you.

He was conscious of their faces and hands, their clothes and homes.

The more specific you are about your listener, the more you will connect. Can you tell me the color of their eyes? What are they wearing? Where do they live? Hands speak volumes about a person. What do they reveal?

His voice and facial expression as he spoke were those of an intimate friend.

Your tone of voice is closely linked to your facial expression. A frown on your face will make your voice sound harsh and cold. But a smile will warm up your voice, making it sound warm and inviting.

As he talked his head would nod and his hands would move in natural, simple gestures.

Most people think that good communication is mouth-centric. Nothing could be farther from the truth! To be a powerful communicator, you have to use your entire body. Gestures and body language add energy and enthusiasm to your speech.

His face would smile and light up as though he were actually sitting on the front porch or in the parlor with them. People felt this and it bound them to him in affection.

A smile is one of the most powerful tools you have to create rapport with your listener, even when they can't see you! Smile while you speak. Smile while you dial. Smile even if you don't feel like it. The techniques used by FDR over 60 years ago are still relevant today. Give your very own fireside chat the next time you have to speak to an audience: over the air, on the phone or face-to-face ...and that's one more way to unlock the hidden power of YOUR voice.

Assignment 14:

- Discuss the recommendations given above. Do you agree with them?*
- Share your own experience of attracting the audience attention.*
- What methods and techniques will you use when making a speech?*

Assignment 15: Evaluate the presentations due to the criteria below using 5-point system. Ground on your opinion.

Presentation 1: Kate Middleton's first speech <https://yandex.ru/video/preview/?filmId=1491106351790290427&reqid=1585993802709286-1161733554105021271400142-man1-9558-V&text=Public+speeches+video>

Presentation 2: How to use storytelling in speeches <https://yandex.ru/video/preview/?filmId=14404278752614913230&text=Public+speeches+video>

Presentation 3: Martin Lither King “I have a dream”
https://www.youtube.com/watch?time_continue=17&v=vP4iY1TtS3s&feature=emb_logo

	Speech characteristics	Recommendations for speakers	1	2	3
1	Address and Opening	Grasp the audience attention			
2	Contents	They should be relevant to the audience			
3	Smooth structure	A presentation is a journey, remember to signal, pause between stages			
4	Voice power	Personality, persona, through sound kill filler, slow down, pause, use emphasis, vary volume			
5	Visual aids	Reading is faster than talking, good visuals only tell half the story, don't describe you visuals-comment on them			
6	Facts and figures	Data-dumping, not too much data, edit, have more slides, show your slides bit by bit, put figures in a memorable context,			
7	Body language	Don't be static, don't be hyperactive, be natural and interactive			
8	Rapport building	Ask questions, use question tags, use negative question forms, use first person plural pronouns, use involvement expressions			
9	Impact techniques	The power of repetition, questions, word pictures; group key points in threes			
10	Closing	Book-end your talk, make ending strong			
11	Audience reaction				

Unit 10

Giving an academic presentation

Assignment 1: Read and translate the text. Do you agree with the statement in bold? Discuss the text.

Text 1

What Not To Do When Making a Keynote Presentation²³

1. TRY TO FOOL THE AUDIENCE. It probably won't work. Audiences are very perceptive. They know when the speaker in congruent and — walks the talk. They also know when the presenter is just giving a book report, having spent a little time in preparation to learn about the high points of the topic presented. When you are the keynoter, your audience ought to sense that you are not just a gallon of water, but, rather, a fountain of knowledge.

2. READ IT FROM YOUR TEXT. We liked hearing stories read to us as children. But our audiences are adults. They want to experience what is in your heart and in your mind. Notes to guide you through the important points are fine, but if you are reading from a text, you may as well hire a professional actor who is trained to bring a script to life. Know your material cold. Tailor it as you deliver it. As your audience reacts to a particular point, expand on it. Feed them what they hunger for.

3. USE INSIDE STORIES. Be sure to mention some event or some anecdote about someone that most of your audience will know nothing about. Isolate the majority of your audience. Keep them in the dark. Make them feel that they are not among the chosen few. Use their time to have a private, inside dialogue with someone. They will be riveted.

4. MAKE YOUR AUDIENCE THE BUTT OF A JOKE. ***Humor is a wonderful communication tool (if you are funny).*** Self-deprecating humor that reveals your own vulnerabilities and foibles works. Stories about people and events, other than your audience, if done in good taste, will set the tone for a positive learning environment. But if you direct the barbs of your humor directly

²³ From: <http://www.balancetime.com>

to your audience, you set up an — us versus him/her climate that will interfere with your message getting out. Attacking an audience, even if not meant to offend, will tend to make them defensive and distrustful of the speaker.

5. GO OVER THE TIME LIMIT. You have a contract with your audience. Their obligation is to be attentive. Yours is to deliver the material that was promised and to do it within the announced time frame. If you are given twenty minutes, finish in twenty minutes. If no time frame is announced, tell the audience up front how much of their time you will take. (— We are going to be together for the next 50 minutes and during this brief time). I frequently tell my audiences at the outset of my presentation, — I will be your speaker and you will be my audience. If you get done before I do, please let me know.

***Assignment 2:** Discuss the recommendations given above. Do you agree with them? Share your own experience of attracting the audience attention. What methods and techniques will you use when making a speech?*

***Assignment 3:** Read and translate Text 2.*

Text 2

How to Use Transitions Effectively²⁴

Transitions are an integral part of a smooth flowing presentation, yet many speakers forget to plan their transitions. The primary purpose of a transition is to lead your listener from one idea to another. The following are some examples of transitions that work well:

Bridge words or phrases (furthermore, meanwhile, however, in addition, consequently, finally).

1. Trigger transition (same word or idea used twice: — a similar example is...).

2. Ask a Question (— How many of you..?)

3. Flashback (— Do you remember when I said..?)

²⁴ From: Lenny Laskowski, 2001 LjL Seminars <http://www.ljlseminars.com>

4. Point-By-Point (— There are three points ...The first one is... The second one is... etc.).

5. Add a Visual Aid as a Transition — Many times it may be appropriate to add a visual between your regular visual aids for the sole purpose of a — visual transition. Many times a clever cartoon used here can add some humor to your presentations.

6. Pausing (Even a simple pause, when effectively used, can act as a transition). This allows the audience to — think about what was just said and give it more time to register.

7. Use Physical Movement (The speaker should move or change the location of their body). This is best done when you are changing to a new idea or thought.

8. Use a Personal Story The use of a story, especially a personal one is a very effective technique used by many professional speakers. Used effectively, it can help reinforce any points you made during your presentation.

9. Use the PEP formula (Point, Example, Point) (This is a very common format used and can also be combined with the use of a personal story. Make sure stories or examples you use help reinforce your message).

Three common mistakes made when using transitions:

1. The most common mistake people make is that they DON'T use transitions at all. Transitions help your information flow from one idea to the next.

2. The second most common mistake is using transitions that are too short. Not enough time is spent bridging to the next idea. This is extremely important when changing to a new section of ideas within your presentation.

3. The third most common mistake is that people use the same transition throughout the presentation. This becomes very boring after a short while. Try to be creative with your transitions.

Transitions and the Team Presentation

Transitions become extremely important when a team presentation is involved. The transition from one speaker to the next must be planned and skillfully executed. Each speaker should use a brief introduction of the next topic and speaker as part of this transition.

Assignment 4: Discuss the recommendations given above. Do you agree with them? Share your own experience of attracting the audience attention. What methods and techniques will you use when making a speech?

Assignment 5: See the film “Dynamic presentations” and make a scheme of a good speech. Summarize recommendations given in the film.

Assignment 6: Read texts 3–5. Make their summaries and discuss the recommendations given in the texts. Do you agree with them? Will you follow them?

Text 3

Overcoming Speaking Anxiety in Meetings & Presentations²⁵

Do your knees feel like Gumby’s when you have to get up and speak in front of a group? Do you feel like the next words out of your mouth are going to be the dumbest words ever uttered by a human?

If you said yes to either of the questions above, be advised, you have a full-blown case of stage fright, says Lenny Laskowski, a professional speaker and President of LjL Seminars.

According to the book of lists, the fear of speaking in public is the № 1 fear of all fears. The fear of dying is № 7! Over 41 % of people have some fear or anxiety dealing with speaking in front of groups. People who have this fear can experience all kinds of symptoms: Sweaty palms, accelerated heart rate, memory loss and even difficulty in breathing.

Some of the world’s most famous presenters have freely admitted to nervousness and stage fright. Mark Twain said it best, — There are two types of speakers: those that are nervous and those that are liars.

Everyone, even experienced speakers, has some anxiety when speaking in front of a group of people. This is perfectly normal. The best way to deal with this anxiety is to first acknowledge

²⁵ From: Lenny Laskowski 1997 LjL Seminars <http://www.ljlseminars.com>

that this fear is perfectly normal and you are not alone. To reduce your fear, you need to make sure you properly and thoroughly prepare yourself before you speak. Proper preparation and rehearsal can help to reduce this fear by about 75 %. Proper breathing techniques can further reduce this fear by another 15 %. Your mental state accounts for the remaining 10 %.

Below are just a few suggestions you should use to overcome your speaking anxiety. The first and most important of all is preparation. I like to think of it as the 9 P's:

Prior Proper Preparation

Prevents Poor Performance

of the Person Putting on the Presentation.

Nothing will relax you more than to know you are properly prepared. Below are 10 steps you can take to reduce your speech anxiety.

1. *Know the room* — become familiar with the place in which you will speak. Arrive early and walk around the room including the speaking area. Stand at the lectern, speak into the microphone. Walk around where the audience will be seated. Walk from where you will be seated to the place where you will be speaking.

2. *Know the Audience* — If possible, greet some of the audience as they arrive and chat with them. It is easier to speak to a group of friends than to a group of strangers.

3. *Know Your Material* — If you are not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your speech or presentation and revise it until you can present it with ease.

4. *Learn How to Relax* — You can ease tension by doing exercises. Sit comfortable with your back straight. Breathe in slowly, hold your breath for 4 to 5 seconds, then slowly exhale. To relax your facial muscles, open your mouth and eyes wide, then close them tightly.

5. *Visualize Yourself Speaking* — Imagine yourself walking confidently to the lectern as the audience applauds. Imagine yourself speaking, your voice loud, clear and assured. When you visualize yourself as successful, you will be successful.

6. *Realize People Want You To Succeed* — All audiences want speakers to be interesting, stimulating, informative and entertaining. They want you to succeed — not fail.

7. *Don't apologize For Being Nervous* — Most of the time your nervousness does not show at all. If you don't say anything about it, nobody will notice. If you mention your nervousness or apologize for any problems you think you have with your speech, you'll only be calling attention to it. Had you remained silent, your listeners may not have noticed at all.

8. *Concentrate on Your Message* — not the medium — Your nervous feelings will dissipate if you focus your attention away from your anxieties and concentrate on your message and your audience, not yourself.

9. *Turn Nervousness into Positive Energy* — the same nervous energy that causes stage fright can be an asset to you. Harness it, and transform it into vitality and enthusiasm.

10. *Gain Experience* — Experience builds confidence, which is the key to effective speaking. Most beginning speakers find their anxieties decrease after each speech they give.

If the fear of public speaking causes you to prepare more, then the fear of speaking serves as its own best antidote. Remember, — He who fails to prepare is preparing for failure — so Prepare, Prepare, Prepare.

Text 4

How to Deal With a Hostile Audience²⁶

1. Listen carefully to the question & repeat it aloud — Make sure you understood the question correctly & that your audience knows the question to which you are responding.

2. Answer directly. Look directly at the person asking the question — Give simple answers to simple questions. If the question demands a lengthy reply, agree to discuss it later with anyone interested.

3. Refer to your Speech — Whenever possible, tie your answer to a point in your speech. Look upon these questions as a way to reinforce & clarify your presentation.

4. Anticipate areas of questioning — Prepare factual support material in three or four areas in which you anticipate questions.

²⁶ From: Lenny Laskowski 1997 LJJL Seminars <http://www.ljlseminars.com>

5. Be friendly, always keep your temper — A cool presentation creates an aura of confidence. When the questioner is hostile respond as if he or she were a friend. Any attempt to — put down your questioner with sarcasm will immediately draw the audience's sympathy to the questioner.

6. Always tell the truth — If you try to bend the truth, you almost always will be caught. Play it straight, even if your position is momentarily weakened.

7. Treat two questions from the same person as two separate questions

8. Don't place your hands on your hips or point at the audience — These are scolding poses and give you the appearance of preaching.

9. Keep things moving — There is a rhythm to a good question-and-answer exchange. They volley back & forth in a brisk manner. Keep your answers brief and to the point with many members of the audience participating.

10. Conclude smartly — Be prepared with some appropriate closing remarks. End with a summary statement that wraps up the essential message you want them to remember.

Text 5

How to Handle

That Dreaded Question & Answer Period²⁷

Many presentations today are followed up with a question and answer period. To some people this can be the most exciting part of the presentation. To others it can be their worst nightmare. In fact, there are some presenters who purposely avoid the question and answer period all together. Below I have provided a 5 step approach to handling questions along with some additional tips to make your next question and answer session go smoother.

1. Listen to the entire question Listen to the entire question BEFORE you begin to answer any questions. Too many people start responding to a question before the entire question is even asked. Not waiting to hear the entire questions can result in you providing a response which had nothing to do with the question.

²⁷ From: Lenny Laskowski 1997 LjL Seminars <http://www.ljlseminars.com>

Force yourself to LISTEN to the entire question and make sure you understand the question.

2. Pause and allow yourself time to value the question and listener. REPEAT the question out loud so the entire audience can hear it. It is important that everyone — hear the question or the answer you provide may not make sense to some of the people. By repeating the question, this will allow you some additional time to evaluate the question and formulate a response.

3. Credit the person for asking the question. You may say something like, — That was a great question or, — Glad you asked that question or even, — I get asked that question by many people. One word of caution. If you credit one person with asking a question, be sure to credit EVERYONE for asking a question. You don't want people to feel their question was not as important.

4. Respond to the Question honestly and the best you can. If you do NOT know an answer to a question, do not try to fake it. Be honest, and tell them you do not know but DO promise to research the answer for them and DO get back to them.

5. Bridge to the next question by asking them a question. — Does that answer your question? — Is that the kind of information you were looking for? This is critical. Once they respond to you, — YES you now have permission to go on to the next person. This also gives them one more opportunity to say, — No and allow them to clarify their question more by asking it again.

Additional Tips on Handling Questions

A. Ask people to stand up when they ask a question. This does two things: (1) It shows you more readily who is asking the question, and (2) It make it easier for the audience to also hear the question.

B. Have small sheets of paper available for people to write down their questions during your presentation. They may forget what they were going to ask earlier.

C. Allow people to pass the questions to you if they feel uncomfortable standing up and asking the question out loud. This gives the person who truly wants to ask a question an option.

D. Always repeat the question — this does three things: (1) it makes sure you understood the question, (2) it gives you a chance to value the question and think of an answer,

and (3) it assures the other people in the audience can hear the question since you are facing them.

E. Always take time to think — before you answer all questions. This allows you time to think, especially for those difficult questions. Do the same for those questions you readily know the answer for. Responding too quickly to those questions you are most comfortable with will only bring attention to those questions you do not.

F. Have a pencil and paper available for you to write down questions you can't answer. You select someone to record the questions on paper. This way, you can properly follow up with the person who asked the question you couldn't answer. Be sure to get their name & phone number or address. Promise to get back to them and DO get back to them.

Assignment 6: Make a presentation to your scientific report.

Unit 11

A critique

Assignment 1: *Read the text about a critique and be ready to criticize due to the model suggested.*

Text 1

A critique²⁸

When college professors ask you to write a critique of a text, they usually expect you to analyze and evaluate, not just summarize. A summary merely reports what the text said; that is, it answers only the question, — What did the author say? A critique, on the other hand, analyzes, interprets, and evaluates the text, answering the questions how? Why? And how well? A critique does not necessarily have to criticize the piece in a negative sense. Your reaction to the text may be largely positive, negative, or a combination of the two. It is important to explain why you respond to the text in a certain way.

Step 1. Analyze the text

As you read the book or article you plan to critique, the following questions will help you analyze the text: What is the author's main point? What is the author's purpose? Who is the author's intended audience? What arguments does the author use to support the main point? What evidence does the author present to support the arguments? What are the author's underlying assumptions or biases?

You may find it useful to make notes about the text based on these questions as you read.

Step 2. Evaluate the text

After you have read the text, you can begin to evaluate the author's ideas. The following questions provide some ideas to help you evaluate the text: Is the argument logical? Is the text well-organized, clear, and easy to read? Are the author's facts accurate? Have important terms been clearly defined? Is there sufficient evidence for the arguments? Do the arguments support the main

²⁸ From: Rosen, Leonard J. and Laurence Behrens, eds. *The Allyn & Bacon Handbook*. 1994.

point? Is the text appropriate for the intended audience? Does the text present and refute opposing points of view? Does the text help you understand the subject? Are there any words or sentences that evoke a strong response from you? What are those words or sentences? What is your reaction? What is the origin of your reaction to this topic? When or where did you first learn about it? Can you think of people, articles, or discussions that have influenced your views? How might these be compared or contrasted to this text? What questions or observations does this article suggest? That is, what does the article make you think about?

Step 3. Plan and write your critique

Write your critique in standard essay form. It is generally best not to follow the author's organization when organizing your analysis, since this approach lends itself to summary rather than analysis. Begin with an introduction that defines the subject of your critique and your point of view. Defend your point of view by raising specific issues or aspects of the argument. Conclude your critique by summarizing your argument and re-emphasizing your opinion. You will first need to identify and explain the author's ideas. Include specific passages that support your description of the author's point of view. Offer your own opinion. Explain what you think about the argument. Describe several points with which you agree or disagree.

For each of the points you mention, include specific passages from the text (you may summarize, quote, or paraphrase) that provide evidence for your point of view. Explain how the passages support your opinion.

Assignment 2: *Make a scheme of a critique due to the criteria suggested in the film "Dynamic presentations".* <https://www.youtube.com/watch?v=TTESOcPFWU>

Assignment 3: *Analyze various types of speeches: speeches by politicians, lecturers, trainers.*

Assignment 4: *Analyze the reports by your group mates due to the following criteria:*

Scientific importance and practical significance	+ \ -
Goals and objectives	

Scientific importance and practical significance	+ \ -
Methodology and methods	
Material under consideration	
Logics	
Examples	
Statistics and graphics	
Conclusion	
The foreign language quality	
Design and etiquette of presentation	
Work with the presentation	
Knowledge of the material	
Not reading but speaking out	
Interaction with the audience	
Dress code	
Timing	
Answers to questions	

Assignment 5: *Analyze the reports by your group mates or other speakers due to the following criteria:*

1. The title slide contains the following information:
 - the topic of the presentation,
 - the event (if relevant),
 - your name and title,
 - place,
 - year of the presentation
2. Text and visual information are well-balanced
3. The presentation is not overloaded with information
4. Pictures are not used as the background
5. Friendly template and positive colors
6. The combination of red print and black background is not used
7. Tables and diagrams
8. Effects are not used if not necessary
9. Information is structured and rubrics are used
10. Titles are given to all the slides
11. Lines are made in different colors

12. Sources of information are indicated (if relevant)
13. Contact information in the last slide
14. "Thank you" slide

Assignment 6: Analyze your competencies in public speaking:

Text 2
Presentation Skill Self-evaluation²⁹

To be a more effective presenter, it is useful to evaluate your own presentation skills. The following self evaluation form can help you identify areas you should try to improve. Please read each item below and rank yourself from 1 to 5 based on how frequently you believe you adhere to the item (1 = never and 5 = always). Then concentrate on the points that you have ranked with low numbers when you are trying to improve your oral presentation skills.

When you have finished, compute your score and save a copy of this page for your record. After you have worked on your presentation skills unit complete this questionnaire again to see if you shown any improvement.

Question	Rank
1) I determine some basic objectives before planning a presentation.	
2) I analyze the values, needs and constraints of my audience.	
3) I write down some main ideas first, in order to build a presentation around them.	
4) I incorporate both a preview and review of the main ideas as my presentation is organized.	
5) I develop an introduction that will catch the attention of my audience and still provide the necessary background information.	
6) My conclusion refers back to the introduction and, if appropriate, contains a call-to-action statement.	
7) The visual aids I use are carefully prepared, simple, easy to read, and have impact.	
8) The number of visual aids will enhance, not detract, from my presentation.	
9) If my presentation is persuasive, arguments are used that are logical and that support my assertions.	
10) I use anxiety to fuel the enthusiasm of my presentation, not hold me back.	

²⁹ From: Mandel, S. (1987) *Effective Presentation Skills: A Practical Guide for Better Speaking (Revised Edition)*. Ontario: Reid Publishing Ltd.

Question	Rank
11) I ensure the benefits suggested to my audience are clear and compelling.	
12) I communicate ideas with enthusiasm.	
13) I rehearse so there is a minimum focus on notes and maximum attention paid to my audience.	
14) My notes contain only "key words" so I avoid read up from a manuscript or technical paper.	
15) My presentations are rehearsed standing up and using visual aids.	
16) I prepare answers to anticipated questions, and practice responding to them.	
17) I arrange seating (if appropriate) and check audio-visual equipment in advance of the presentation.	
18) I maintain good eye contact with the audience at all times.	
19) My gestures are natural and not constrained by anxiety.	
20) My voice is strong and clear and is not a monotone.	

Evaluate your score: If you scored between 80–100, you are an accomplished speaker who simply needs to maintain basic skills through practice. If your total score was between 60–80, you have the potential to become a highly effective presenter. If your score was between 40 and 60, this resource can help you significantly. If you scored between 30 and 40, you should show dramatic improvement with practice. If your total was below 30, roll up your sleeves and dig in. It may not be easy — but you can make excellent progress if you try.

Unit 12

Academic mobility and exchange programs

Assignment 1. *Read the text and find the answers to the following questions:*

- *What is academic mobility?*
- *What is an exchange program?*
- *What types of exchange programs can be indicated?*
- *Who is an exchange student?*
- *How are the applicants selected?*

Text 1

Internationalization of Higher Education is the process of integrating an international and intercultural aspect in post-secondary education to enhance its quality and research for students and staff, and make a meaningful contribution to the society. Academic mobility of students and staff for both teaching and training has always been considered as a key of Internationalization. Student mobility is certainly a major part and focus of internationalization strategy.

Academic mobility — is one of the most important components of higher education internationalization and universities integration in the international educational space. Academic mobility cannot be reduced to specific actions, technologies and mechanisms related only to students and teachers exchange. According to international experts, there is a complex and multilateral process of intellectual advancement, the exchange of scientific and cultural potential, resources and training technologies.

Academic mobility is implemented within the framework of international programs and due to support of various countries' governments on the basis of agreements between states and universities. Mobility financing is given from various sources, usually in the form of scholarships or grants allocated by various universities, foundations, companies, and state governments.

However, it is possible that the program provides for partial and/or full self-financing. Most often, these are either commercial programs or studies in private higher education institutions. Some exchange programs, such as the Congress-Bundestag Youth Exchange, are government-funded programs.

A ***student exchange program*** is a program in which students from a secondary school or university study abroad at one of partner institutions. A student exchange program may involve international travel, but does not necessarily require the student to study outside their home country.

Foreign exchange programs provide students with an opportunity to study in a different country and environment experiencing the history and culture of another country, as well as meeting new friends to enrich their personal development. International exchange programs are also effective to challenge students to develop a global perspective.

The term “exchange” means that a partner institution accepts a student, but does not necessarily mean that the students have to find a counterpart from the other institution with whom to exchange. Exchange students live with a host family or in a dormitory, an apartment, or a student hostel. Costs for the program vary by the country and institution. Students fund their participation via scholarships, loans, or self-funding.

Student exchanges became popular after World War II, and now are intended to increase the participants' understanding and tolerance of other cultures, as well as improving their language skills and broadening their social horizons. Student exchanges also increased further after the end of the Cold War. An exchange student typically stays in the host country for a period of 6 to 12.

A short-term exchange program is also known as summer/intensive or cultural exchange program. It focuses on home stays, language skills, community service, or cultural activities. High school and university students can apply for the programs through various government or non-governmental organizations that organize the programs. A short-term exchange lasts from one week to three months and doesn't require the student to study in any particular school or institution. The students

are exposed to an intensive program that increases their understanding of other cultures, communities, and languages.

A long-term exchange is the one which lasts six to ten months or up to one full year. Participants attend high school or university in their host countries and have a student visa. Typically, guest students coming to the United States, for instance, are issued a J-1 cultural exchange visa or an F-1 foreign student visa. Students are expected to integrate themselves into the host family, immerse in the local community and surroundings. Upon their return to their home country they are expected to incorporate this knowledge into their daily lives, as well as give a presentation on their experience to their sponsors. Many exchange programs expect students to be able to communicate in the language of the host country, at least on a basic level. Some programs require students to pass a standardized test for English language comprehension prior to being accepted into a program taking them to the United States. Other programs do not examine language ability. Most exchange students become fluent in the language of the host country within a few months.

The U.S. may require the student to submit a detailed application, including previous school report cards, letters from teachers and administrators, and standardized English fluency exam papers. The U.S. agency may then accept or decline the applicant.

Assignment 2. *Study the exchange programs offered by your university, choose the one you would like to take part in and ground on your opinion. Describe the program: the main locations you can travel to, the universities to study at, the courses to take, the campus facilities, the dormitory, social activities for international students and other essential information.*

Assignment 3. *Study the list of documents and forms demanded and decide if you can collect them just now.*

Assignment 4. *Write a motivation letter to apply for the program you have chosen.*

- *Indicate the location and the universities you would like to study at, the courses you would like to take and give your reasons.*

- *Add all the relevant information to persuade the selecting committee that you are the best candidate for this program.*
- *Use the motivation letter structure as given below:*

Motivation letter structure:

Dear Sir or Madam,

I would like to apply for the program... (name, university, location)

I am a first year student at (University, Institute, location).

I study... (relevant subjects) and specialize in... (sphere)

...is the sphere of my scientific interest and the focus of my research.

Your program will help me (3–4 arguments)...

More than that, I believe that this exchange program will give me the opportunity to develop such soft skills as..., increase my level of English and contribute to cultural and professional relations between our local communities as a whole.

Upon my returning home, I plan to share my experience of living abroad with my university mates and deliver some presentations on the ... (USA, European...) culture.

I do hope that my application will be approved.

Looking forward to your reply,

Sincerely yours, (first and last name)

Assignment 7. Write a motivation letter to the Fulbright program:

The Fulbright Visiting Student Program is open to Russian university graduates and to graduate (kandidatskaya) students in the arts, engineering, natural sciences, humanities and social sciences. This program supports either year of research to that assist in completion of a “kandidat nauk” degree in Russia or two years of study to complete a U.S. Master’s degree.

Applicants must be Russian citizens permanently residing in the Russian Federation who have a university diploma (“specialist”) or a bachelor’s degree.

The list of major academic disciplines for Fulbright awards can be found at <http://www.fulbright.ru/en/russians/vgsdisciplinesengl>.

Application materials are available in February each year.

The annual deadline for submitting applications is May 15. For additional information please visit <http://fulbright.ru/en/russians/vgs>.

Assignment 8. *Read the text and find out what you should and shouldn't do in an interview.*

Text 2

Interview tips³⁰

The keys are preparation and confidence. These go together. Good preparation will give you confidence. So the most important thing is to be well prepared.

Interview checklist:

Be sure you know the time, date and location of the interview and the name of the interviewer if possible.

Check the location, and how you need to get there.

Do a practice trip if possible.

Anticipate delays.

Have the clothes you are going to wear ready in advance.

If you are asked to bring certificates, references etc, get them ready before the interview day, and make sure they are nicely presented in a folder.

If your application was made some time ago, and you've done anything significant in the meantime, then bring a completely up to date CV as well.

Take your interview letter.

On arrival ensure the receptionist knows you are there.

Go to the bathroom to tidy up etc.

If you are well organized then your confidence will increase.

³⁰ From: *How to perform well in an interview* by Graham Bradford

Assignment 9. Describe the pictures using the vocabulary from Unit 9, Assignment 9



Assignment 10. Model a situation of an interview. Act it out. Identify your mistakes and the mistakes of your group mates.

References

1. Britannica Student Encyclopedia from Encyclopedia Britannica 2004 Children's Edition.
2. Graham Bradford How to perform well in an interview.
3. Hanson Victor Davis. Why History has no End // City Journal, autumn 2003.
4. Information, communication and participative democracy, Cardiff, 26–31 January 2004.
5. International Research Conference "GSOM Emerging Markets Conference-2017 St. Petersburg State University Graduate School of Management October, 5–7th, 2017.
6. Karg Barb, Sutherland Rick, Secret America: the hidden symbols, codes, and mysteries of the United States, 2010.
7. Lenny Laskowski 1997 LjL Seminars <http://www.ljlseminars.com>
8. Mandel, S. (1987) Effective Presentation Skills: A Practical Guide for Better Speaking (Revised Edition). Ontario: Reid Publishing Ltd.
9. Rosen, Leonard J. and Laurence Behrens, eds. The Allyn & Bacon Handbook. 1994.
10. Victor Davis Hanson St. Petersburg, Russia Why History has no End // City Journal, autumn 2003.
11. Wilkinson, Antoinette Miele. The Scientist's Handbook for Writing Papers and Dissertations. 1991.
12. <http://learnenglish.britishcouncil.org/en/professionals-podcasts>
13. <http://www.balancetime.com>
14. <http://www.balancetime.com>
15. <http://www.britishcouncil.org/professionals-study-academic-presentations-1.htm>
16. <http://www.cvsampleonline.org/>
17. <http://www.essaydocs.org/an-anglosphere-primer.html>
18. <http://www.m-w.com/>
19. <http://www.obama-speech.org/>
20. <https://learnenglish.britishcouncil.org.cn/fr/an-introduction-to-competencies>
21. <https://learnenglish.britishcouncil.org/achievement>
22. <https://resume.io/templates>

23. <https://resumegenius.com/resume-templates>
24. <https://utemplates.net/resume-templates/>
25. <https://www.canva.com/design/>
26. <https://www.freesumes.com/modern-resume-templates/>
27. <https://www.template.net/business/letters/download-resume-templates/>
28. <https://www.youtube.com/watch?v=uWEWVkcgsMM>

Минина Ольга Георгиевна

**Vocational English
and Academic Development**

**Английский в профессиональной
и академической среде**

Учебное пособие

Текст приводится в авторской редакции

16+

Ответственный редактор *С. Краснова*
Верстальщик *А. Тельная*

Издательство «Директ-Медиа»
117342, Москва, ул. Обручева, 34/63, стр. 1
Тел/факс + 7 (495) 334-72-11
E-mail: manager@directmedia.ru
www.biblioclub.ru
www.directmedia.ru