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КРИСАНОВА ТЕТЯНА АНАТОЛІЇВНА
КОЛЯДА ЕЛІНА КАЛЕНИКІВНА

ACADEMIC ENGLISH

Методичні рекомендації для самостійної роботи

Луцьк 2026

УДК 811.111(072)

К 82

Рекомендовано до друку науково-методичною радою Волинського національного університету імені Лесі Українки (протокол № 7 від 18 березня 2026 р.)

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К-82

Крисанова Т. А., Коляда Е. К. Academic English: методичні рекомендації для самостійної роботи. Луцьк, 2026. 45 с.

Методичні рекомендації призначені для самостійної роботи здобувачів третього (освітньо-наукового) рівня вищої освіти та спрямовані на розвиток мовної і мовленнєвої компетентностей англійської мови в академічній і професійній сферах. Видання поєднує навчальну й методичну функції, забезпечуючи формування вмінь наукового викладу, аргументованої інтерпретації, критичного опрацювання джерел і створення академічно коректних текстів. Зміст структуровано у сім тематичних розділів, кожен з яких містить стислий теоретичний матеріал, питання для осмислення та систему практичних завдань, спрямованих на поетапне формування професійно релевантних мовних умінь.

Видання має професійну спрямованість і може використовуватися у педагогічній практиці для організації навчальної роботи з академічної англійської мови. Запропоновані формати завдань демонструють способи розвитку наукової комунікації та можливості їх адаптації до різних освітніх контекстів.

УДК 811.111(072)

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ПЕРЕДМОВА

Методичні рекомендації “Academic English” призначені для самостійної роботи здобувачів третього (освітньо-наукового) рівня вищої освіти. Видання розроблено відповідно до змісту освітнього компонента «Іноземна мова для академічних цілей» і ґрунтується на сучасних лінгвістичних підходах до академічного дискурсу та методичних принципах навчання англійської мови просунутого рівня.

Метою методичних рекомендацій є формування у здобувачів здатності здійснювати наукову комунікацію англійською мовою в академічному та професійному середовищі. До основних завдань належать: розвиток умінь аналізувати й продукувати академічні тексти різних жанрів; формування навичок аргументованого викладу наукових ідей; оволодіння засобами академічної мови та нормами наукового стилю; засвоєння принципів логічної організації наукового висловлення та академічної доброчесності.

Структура рекомендацій є функційно організованою та спрямованою на поетапний розвиток мовної та мовленнєвої компетентностей. Видання містить сім розділів, що охоплюють ключові сфери академічної англомовної комунікації: загальні засади *English for Academic Purposes*, академічну взаємодію на конференціях, підготовку академічних презентацій, написання тез і наукової статті, академічне есе та стилі посилання. Кожний розділ поєднує теоретичний блок, питання для осмислення та систему практичних завдань, спрямованих на розвиток аналітичного мислення і професійно релевантних мовних умінь.

Методична цінність рекомендацій полягає у використанні сучасних напрацювань у сфері англомовної наукової комунікації та їх практичному застосуванні у навчальних завданнях. Запропонована система завдань моделює типові ситуації академічного спілкування й сприяє формуванню навичок створення змістовних і логічно організованих наукових висловлень.

Unit 1. WHAT MAKES ENGLISH ACADEMIC: A GENERAL OVERVIEW

This unit explores:

- ✓ ***what academic English is and how it differs from general English;***
- ✓ ***how academic English developed within the field of English for Academic***

Purposes;

- ✓ ***the main types of academic communication in academic contexts;***
- ✓ ***the linguistic and stylistic features that make English academic.***

Communication is not homogeneous; it varies across fields and is shaped by specific communicative goals. To communicate scholarly ideas effectively, one must understand the distinctive characteristics of academic English. In this unit, we will examine the concept of academic English and its features, including style, vocabulary, grammar, and academic conventions.

According to Hyland (2006, pp. 1-2), academic English is oriented toward teaching English to enable learners to conduct research and participate in academic activities in English. In its broad sense, this concept encompasses the full range of academic communicative practices: classroom interaction in seminars and lectures, research genres such as journal articles and conference papers; and various forms of academic writing, including essays. Despite its formal nature, academic English is fundamentally practical, as these practices are typically understood in relation to the specific needs of particular groups of students and disciplines.

The term *English for Academic Purposes* (EAP) is traditionally associated with Tim Johns, who introduced it in the 1970s (Basturkmen, 2015; Booth, Colomb, 2003). The growing status of English as a *lingua franca* has significantly contributed to the expansion of academic English and the spread of EAP throughout institutions. These developments are closely linked to the increasing internationalization and globalization of higher education, which have intensified the demand for effective academic communication in English across disciplines.

Debates in EAP center on whether it should develop general academic skills across disciplines or focus on discipline-specific language needs (Cao & Hu, 2024). While Hyland (2006) emphasizes that academic language use is inherently context- and discipline-specific, he also acknowledges the value of a broader approach that enables the use of English across diverse academic contexts.

In academic settings, academic English is realized through a range of interconnected types that reflect different communicative activities (Коляда, Калиновська, 2022). These include academic writing, which involves producing formal, structured texts such as essays, research papers, theses, and dissertations; academic presentations, which focus on orally communicating research and ideas in lectures,

seminars, and conference contexts; academic reading, which requires critical engagement with scholarly texts; and academic listening, which involves understanding lectures, discussions, and presentations, often supported by effective note-taking (Basturkmen, 2021). Academic English is also used in academic discussions and debates, where participants exchange ideas, evaluate arguments, and engage in critical dialogue.

In addition, academic conventions and etiquette regulate academic communication by establishing norms related to language use, ethical conduct, citation practices, and scholarly interaction. These types frequently overlap, and competence in one area supports development in others, enabling effective participation in academic communities. This subdivision covers the core communicative modes of academic English: reading, writing, listening, speaking, and interaction, along with the conventions that govern them.

Academic English is characterized by a range of specific stylistic, linguistic, and communicative characteristics.

Firstly, the main features of academic English are precision and clarity. This is achieved through the use of specific vocabulary and well-structured sentences. Vague expressions such as *a lot of*, *often*, *usually*, *sometimes*, *it looks as if* are generally avoided and replaced with specific nouns. Precision allows the reader to understand exactly what is being discussed and the conditions under which a claim applies.

Academic English relies on a rich and diverse vocabulary to convey complex ideas accurately. It is essential to develop a strong academic vocabulary, which includes general academic words, discipline-specific terms and advanced vocabulary relevant to one's field of study (Коляда, Калиновська, 2023). The appropriate terminology demonstrates a researcher's understanding of the subject matter and helps scholars communicate effectively within their academic community. For example, general academic words like *analyse*, *evaluate*, *significant*, *concept*, *evidence*, and *theory* are commonly used across subjects to describe reasoning or abstract ideas. Discipline-specific terms depend on the area of study: in biology, words like *photosynthesis*, *enzyme*, or *ecosystem* are used; in economics, terms such as *inflation*, *supply-demand*, or *fiscal policy* appear frequently; and in linguistics, one might use *lexical unit*, *meaning*, or *discourse*.

Accurate grammar and syntax should be of great concern too. Incorrect usage can lead to misunderstandings and compromise the credibility of the work. The areas to focus on include:

- subject-verb agreement (ensure the verb matches the subject in number, e.g. *The results show* vs. *The study shows*);
- verb tenses (use the past tense to describe specific results or completed actions (e.g., *The study found*), and the present tense for established facts, existing theories, or describing the document itself (e.g., *This phenomenon denotes* or *This paper examines*));

- use the past tense for describing results, e.g., *The study found* and the present tense for established facts or document descriptions, e.g., *This phenomenon denotes*);
- sentence structure, and punctuation (proper use of commas and semicolons ensures clarity, e.g., *Students, who study regularly, perform better*).

Secondly, academic writing should be cohesive and coherent. Cohesion refers to the logical connections between sentences and paragraphs through transitional words and phrases. Coherence refers to the overall clarity and flow of academic writing, ensuring that ideas are logically connected and presented in a structured manner. Clear topic sentences, effective paragraph development, and logical transitions contribute to achieving cohesion and coherence. Clarity is closely linked to logical organization (Крисанова, 2016). Academic texts follow a clear progression of ideas, where each sentence contributes directly to the overall argument. Linking words and phrases such as *however, therefore, in contrast, for this reason* help guide the reader through the text and make relationships between ideas explicit.

Thirdly, clarity and precision are achieved through accurate citation and referencing, which ensure academic integrity. Proper citation practices support arguments and demonstrate the depth and reliability of research. Different disciplines follow preferred citation styles, such as APA (American Psychological Association) in the social sciences, MLA (Modern Language Association) in the humanities, and Chicago style in history and some interdisciplinary fields.

In conclusion, academic English encompasses specific characteristics that distinguish it from other forms of communication. Its formal and objective style, specialized vocabulary, and adherence to disciplinary conventions reflect the communicative demands of academia. Unlike general English, which allows for personal expression and implicit meaning, academic English prioritizes explicit argumentation and shared standards of knowledge dissemination.

QUESTIONS FOR DISCUSSION

1. What are the main differences between General English and Academic English? Why do you think personal expression is discouraged in academic writing?
2. How has the globalization of higher education influenced the development of English for Academic Purposes? In your opinion, is it more important to learn general academic skills or discipline-specific language?
3. The text mentions that vague expressions (like *a lot of* or *it looks as if*) should be avoided. Why is precision so critical in research, and how does it influence the credibility of a scholar?
4. How does being a critical reader help you become a better academic writer?

5. Why are citation styles (like APA or MLA) and academic etiquette considered essential to the academic community? What might happen to the field of study if these standards were not followed?

PRACTICAL ASSIGNMENTS

1. Rewrite the following sentences using specific language:

- 1) A lot of people think that the economy is getting worse.
- 2) Fruits of the tropics are typically high in nutrients.
- 3) Usually, students feel that writing essays is really hard.
- 4) There are many things that make a city a good place to live.
- 5) Punishments for breaking laws in some countries are very severe.
- 6) Many things have influenced the way people communicate today.
- 7) The weather in that region is often bad during the winter months.
- 8) Some stuff in the ocean is causing big problems for the fish.
- 9) A few changes in the company's rules made the workers feel better about their jobs.
- 10) Some people think that getting a degree is the most important thing for a successful career.

2. Using a dictionary or your own knowledge, list 10 general academic words and 10 terms from your own specific field of study and explain their meanings.

3. Choose the correct form of the verb. Pay attention to subject-verb agreement and the logic of tenses:

- 1) Recent evidence from several independent studies (suggest / suggests) that global temperatures are rising at an unprecedented rate.
- 2) Although the 2022 experiment was brief, Smith (finds / found) that the catalyst reacted much more slowly than anticipated.
- 3) Newton's First Law (states / stated) that an object will remain at rest unless acted upon by an external force.
- 4) The participants, who had been recruited via social media, (were / are) interviewed last month to ensure a diverse range of opinions.
- 5) It is widely accepted that nucleic acids (are / were) the fundamental molecules responsible for carrying genetic information.

4. Read the paragraph below. The text currently lacks logical connectors. Insert the most appropriate linking words or phrases from the list to improve the flow and cohesion.

Note: There are seven options, but you only need to select four. Three words are extra.

Word Bank: however, although, in addition, because, as well as, essentially, consequently.

Economic development is defined as the process through which simple, low-income national economies are transformed into modern industrial systems. (1) _____ the term is occasionally used as a synonym for economic growth, it is generally employed to describe a more complex shift involving qualitative improvements (2) _____ quantitative gains. (3) _____, the theory focuses on how primitive, poor economies can evolve into sophisticated and prosperous ones. (4) _____, this field is of critical importance to nations seeking to improve their global standing, and it is usually within this context that development issues are analysed.

5. Watching and Discussion

Pre-Viewing Tasks

- Read a 200-word abstract from a top-tier journal in your field. Highlight any words that feel heavy or dense. Before watching the video “Academic Style”, try to explain why the author chose specific academic terminology instead of simpler alternatives.

- Based on the title, do you think the video will focus more on vocabulary or syntax?

Viewing Tasks

- Watch the following video to understand the conventions of formal academic English: Academic Style [Video] / EAPFoundation.com. YouTube. 2020. 1 Jan. URL: <https://www.youtube.com/watch?v=n9d9EXWIkul>

- The video highlights specific transitions from informal to formal register. For each of the following categories mentioned, find one specific rule and explain the logic behind it:

- 1) *Elimination of Contractions*: Why is *don't* considered academically insufficient compared to *do not*?

- 2) *Precision vs. Vague Quantifiers*: Note the video's stance on words like *really*, *big*, *a lot*, or *stuff*.

- 3) *The Agentless Sentence*: Document the examples of how the video suggests moving focus from the researcher to the research process.

Post-Viewing Tasks

- Take the following paragraph, which is written in an overly simplistic academic style, and rewrite it to be suitable for submission to an international publication. Aim for high lexical density and replace the “we” with a more sophisticated agent or a nominalized subject.

“We looked at the data and it showed that the temperature went up a bit. This happened because the chemicals reacted. We didn't expect this, but it's important for the industry.”

- Write a short argumentative response (250 words) debating the following: In your specific field, does the use of the passive voice to hide the agent (e.g., *'it was observed that...'* instead of *'I observed that...'*) increase scientific validity, or does it strategically obscure the human choices and potential biases behind the data?

- Create two versions of your research problem:

Version A: For a general academic audience (interdisciplinary).

Version B: For a specialist peer-review panel (using high-level field-specific terminology mentioned or implied in the video).

Unit 2. ACADEMIC COMMUNICATION AT CONFERENCES

This unit explores:

- ✓ ***the role of conferences;***
- ✓ ***conference structure;***
- ✓ ***principles of effective conference talks;***
- ✓ ***interactional and pragmatic strategies.***

One of the opportunities to share and exchange scientific experience and research results is the talk at national or international conferences and symposia. These scientific events play an important role in coordinating scientific research. The scope of research topics and the format of the event are determined by the organizing committee. They distribute a call for papers to academic institutions and researchers whose work aligns with the conference themes. Following peer review of submitted abstracts, selected participants are invited to present their research. After all required materials are collected, the organizing committee publishes the conference programme.

Plenary sessions are typically delivered by experienced and well-established scholars who present their approaches and major research achievements in a field. Plenary lectures provide an opportunity to observe models of advanced academic argumentation and presentation structure. A plenary lecture usually lasts 40–50 minutes and is followed by a question-and-answer (Q&A) session, during which the audience engages critically with the speaker's ideas.

While plenary sessions are intended for all conference participants, panel sessions are organized around specific thematic areas and involve a more focused audience. Such sessions typically include 5–8 talks, each lasting 10–15 minutes, followed by a 5–10-minute discussion period.

To make a conference talk effective, it is necessary to follow several principles.

First, the speaker should clearly introduce the research topic and explicitly state the aim of the study, the methodological approach, and the data on which the analysis is

based. This is often achieved through such phrases as *“The aim of this paper is to...”*, *“This study examines...”*, *“The analysis is based on...”*, or *“The data for this research were collected from...”*. They help the audience understand the scope of the research and situate the presentation within a broader scholarly context.

Second, the talk should be well structured, with a clear progression from background and analysis to results and conclusions. This structure can be signposted by expressions like *“I will begin by outlining...”*, *“I will then move on to...”*, *“The next part of my talk focuses on...”*, and *“Now, I will summarize the main findings.”* Each part of the talk should contribute directly to the central argument, avoiding unnecessary detail.

Third, clarity and precision of language are essential: complex ideas should be expressed concisely, supported by examples, and adapted to the expected level of the audience. Speakers often mark explanation and emphasis through phrases such as *“In other words...”*, *“What this means is...”*, *“Let me illustrate this with an example”*, or *“It is important to note that...”*.

Fourth, talks should be accompanied by presentations in order to support the claims and visualize the outcomes. Visual materials should be used strategically to highlight the main points rather than replicate the spoken text. Slides are typically introduced with phrases like *“As you can see on this slide...”*, *“This figure illustrates...”*, or *“The table shows...”*.

Fifth, effective time management is crucial, as keeping to the allotted time ensures focus on the most significant findings and allows space for discussion. To mark transitions and closure one can use phrases such as *“Due to time constraints...”*, *“I will briefly address...”*, or *“To conclude....”*

Finally, active engagement with the audience, particularly during the question-and-answer session, requires the ability to respond confidently, which reinforces the academic value of the presentation.

During discussions and Q&A sessions, participants are expected to ask questions politely, express disagreement in a diplomatic manner, and respond to criticism constructively. Such interaction relies heavily on pragmatic strategies that help maintain respect, even in situations of academic disagreement. To show interest and respect when asking a question, it is advisable to use phrases: *“Thank you for your interesting and insightful talk”*, *“I was particularly interested in your discussion of...,”* *“Could you clarify your approach...?”,* *“I am wondering whether you could elaborate on...”*.

Hedging devices are commonly used to soften claims or questions, while mitigation phrases reduce the potential face-threatening force of criticism. Such phrases include *“It seems that your results suggest...,”* *“To what extent would you say that...?”,* *“Would it be reasonable to assume that...?”*.

Expressing disagreement diplomatically involves phrases of academic politeness: *“I see your point”*; *“however, I would approach this issue somewhat differently”*; *“I*

agree with your general argument, though I have some reservations about”; “From another perspective, this could be interpreted as....”

Evaluative language is of great importance as well, allowing speakers to acknowledge the value of a presentation before raising concerns or offering alternative interpretations. Mastery of these interactional practices enables participants to engage critically yet respectfully. Such phrases reinforce the collaborative nature of academic discourse at conferences: *“This is a valuable and thought-provoking observation”; “Your comment highlights an important aspect of the problem”; “That is an interesting suggestion and worth exploring further.”*

Academic conferences are structured communicative spaces where researchers present ideas and negotiate the value of their scientific work through discussion. Conference communication is shaped by practices that signal authority and establish credibility within the scientific community. By using hedging and evaluative language, participants can express claims cautiously and position their contributions within an ongoing scholarly conversation. In this way, academic communication at conferences emerges as a dynamic process of producing and sharing scientific knowledge through critical exchange.

QUESTIONS FOR DISCUSSION

1. What are the primary differences between plenary and panel sessions in terms of their purpose, audience, and structure?
2. The text outlines five principles for an effective conference talk. In your opinion, which one is the most challenging for a speaker to master, and why?
3. Why is the use of signposting language (phrases like *“I will now move on to...”*) important for the audience during a research presentation?
4. How do “hedging devices” and “pragmatic strategies” contribute to the collaborative nature of scientific research?
5. Based on the text, what is the role of the Q&A session, and how should a speaker handle criticism or difficult questions from the audience?

PRACTICAL ASSIGNMENTS

1. Match the following terms from the text with their correct definitions.

Term	Definition
1. Plenary session –	a) A public call for researchers to submit their work for a conference.
2. Call for papers –	b) A meeting involving a small group of people focused on a specific theme.

3. Panel session –	c) The use of cautious or vague language to soften a claim.
4. Peer review –	d) A session attended by all participants, usually featuring a keynote speaker.
5. Hedging –	e) The evaluation of scientific work by others working in the same field.

2. The text mentions several phrases used to guide an audience. Place the following phrases into the correct category based on their function.

Phrase	Function
1. “I will then move on to...”	a) stating methodology /aim
2. “The data for this research were collected from...”	b) signposting transitions
3. “As you can see on this slide...”	c) clarifying/explaining
4. “To conclude...”	d) referring to visuals
5. “In other words...”	e) closing the talk

3. Imagine a fellow post-graduate student suggests that your research data are outdated. Based on the text, rewrite the following rude responses to make them academically polite.

1) Rude: “You are wrong; my data is perfectly fine.”

Diplomatic: _____

2) Rude: “I don’t like your approach at all.”

Diplomatic: _____

3) Rude: “Explain your method again; it makes no sense.”

Diplomatic: _____

4) Rude: “You clearly haven’t read the latest literature on this topic.”

Diplomatic: _____

5) Rude: “Your conclusion is completely biased and lacks any real evidence.”

Diplomatic: _____

4. Role-Play Simulation.

Instructions:

1. **The Speaker:** Provide a brief description of a sample research topic (e.g., “The Impact of AI on Student Writing”).

2. **The Challenger:** Use a hedging device (e.g., “It seems that...”) to ask a challenging question regarding the methodology.

3. **The Speaker:** Use evaluative language (e.g., “That is a pertinent observation...”) to acknowledge the question before offering a defense.

▪ Write a short dialogue (6–8 lines) between the Speaker and the Challenger, incorporating at least four phrases typically used in academic Q&A sessions.

5. Watching and Discussion

Pre-Viewing Tasks

- What are the biggest challenges when presenting your research to specialist and non-specialist audiences? Are they related to terminology, structure, or delivery?
- Consider the following terms: *concise*, *transition statements*, *filler words*, *non-verbal cues*, and *conversational style*. In what ways must these be adapted when presenting specialized research at a conference?
- Before watching, list three bad habits you have observed in academic presentations (e.g., reading from slides, speaking too fast). Predict which of these will be addressed by the Communication Coach.

Viewing Tasks

- Watch the following video to master the foundational techniques of delivering clear and impactful academic presentations: Lyon A. Public Speaking For Beginners : [Video]. YouTube. 2018. 12 Febr. URL: <https://www.youtube.com/watch?v=i5mYphUoOCs>
- While watching the video, analyse how the speaker addresses common public speaking errors. The Common Pitfalls (the Don'ts) have been identified for you in the second column. Your task is to fill in the third column with the corresponding strategy and the timestamp where it is discussed.

Area of Focus	The Don't (Common Pitfall)	The Do (Refined Technique)
Organization	<i>Being long-winded or rambling</i>	
Engagement	<i>Looking at the floor or ceiling</i>	
Preparation	<i>Relying on overly detailed scripts</i>	
Visual Aids	<i>Using cluttered or complex slides</i>	
Physicality	<i>Fidgeting or speaking too softly</i>	

- Observe Alexander Lyon himself. How does he use his hands and posture to demonstrate the very tips he is giving? Does his vocal confidence match his instructions?

Post-Viewing Tasks

- Based on the video, answer the following three questions:
 - 1) What is the “grocery list” approach to notes?
 - 2) What is the recommended maximum time to spend on a single slide?
 - 3) How many slides does Lyon recommend for a beginner’s presentation?
- Select an abstract from your current research. Applying the “grocery list” method, distill the core argument into five essential talking points. Practice delivering these points in a conversational yet authoritative tone in class.

Unit 3. ACADEMIC PRESENTATIONS

This unit explores:

- ✓ *the purpose and role of academic presentations in sharing research;*
- ✓ *structuring presentations effectively;*
- ✓ *features of effective presentations;*
- ✓ *strategies for clear and engaging delivery.*

Whether delivering a conference paper or giving a lecture, the ability to present research findings effectively is an essential academic skill. Academic presentations combine spoken explanation with visual support to communicate scientific ideas clearly. Through the use of visual aids, presenters can illustrate results and guide the audience through the logic of the research. In this way, academic presentations enable researchers to share their work with a wider scholarly audience and contribute to academic discussion.

Beyond visualizing research findings, presentations can foster dialogue. By presenting their work, researchers invite others to engage with their ideas and offer other perspectives. Presentations also provide an opportunity to articulate the significance of the research by addressing broader questions such as why the study matters and how it contributes to academic or societal concerns. When delivered effectively, an academic presentation can demonstrate the relevance and value of research to a wider audience.

Successful academic presentations require careful preparation.

First, the presenter should clearly define the purpose and objectives of the presentation, whether the aim is to inform, persuade, or present new research findings. A clear understanding of this purpose helps shape both the content and the overall structure of the talk.

Equally important is an awareness of the intended audience. This allows the presenter to adjust the level of the presentation, ensuring that the presentation remains accessible and relevant.

Regarding the structure of an academic presentation, it should follow a clear and logical progression from introduction to main body and conclusion. Ideas need to be developed logically and supported by examples. To ensure clarity and coherence, presenters are advised to prepare a detailed outline that guides the presentation and helps maintain a logical flow.

A well-structured academic presentation typically includes the following components.

Title Slide. The title slide creates the first impression and should therefore be clear and professional. It normally contains a concise and informative title that accurately

reflects the topic without excessive technical jargon, as well as the presenter's name and institutional affiliation. A visually clean design helps set an appropriate academic tone.

Introduction. The introduction establishes the foundation of the presentation and prepares the audience for the main argument. Its primary function is to capture attention and situate the research within a broader academic context. The introduction should briefly outline the background of the study and explain why the topic is important, identifying a research gap or problem where relevant. It should also clearly state the research question or central argument, define the objectives of the study, and indicate its significance for the field. In addition, providing a brief overview of the presentation structure helps orient the audience. Attention can be gained through an engaging opening, such as a relevant example, a striking fact, or a thought-provoking question, provided it remains appropriate to the academic context.

Methods. The methods section explains how the research was conducted and establishes the credibility of the study by demonstrating the chosen approach. It should provide a clear and focused overview of the methodology, outlining the key procedures or analytical frameworks used. The emphasis should remain on the rationale behind methodological choices and their relevance to the research aims. Visual support can enhance comprehension at this stage. Diagrams or flowcharts may be used to illustrate research processes or analytical workflows. In addition, presenters may briefly address how the methodology ensures the validity of the findings.

Main Body. The main body of an academic presentation should be organized into clearly defined sections that develop the central argument in a logical sequence. Each section needs to be explicitly introduced, with clear transitions guiding the audience from one point to the next. Topic sentences play a key role in signalling the focus of each section and in maintaining coherence throughout the presentation.

Arguments presented in the main body should be supported by appropriate evidence, including statistical data or illustrative examples. Excessive detail should be avoided in favour of highlighting outcomes and explaining their significance for the overall study. Slides should be designed to support and reinforce the spoken content of an academic presentation rather than replicate it. Effective slides use clear headings, concise bullet points, and relevant visual elements such as charts, graphs, or diagrams to highlight the main ideas. Text on slides should be kept to a minimum, emphasizing core messages instead of full sentences. Visuals need to be of high quality and directly related to the argument being presented. In addition, attention should be paid to technical aspects such as font size, contrast, and layout to ensure readability for the entire audience. When used appropriately, a presentation enhances clarity and supports the overall coherence of the talk.

Conclusion. The concluding sentence is of great importance as it summarizes the main points and emphasizes the significance of the research. A concise and memorable closing statement leaves a lasting impression on the audience.

The delivery of an academic presentation greatly influences its effectiveness. It includes such aspects as verbal skills, nonverbal communication, time management, and visual aids.

Speakers should ensure their speech is audible, well-paced, and appropriately intonated, with emphasis placed on main points to guide audience attention. Strategic use of pauses can stress the main ideas and attract the audience's attention. Maintaining eye contact, using purposeful gestures, and adopting an open and upright posture contribute to a sense of confidence and involvement.

Effective time management is a critical component of successful presentations. Keeping within the allotted time demonstrates professionalism and respect for both the audience and the conference schedule. Presenters should rehearse with time limits in mind, identify sections that can be shortened if necessary, and ensure that sufficient time is reserved for questions and discussion. Careful timing allows the presentation to remain focused while encouraging meaningful interaction with the audience.

In conclusion, academic presentations play a central role in communicating research findings and advancing scholarly discussion. Effective presentations result from careful preparation, clear structuring, and purposeful delivery, as well as from the ability to engage an audience through both verbal and nonverbal means. Developing these skills allows researchers to present their work convincingly and participate in academic communication.

QUESTIONS FOR DISCUSSION

1. According to the text, academic presentations do more than just visualize research findings. What are the broader professional and scholarly functions of a presentation within the academic community?
2. The text emphasizes that awareness of the intended audience is equally important to defining the presentation's objectives. How does this awareness specifically influence the way a researcher constructs their talk?
3. Describe the relationship between the Introduction and the Main Body as outlined in the text. Specifically, how does the introduction set the stage for the logical progression that follows?
4. The authors suggest that slides should reinforce rather than replicate spoken content. What are the specific technical and stylistic guidelines mentioned to ensure slides remain effective and accessible?

5. How do non-verbal elements (such as posture, gestures, and eye contact) contribute to the overall effectiveness and perceived authority of the presenter?

PRACTICAL ASSIGNMENTS

1. Find a recorded presentation in your field (TED Talks, university lectures, or conference recordings) and create a structural map of the content. Identify the “hook,” the logical transitions between main points, and the closing call to action to understand how successful speakers pace their narrative.

2. Based on the principles of presentation delivery and time management, develop a 3-step plan to elevate your presentation style:

- 1) explain your approach to using posture and eye contact effectively;
- 2) identify specific verbal cues (pauses, intonation) you will use to emphasize your main argument;
- 3) specify how you will keep your talk concise to ensure 3–5 minutes remain for audience questions.

3. Take an excerpt from your research and show its main idea on one slide. Follow these rules:

- 1) *keep it short*: use 15 words or fewer.
- 2) *use bullet points*: show the most important facts in a list.
- 3) *use a placeholder*: mark where a chart or image should be (for example: [insert image here]).
- 4) *keep it simple*: use short phrases to guide the audience while keeping the focus on your speech.

4. Watching and Discussion

Pre-Viewing Tasks

▪ Think back to the last academic presentation you attended (or gave) and answer the following questions:

- 1) What made it memorable?
- 2) What made it difficult to follow?
- 3) On a scale of 1–10, how “dry” was the content versus the delivery?
- 4) How did the visual aids (slides, charts, or videos) impact your experience?

Were they a helpful roadmap or a source of distraction?

▪ List three characteristics that define a typical TED Talk (e.g., storytelling, lack of bullet points, or high energy). How do these features differ from those of a traditional 15-minute scientific conference presentation?

Viewing Tasks

▪ Watch the following video for a practical guide on how PhD candidates can transform dry academic presentations into engaging, TED-style talks: *Begin Every PhD*

Presentation Like a TED Talk : [Video] / PhDCoffeeTime. YouTube. 2020. URL: <https://www.youtube.com/watch?v=YmsdsTFo4HY>

- Why is it helpful to include slide numbers and citations on the specific slide they refer to, rather than just at the end?
- Instead of a list of bullet points or a thank you slide, what does the speaker suggest using to make the final summary more memorable?

Post-Viewing Tasks

- Draft a common ground opening for your current research project. How would you explain the significance of your work to your peers in 60 seconds?
- Check your title slide: make sure your contact information (email, social media handle, or QR code) is visible so your audience knows how to connect with you.
- Record a 2-minute TED-style introduction to your research. Focus on using an analogy to help your peers connect with the topic.

5. Prepare a 12-slide presentation on your research topic. As part of your preparation, you should plan for the Q&A session:

- 1) identify three potential questions the audience might ask regarding your methodology, findings, or theoretical framework.
- 2) develop clear, concise, and evidence-based answers to these questions to demonstrate your expertise and readiness for academic debate.

Unit 4. RESEARCH PAPER ABSTRACTS

This unit explores:

- ✓ ***the purpose and role of a research paper abstract in summarizing a study for readers;***
- ✓ ***the main functions of an abstract;***
- ✓ ***the typical structure of an abstract;***
- ✓ ***the use of clear and precise language to create an effective and readable abstract.***

An abstract is a concise summary of a research paper that appears before the main text. It enables readers to quickly understand the purpose, methods, key results, and conclusions of the study.

The abstract should normally be a single paragraph between 200 and 300 words with key words included. A good abstract is accurate, nonevaluative, coherent, and readable. It uses verbs rather than their noun equivalents and the active rather than the passive voice.

The research paper performs several important functions. It:

- serves as a short version of the paper providing the most important information;
- helps the potential audience to decide whether to read the whole article or not;
- prepares the reader for reading the full text by giving an idea of what to expect;
- serves as a reference after the paper has been read.

Research paper abstracts are commonly classified as informative or indicative. The informative abstract includes main findings and various specifics such as measurements or quantities. This type of abstract looks like a report in miniature. Indicative abstracts indicate the subject of a paper. They provide a brief description without going into a detailed account. The abstracts of this type often accompany lengthy texts or theoretical papers. The combination of both types of abstracts also exists.

The content of an abstract should correspond to the type of research presented. For a theory-oriented paper, the abstract explains how the proposed theory or model operates, identifies the phenomena it accounts for, and indicates its relationship to empirical evidence. For a methodological study, the abstract specifies the class of methods under discussion, highlights the main features of the proposed approach, and defines its range of application. As an abstract is strictly limited in length, each sentence must convey important information and accurately reflect the content of the full text. All elements mentioned in the abstract must be developed in the main body of the paper. To ensure clarity and accessibility, abstracts avoid unexplained acronyms and abbreviations and they do not include references to sources, tables, figures, or numbered sections. A well-constructed abstract serves as a precise and reliable guide to the scholarly work it introduces.

The present tense is most commonly used in research paper abstracts. It states the purpose of the study, expresses general claims, describes theoretical positions, and presents conclusions with continuing relevance. The past tense is used to report specific procedures, experiments, calculations, and observations conducted in the study.

Keywords follow the abstract and provide a concise set of terms that represent the content of the article. Authors typically list five to ten keywords that capture the central concepts, methods, and research focus of the study. Keywords should be precise, discipline-specific, and formulated mainly as singular nouns or noun phrases to ensure consistency in indexing and retrieval. Well-chosen keywords enhance the visibility of the article in academic databases and help readers quickly identify its thematic orientation.

The structure of the abstract can vary due to the field of science and journal requirements. Typically, a good abstract begins with introducing the research context. This means presenting the current state of knowledge in the field or identifying a specific research problem. The first sentence of your abstract should answer the question: *Why is this field important?* This sentence is important because it shows the reader not only why

your paper is relevant, but also why the broader field matters. You can achieve this by briefly highlighting the significance of the research area, its practical applications, or its contribution to understanding the phenomena analysed. For example, you might explain that the field is important for X or illustrate its role in addressing an important problem. A clear and informative introduction helps the reader understand the purpose and relevance of the study.

After establishing the significance of the research area, the abstract should provide brief background information about the field. This typically requires one or two sentences that clarify the conceptual or empirical context of the study. Such background information enables readers to understand the framework within which the research is conducted. If an abstract moves directly from stating the importance of the field to presenting results, readers may lack the necessary context to interpret those results accurately. A concise background section therefore supports comprehension and prepares the reader to understand the study's conclusions.

The next component of the abstract presents the research itself by identifying the specific problem or gap addressed in the study. This element explains what the research seeks to clarify or contribute within the broader field. It is typically expressed in one concise sentence that defines the focus and novelty of the work. By explicitly indicating the unresolved issue or limitation in existing knowledge, this part of the abstract helps readers understand the contribution of the study and its relevance for further research.

The abstract then describes the methodology of the study. This part explains how the identified research problem was addressed and briefly indicates the approach used to obtain the results. It is usually presented in one or two sentences that specify the general research design, data sources, or analytical procedures. A concise description of the methodology helps readers understand how the findings were produced and provides a basis for interpreting the results. It also enables readers to assess the relevance of the study for their own research interests, particularly when methodological approach or research design is of primary importance.

The abstract then summarizes the principal results of the study. This part presents the key findings that directly address the research problem and reflect the outcomes of the applied methodology. The results are typically stated in one or two concise sentences that highlight the most significant conclusions of the research. A clear presentation of findings enables readers to understand the contribution of the study and provides the basis for evaluating its relevance and implications.

The final component of the abstract presents the conclusions and significance of the study. This part explains how the findings contribute to the development of the field and how the research addresses the previously identified problem or gap. Rather than merely restating the results, the conclusion interprets their broader implications and indicates the study's contribution to knowledge. It typically emphasizes the novelty,

theoretical relevance, or practical value of the research. By clarifying how the study advances understanding in the field, this element helps readers evaluate the importance of the work and its potential impact on further research.

Some abstracts may also include a brief indication of future research directions. This element outlines potential developments, applications, or lines of inquiry that arise from the findings of the study. By identifying possible next steps for investigation, the abstract situates the research within an ongoing scholarly context and signals its relevance for further work in the field.

However, the structure of journal abstracts is not entirely fixed. The presence and emphasis of particular components can differ across academic fields and publication requirements.

QUESTIONS FOR DISCUSSION

1. What are the primary functions of an abstract, and how does it assist the potential audience of a research paper?
2. Compare and contrast informative and indicative abstracts. In which specific academic or professional contexts is each type most appropriate?
3. According to the text, what are the specific stylistic and grammatical requirements for writing an effective abstract (e.g., length constraints, voice, and verb usage)?
4. How should the use of tenses be distributed within an abstract to reflect different parts of the study?
5. Describe the typical structural components of an abstract. Why is it important to include background information and a research gap before presenting the results?

PRACTICAL ASSIGNMENTS

1. Choose two peer-reviewed articles in your field of study. Read the abstracts carefully and complete the following two-step analysis:

Part 1. Structure Analysis of Research Abstracts

Identify the six main parts of each abstract:

- 1) *Context*: the broad field or importance of the topic.
- 2) *Background*: specific information or current state of knowledge.
- 3) *Gap*: the problem, question, or lack of research you are addressing.
- 4) *Method*: how the research was conducted.
- 5) *Results*: what was found.
- 6) *Conclusion*: the implications or significance of the findings.

If a part is missing, write a short note explaining why you think the author left it out. This will help you understand the standard flow of academic writing.

Part 2. Linguistic Analysis of Research Abstracts

In this stage, you will examine the linguistic means that support the rhetorical structure of your chosen abstracts. Rather than focusing on *what* is said, evaluate *how* it is expressed by analyzing the specific grammatical and lexical choices made by the authors.

Begin by identifying the verb tenses employed throughout the text; observe how the authors shift between the *Present Simple* to state established facts or theoretical positions and the *Past Simple* to describe the specific procedures and completed methods of their study. Pay close attention to expressions that signal transitions between structural components (e.g., “*Despite previous efforts...*”), define the study’s purpose (“*This research aimed to...*”), or present the research conclusions (“*The findings suggest that...*”).

Furthermore, evaluate the use of Active vs. Passive voice to determine the narrative focus. Is the emphasis on the researcher (“*We analysed...*”) or the process (“*Data was collected...*”) ? Finally, identify the use of hedges and boosters. Find examples of cautious language, such as “*may indicate*” or “*possibly*”, and contrast them with boosters like “*proves*” or “*clearly demonstrates*” that reinforce the certainty of the research claims.

By analyzing these linguistic means, you will gain a deeper understanding of the rhetorical conventions required to produce a persuasive and professional academic abstract.

2. To practice crafting a compelling opening, compose only the first three sentences of an abstract for your current research. Your sentences should address the following:

- 1) *Sentence 1 (Context)*: Why does this field of study matter?
- 2) *Sentence 2 (Theoretical Grounding)*: What is the specific conceptual framework being utilized?
- 3) *Sentence 3 (The Gap)*: What is the specific unresolved issue your research addresses?

After writing, exchange your sentences with a groupmate. Evaluate whether the transition from the broad field to the specific problem follows a funnel approach or if there is a noticeable logic jump that disrupts the flow.

3. Watching and Discussion

Pre-Viewing Tasks

▪ Academic writing relies on specific terminology to convey complex ideas efficiently. Define the following terms, ensuring your definitions reflect their specific application in a scholarly context: *concise*, *surrogate*, *holistic*, *implications*.

- To activate your background knowledge, consider the following questions:

1) When searching for research papers, what specific elements of an abstract convince you to read the full-text article?

2) How can a writer ensure an abstract is sufficiently comprehensive?

Viewing Tasks

- Watch the following video, which serves as a practical guide to mastering the structural and persuasive elements of an effective research abstract: How to Write an Abstract for a Research Paper : [Video] / Wordvice Editing Service. YouTube. 2018. 9 Febr.

URL:

https://www.youtube.com/watch?v=JME nRBss6V4&ab_channel=WordviceEditingService

- While watching, identify the two main types of abstracts mentioned. What is the primary difference between them?

Post-Viewing Tasks

- Write a motivation sentence and a problem statement for your current research, using the direct and frank style recommended in the video (e.g., “*The purpose of this study is to...*”). Ensure both sentences combined do not exceed 60 words and omit filler phrases for maximum clarity.

- Based on the general tips at the end of the video, create a 5-point checklist you can use to proofread any abstract before submission.

4. **Take a draft of your current research and write a 250-word informative abstract highlighting specific data, measurements, and findings.** Then, rewrite the same study as a 100-word indicative abstract that focuses only on the scope and subject matter.

5. **Take an abstract you have previously written and evaluate it according to the criteria presented in the video:**

1) Does it include all 5 sections?

2) Is it a single, holistic paragraph?

3) Are the keywords highly relevant rather than just traffic-generating?

Unit 5. SCIENTIFIC ARTICLE

This unit explores:

- ✓ *the purpose and role of a scientific article in communicating research findings;*
- ✓ *the IMRaD structure (Introduction, Methods, Results, Discussion) and the function of each section;*
- ✓ *elements of effective scientific writing, including clarity and logical organization;*
- ✓ *common reasons for manuscript acceptance.*

A scientific article is the principal form of communicating research findings within the academic community. It presents the results of the investigation in a structured manner, enabling other scholars to evaluate or replicate the reported work. A scientific article follows established conventions of organization and argumentation that ensure clarity and precision across studies.

The main purpose of a scientific article is to contribute new knowledge or provide a reinterpretation of existing knowledge within a specific field of science. To achieve this goal, the article must clearly define its research problem, situate the study within the relevant scholarly context, describe the methodological approach, present results objectively, and interpret their significance for further research. Through this structured presentation, scientific articles support cumulative knowledge development and professional dialogue within the discipline. This unit introduces the typical components of a scientific article, their functions, and the principles that guide effective scholarly writing.

According to Hoogenboom and Manske (2012, p. 513), an effective scientific article should be persuasive for both reviewers and the scholarly audience. In decisions regarding publication, reviewers typically evaluate several criteria. First, they assess the importance, timeliness, relevance, and scope of the problem addressed in the study. Second, they consider the quality of the writing, including clarity, coherence, logical organization, and readability. Third, they evaluate the rigor of the research design. Fourth, they examine whether the literature review is critical and current. Finally, they assess the adequacy of the data set in supporting reliable conclusions. These criteria determine the scientific merit of a manuscript and its contribution to the development of the field.

They also identify five common reasons for manuscript rejection. These include inadequate or poorly described statistical analysis, overinterpretation of results, inappropriate or insufficiently described samples, biased samples, and writing that is

difficult to follow. Recognizing these weaknesses helps authors prepare manuscripts more effectively (Hoogenboom and Manske, 2012, p. 513).

Although the organization of scientific articles may vary across fields and types of research, most empirical studies follow a conventional structure that reflects the logic of scientific inquiry. Understanding this structure enables readers to navigate research efficiently and helps authors communicate their findings in a clear and systematic way.

This conventional organization is commonly known as the IMRaD structure, which includes four main sections: Introduction, Methods, Results, and Discussion.

The Introduction section establishes the foundation of a scientific article and guides the reader from the general research context to the specific focus of the study. It begins by presenting the broader problem area and summarizing relevant knowledge in the field, thereby demonstrating the significance of the topic. The Introduction identifies a specific gap or unresolved issue in existing research that justifies the study. On this basis, it clearly states the purpose of the investigation and formulates research questions or hypotheses. A well-constructed Introduction provides the background necessary to understand the study while maintaining a clear line of argument that leads logically to the research objective. By defining the problem, situating the study within prior scholarship, and articulating its aim, the Introduction prepares the reader to understand the methodological approach and the relevance of the results that follow.

The Methods section explains how the study was conducted and allows readers to evaluate the validity of the research and, where appropriate, replicate the procedure. It describes the research design, participants or data sources, materials or instruments, and the procedures used to collect and analyse data. The section should justify the chosen methodological approach by demonstrating its suitability for addressing the research problem. Descriptions must be precise and transparent, specifying relevant conditions and analytical techniques. By clearly describing the process, the Methods section helps readers understand how the results were obtained.

The Results section presents the findings of the study in a clear and factual way. It describes what the study discovered without interpreting the meaning of the results. Data are usually organized in the same order as the research questions or hypotheses, which helps the reader follow the logic of the study. Important findings are highlighted in the text, while more detailed numerical information, such as measurements or statistical values, is often presented in tables or charts. In the Results section, both the past tense and the present tense can be used. The present tense is used with results that the reader can see in tables and figures. The past tense is used to describe analyses provided. The Results section may also note unexpected observations, but it avoids discussing their significance; its main goal is to provide solid evidence that will support the conclusions in the next section.

The Discussion section explains what the results mean and why they are important. It connects the findings to previous research, showing whether they support, extend, or challenge existing knowledge. The section may suggest reasons for the patterns observed in the study, including factors that may have influenced the results. It also points out the practical or theoretical importance of the findings, showing how the research contributes to the field. In addition, the Discussion acknowledges the limitations of the study, such as small sample sizes or methodological constraints, which may affect how widely the results can be applied. This section helps readers understand the value and implications of the study in a broader context.

The Conclusions section summarizes the main outcomes of the study and explains their overall importance. It highlights the findings in relation to the research problem and shows how the study has contributed to the field. Unlike the Results section, which simply presents the data, the Conclusions interpret the findings in a broader context and explain their implications. This section may also indicate how the research fills a gap in existing knowledge, supports or challenges previous studies, or suggests practical applications. A well-written Conclusions section leaves the reader with a clear understanding of the study's contribution and the significance of its results, connecting the study to the wider scholarly or practical context.

After the Conclusions section, a scientific article may include several additional components, such as Acknowledgments, References, or Appendices (if needed).

The Acknowledgments section is an optional part of the paper which gives credit to individuals, institutions, or funding agencies that supported the research. It demonstrates transparency and ethical practice.

The References section includes all sources cited in the article and listed in a consistent format, for example, APA7 or Chicago Style. Proper referencing ensures academic integrity and gives context to the study.

Additional material, such as detailed tables, questionnaires, or technical notes, may be included in an appendix. This information supports the study but is not essential for the main text.

QUESTIONS FOR DISCUSSION

1. According to the text, what are the primary goals of a scientific article, and how does its structured nature support the cumulative knowledge development of a discipline?

2. Based on the criteria cited by Hoogenboom and Manske (2012), what are the three most critical areas reviewers evaluate, and what are the five common pitfalls that lead to a manuscript being rejected?

3. The text mentions that most empirical studies follow a conventional structure. Define the IMRaD acronym and explain how this specific organization reflects the logic of scientific inquiry.

4. In terms of both content and verb tense, how does the Results section differ from the Discussion and Conclusions sections? Specifically, why is it important to present findings without interpreting them in the Results section?

5. Beyond the main IMRaD body, the text lists several additional components (Acknowledgments, References, and Appendices). What are the specific functions of these sections, and how do they contribute to the transparency and academic integrity of the research?

PRACTICAL ASSIGNMENTS

1. **Imagine you are a reviewer for a academic journal. According to Hoogenboom and Manske (2012), there are five common reasons for manuscript rejection.** Read the following reviewer comments and match them to the specific rejection reason mentioned in the text.

Reviewer Comment	Reason for Rejection (from text)
The author claims these results prove a global shift in behavior, but the data only shows a minor correlation in one city.	
The description of the mathematical models used to process the data is vague and contains several calculation errors.	
The sentence structure is overly complex and the transition between paragraphs is illogical, making the argument hard to grasp.	
The study only surveyed 10 students from the same classroom, which does not represent the diverse population of the university.	

2. **Rearrange the following components of an Introduction into the correct logical order (1–4) as suggested by the text.**

- (___) Formulating the specific research questions or hypotheses.
- (___) Identifying a specific gap or unresolved issue in existing research.
- (___) Presenting the broader problem area and summarizing relevant knowledge.
- (___) Stating the purpose of the investigation.

3. Read the following sentences from a hypothetical Results section and choose the correct tense based on the rules provided in the text.

1) Table 2 (shows / showed) that the temperature increased by 5% during the first hour.

2) We (conduct / conducted) a regression analysis to determine the relationship between the two variables.

3) The data presented in Figure 1 (indicates / indicated) a strong correlation between sleep and productivity.

4) Unexpectedly, the control group (performs / performed) better than the experimental group during the second trial.

4. Watching and Discussion

Pre-Viewing Tasks

- Which part of a scientific paper (e.g., Abstract, Introduction, etc.) do you find the most challenging to write, and why?

- The video outlines four steps to writing more efficiently. Based on your own experience, what do you anticipate these four steps might be?

Viewing Tasks

- Watch the following video, which focuses on a story-first approach: Reiser A. How to Write and Publish Research Articles in Journals: Start writing your papers faster! : [Video] / Science Grad School Coach. YouTube, 2021. URL : <https://www.youtube.com/watch?v=Pdk507Q2Cd8>

- How does Dr. Reiser recommend using figures to build a story?
- Why does the speaker emphasize checking a journal's formatting guidelines before you start writing?

- List three extra documents besides the manuscript that are often required for submission.

Post-viewing Tasks

- Pick two journals in your field. Find their Instructions for Authors and compare their requirements for word counts, citation styles, and section headers.

- Review the Scientific Research Paper Checklist provided by Dr. Reiser. Why does the checklist recommend drafting the Abstract during the Submission phase rather than during the Introduction phase?

Scientific Research Paper Checklist

Figures

- ☐ Create publishable figures
- ☐ Rearrange your figures to tell a story

Journal

- ☐ Make a list of journals to submit your paper.

- ☐ Select your top journal option
- ☐ Read the Guide for Authors
- ☐ Determine sections format
- ☐ Determine abstract format
- ☐ Length guidelines
- ☐ Additional forms needed?
- ☐ Download the citation formatting for the journal

Introduction

- ☐ Discuss the importance of your field
- ☐ Include what your reader needs to know to understand your research
- ☐ Include how others have studied your field

Methods

- ☐ Include all the information necessary for another researcher to replicate your experiment

Results and Discussion

- ☐ Highlight the results you found
- ☐ Contextualize the results in the previous literature

Conclusion

- ☐ Summarize the major results
- ☐ Include the next steps after this paper

Acknowledgments

- ☐ Include all funding sources
- ☐ Include non-coauthors that contributed to the project
- ☐ Mention any facilities used

Submission

- ☐ Write a cover letter for your paper
- ☐ Include supplementary information
- ☐ Write your abstract
- ☐ Figure files in the suggested format (TIFF file)
- ☐ Submit your paper using the journals system

5. Applying the IMRaD structure and the criteria from the Scientific Research Paper Checklist, draft the following four components for your current research topic (totaling approximately 1,000 words).

Unit 6. ACADEMIC ESSAY

This unit explores:

- ✓ ***the principles of academic essay writing;***
- ✓ ***the structure of academic essay writing;***
- ✓ ***the use of academic language;***
- ✓ ***ways of ensuring coherence;***
- ✓ ***methods for developing critical reflection.***

The ability to write an academic essay is an important component of scholarly competence. The academic essay provides a structured format for articulating research problems, advancing reasoned arguments, synthesizing relevant literature, and presenting evidence in a coherent and logically developed form. In the essay, complex ideas are organized into a clear line of reasoning that invites critical evaluation by the academic community. Proficiency in academic essay writing supports analytical awareness and strengthens the overall quality of scholarly work. As a result, the academic essay functions as a form of knowledge construction and communication in advanced academic practice.

Writing an academic essay requires a structured approach. The process begins with a precise understanding of the assignment. The essay prompt or research question should be examined carefully to determine the topic and formal requirements, including length, language use, referencing style, and expected range of sources. The communicative purpose of the essay, argumentation, description, discussion, debate, or a combination of these, should be clearly identified, as it determines the overall organization and tone of the text.

Once the focus has been established, relevant academic sources should be selected and critically examined. Credible materials typically include scholarly monographs or peer-reviewed journal articles. During the research stage, key ideas, supporting evidence, and bibliographic information should be systematised, while alternative perspectives are considered in order to construct a well-supported line of reasoning.

Logical organization is achieved through outlining. The essay develops through functionally defined sections that guide the progression of meaning. The introduction performs a contextualizing function by establishing the problem and presenting the central thesis.

The body of the essay develops the argument through analytically distinct sections. An explanatory section may examine specific features of the phenomenon under investigation, presenting each feature through a consistent pattern of description, illustration, and academic interpretation. An interpretive section analyses challenges or implications within concrete academic contexts. A contrastive section identifies

similarities and differences between concepts, practices, or perspectives. A documentary section incorporates disciplinary terminology and relevant academic evidence to substantiate the analysis.

The conclusion performs a synthetic function by integrating the main findings, reaffirming the thesis, and indicating broader implications of the discussion. A final reflective component may provide a metacognitive perspective on the writing process, identifying difficulties encountered and directions for further development.

Coherence within the essay is maintained through formal academic language and logical progression of ideas. Each paragraph develops a single central claim introduced by a topic sentence, supported by evidence, and followed by analytical commentary that demonstrates its relevance to the overall argument. Transitions between statements guide the reader through the reasoning process and ensure conceptual continuity.

Accurate referencing constitutes an essential component of academic writing. All borrowed ideas, data, or quotations require in-text citation according to the prescribed referencing style, and complete bibliographic information must be provided in the reference list. Sources are integrated with independent analysis so that citation supports interpretation rather than replaces it.

The final stage of essay production involves revision. Linguistic accuracy, structural coherence, compliance with formal requirements, and consistency of referencing are verified. Through the successive progression from interpretation of the task to revision of the completed text, the academic essay emerges as an analytically developed and methodologically grounded scholarly work.

These theoretical principles can be illustrated using the essay task sample provided for postgraduate students.

Essay Task Sample

HOW PROFESSIONAL COMMUNICATION SHAPES VALUES IN YOUR FIELD

Write an 800–1,000 word academic essay analyzing how language reflects and reinforces specific social values relevant to your academic or professional field (e.g., objectivity in law, inclusivity in education, empathy and responsibility in medicine, customer satisfaction in business, ethical awareness and reflexivity in social sciences).

Essay requirements

- ✓ use at least three reporting verbs (e.g., *argue, suggest, emphasize, claim*);
- ✓ use at least three linking words or phrases (e.g., *however, in addition, for instance, consequently, in contrast*);
- ✓ use at least two complex noun phrases (e.g., *the implicit assumptions embedded in professional communication; value-laden terminology in institutional discourse; discipline-specific linguistic norms*);

- ✓ include at least one real-world professional text from your field (a report, email, article, or policy statement, etc.), briefly describe its context and analyse how its language reflects specific social values relevant to your profession;
- ✓ use and reference at least one academic source;
- ✓ reflect critically on your own experience or observations (how do you see language shaping social values in your environment?).

Suggested Structure

Introduction (approx. 100–150 words)

Present the central idea that professional communication is not neutral – it reflects the values, priorities, and assumptions of a specific field. Briefly explain why analyzing communication is relevant to your discipline (e.g., business, education, engineering, etc.). State clearly which professional values (e.g., efficiency, care, authority, fairness, innovation) and communication features (tone, formality, terminology, framing) you will explore. Introduce the real-life document or interaction you will analyse.

Useful expressions: increasingly, in professional settings, this essay argues that..., within the field of..., communication serves to...

Theoretical Framework (approx. 100–150 words)

Introduce relevant concepts from your field or from communication studies (e.g., professional discourse, institutional language, audience design, workplace communication norms). Define key terms used in your essay. Support your discussion by referring to at least one academic source, using reporting verbs (e.g., *Anderson (2020) claims that...* or *As Smith (2019) emphasizes...*).

Useful phrases: according to..., as defined by..., this concept is especially relevant in..., scholars such as... have pointed out that...

Contextualised analysis: how words reflect social values (approx. 300–400 words)

Briefly describe what kind of text or interaction you chose (e.g., part of a policy document, a workplace email, a doctor's note, a classroom transcript, a promotional message, etc.). State who produced it, for whom, and in what context. Justify your choice: why is this example relevant to the topic of language and social values? What social assumptions does the language promote? How might different audiences perceive or respond to this language?

Example: *“This analysis focuses on an internal company memo issued by the Human Resources department during a restructuring process. It was addressed to mid-level managers and reflects organizational values such as loyalty, stability, and productivity”.*

Linking words: for example, in this context, furthermore, this reveals that...

Personal reflection and implications (approx. 150–200 words)

Reflect on what your analysis revealed and why it matters. Mention what you learned or noticed that you hadn't before. Explain how this awareness could influence your communication in your field. Give a concrete example of how language choices might carry social or ethical implications in your future academic or professional practice.

Phrases: this suggests..., from my experience..., a possible consequence is...

Conclusion (approx. 100–150 words)

Restate your main point. Summarize your key points. End with a broader comment – how might a better understanding of language improve practice, inclusion, or effectiveness in your discipline?

Useful linking words: in conclusion, overall, this analysis highlights...

This sample demonstrates:

- the connection between theory and practice: how the structure of an academic essay is implemented in a specific example;
- functional zoning of the text: introduction → analysis → reflection → conclusion;
- use of academic language: reporting verbs, linking phrases, complex noun phrases, examples of sources and real texts;
- reflection and metacognitive function: shows the importance of evaluating the personal writing process.

In conclusion, proficiency in academic essay writing is essential for developing the skills needed to communicate ideas effectively. Mastery of these skills requires both advanced language ability and a scholarly mindset.

QUESTIONS FOR DISCUSSION

1. In what ways does the academic essay serve as a tool for knowledge construction within your discipline?
2. How can reflecting on your own writing process enhance the quality of your academic work?
3. What are the challenges and benefits of balancing formal academic language with clarity and accessibility in your essays?
4. How do disciplinary expectations influence the structure and style of academic essays across different fields?
5. How does the integration of competing perspectives strengthen scholarly arguments?

PRACTICAL ASSIGNMENTS

1. Choose a peer-reviewed article in your field. Read it closely and break down each paragraph by identifying:

- 1) the topic sentence (*the main idea of the paragraph*);
- 2) the function of the paragraph within the article (*Is it explaining concepts, interpreting results, contrasting ideas, or providing evidence/support?*).

2. Identify a 200-word excerpt from your current research draft that contains descriptive, multi-clause sentences. Rewrite this excerpt to approximately 100 words by converting wordy descriptions into complex noun phrases. Make sure the revised text maintains its original meaning while improving analytical impact and clarity. Submit both the original and the condensed versions, along with a brief reflection (3–4 sentences) explaining how using complex noun phrases enhanced the scholarly tone and precision of your argument.

3. Describe the process you would use to ensure logical coherence and smooth flow between paragraphs, including the use of topic sentences and transition words or phrases.

4. Select an academic source that is important to your research. Write a 300-word summary that combines ideas from this source, using at least three different reporting verbs (e.g., argues, suggests, emphasizes) to show different degrees of certainty or intention.

5. Watching and Discussion

Pre-Viewing Tasks

▪ Reflect on the last research paper or article you wrote. In your notes, briefly list the steps you took from receiving the topic to submitting the final version.

- 1) *How many distinct stages did you have?*
- 2) *Which stage did you find the most difficult?*

▪ Before watching the video, match these verbs with their academic purpose:

1. evaluate	a) to find similarities and differences.
2. examine	b) to show both strengths and weaknesses.
3. compare	c) to look at something carefully and discuss it in detail.

Viewing Tasks

▪ Watch the following video, which provides a concise, instructional guide to the systematic stages of scholarly writing: 6 Basic Steps to Writing an Academic Essay : [Video] / Writing Better. YouTube. 2022. URL: <https://www.youtube.com/watch?v=KR7REhGYWeo&t=203s>

- As you watch, identify the six basic steps mentioned in the video. For each step, note one key action or essential tool the presenter recommends (e.g., *using a chart for research*).

Post-Viewing Tasks

- The presenter suggests leaving the final draft overnight or for several hours before making the final edit. Why is this metacognitive break important for PhD writing?
- What is the difference between editing for grammar and revising for logical coherence? Which one does the video emphasize more? Do you agree with this emphasis?

Unit 7. REFERENCE STYLES IN ACADEMIC WRITING

This unit explores:

- ✓ ***the reasons for using referencing styles;***
- ✓ ***functions of referencing styles;***
- ✓ ***specific features of APA, Chicago, and Harvard referencing styles.***

Reference styles constitute a fundamental component of academic writing. Proper referencing acknowledges the sources of information and enhances the credibility of scholarly work. Several referencing styles are widely used in academia, each governed by specific conventions for in-text citation, formatting, and reference lists. Among the most common are APA, Chicago, and Harvard styles. Although they share the same purpose, such as accurate attribution of sources, they differ in structure, formatting principles, and disciplinary use. To understand their role in academic writing, it is necessary to distinguish the main functions of referencing in scholarly work.

- Acknowledging intellectual ownership. Referencing gives proper credit to the authors and researchers whose ideas, theories, data, or findings you use. It recognizes intellectual contributions and reflects the ethical principle that academic knowledge develops through engagement with previous scholarship.

- Preventing plagiarism. Plagiarism is the use of another person's work without appropriate acknowledgment. It may lead to serious academic and professional consequences. Accurate referencing clearly distinguishes your original contribution from borrowed ideas and ensures academic integrity.

- Demonstrating research depth. Well-referenced work indicates engagement with relevant literature and awareness of the current state of knowledge in the field. Such engagement strengthens argumentation and enhances scholarly rigor.

- Ensuring transparency and verifiability. References allow readers to verify claims and examine the evidence supporting an argument. This transparency is essential for trust in academic communication.

- Enhancing credibility. Accurate and consistent referencing signals adherence to academic standards. Research supported by reliable sources gains authority and persuasive power.

- Positioning research within scholarly dialogue. Referencing situates a study within an ongoing academic conversation. It demonstrates how research contributes to, develops, or challenges existing knowledge, thereby advancing the field.

Different academic disciplines have specific referencing styles and conventions.

APA Style (American Psychological Association, n.d.), created by the American Psychological Association, is a set of detailed rules and conventions used for writing and formatting academic documents. It is widely used in the social sciences, linguistics, education, psychology, and communication studies. APA Style regulates document structure, argument presentation, citation practices, and language conventions.

A central feature of APA is the author–date citation system, which allows readers to identify sources directly within the text. When paraphrasing, a source is indicated by the author’s surname and year of publication, for example (Brown, 2021). Direct quotations additionally include a page number (Brown, 2021, p. 45). When the author’s name is integrated into the sentence, only the year appears in parentheses: Brown (2021) argues that...

Multiple sources are listed alphabetically and separated by semicolons (Johnson, 2019; Smith, 2020; Taylor, 2018). For works with three or more authors, only the first surname is used followed by et al. (Brown et al., 2022). If no author is indicated, the title replaces the author’s name (Title of the Article, 2020).

All sources cited in the text must appear in the reference list, which provides complete bibliographic information. Entries are arranged alphabetically by author’s surname, formatted with a hanging indent, and structured according to the type of source. For example, a book entry includes author, year, title, and publisher; a journal article includes author, year, article title, journal title, volume, issue, pages, and DOI; a webpage includes author, year, title, website name, and URL.

APA also establishes conventions for presenting titles and quotations. Titles of longer works such as books, reports, films, and webpages are italicized, whereas titles of shorter works such as journal articles or chapters are not italicized in the reference list.

APA uses sentence case, capitalizing only the first word of a title, the first word after a colon or dash, and proper nouns. Short quotations (fewer than 40 words) are incorporated into the text and enclosed in quotation marks. Longer quotations are formatted as block quotations, presented on a new line, indented from the left margin, and followed by a citation after the final punctuation mark.

APA provides consistent rules for punctuation and numerical expression. The serial (Oxford) comma is required in lists. Periods and commas are placed inside quotation marks, while semicolons and colons are placed outside. Numerals are used for numbers 10 and above, whereas numbers below 10 are written in words, except when indicating measurements, time, age, scores, or precise data.

Chicago Style, presented in *The Chicago Manual of Style* (The Chicago Manual of Style Online, n.d.) and maintained by the University of Chicago Press, is a comprehensive system for documenting sources and formatting scholarly work. It is widely used across disciplines and offers two alternative citation systems, allowing researchers to select the approach that best fits their field.

Chicago provides the Notes and Bibliography system, traditionally used in the humanities (history, literature, arts), and the Author–Date system, more common in the sciences and social sciences. Both systems ensure accurate attribution of sources while differing in how citations appear within the text.

In the Notes and Bibliography system, sources are documented through footnotes or endnotes that correspond to superscript numbers placed in the text. The full citation appears either at the bottom of the page or at the end of the document, and all cited sources are listed in a bibliography arranged alphabetically by the author’s surname. A typical book entry includes the author’s name, title, place of publication, publisher, and year, while journal articles include the article title, journal title, volume, issue, year, and page range.

The Author–Date system uses parenthetical in-text citations that include the author’s surname and year of publication. A corresponding reference list at the end of the document provides full bibliographic information. Reference entries generally present the author’s name, year, title, and publication details for books, journal articles, and online sources.

Chicago Style also establishes conventions for presenting titles and quotations. Titles of longer works such as books, journals, and films are italicized, whereas titles of shorter works including articles, chapters, and webpages appear in quotation marks. Unlike APA, Chicago uses headline-style capitalization, in which major words in titles are capitalized.

Quotation formatting depends on length. Short quotations are incorporated into the text and enclosed in quotation marks. Longer quotations are presented as block quotations: they begin on a new line, are indented from the left margin, and are not enclosed in quotation marks. The citation follows the final punctuation mark.

Chicago provides consistent rules for punctuation and numerical expression. The serial (Oxford) comma is used in lists. Periods and commas appear inside quotation marks, while colons and semicolons appear outside unless they are part of the quoted

material. In general usage, whole numbers from zero through one hundred are written in words, while numerals are used for larger numbers and for technical or statistical data.

Harvard (Harvard Library, n.d.) referencing is an author–date citation system widely used in universities, particularly in the UK and Europe. Although it resembles APA in its use of in-text citations and a reference list, it follows its own conventions of punctuation, capitalization, and bibliographic formatting. The system is commonly associated with academic practices developed at Harvard University.

At the core of Harvard referencing is the author–date in-text citation, which allows readers to identify the source of information immediately within the text. A paraphrased idea is cited by including the author’s surname and year of publication in parentheses, for example (Jones, 2020). When directly quoting a source, a page number is also provided (Jones, 2020, p. 45). If the author’s name is integrated into the sentence, only the year appears in parentheses: Jones (2020) argues that... For works with multiple authors, both names are included for two authors (Smith & Jones, 2020), while three or more authors are indicated by the first surname followed by et al. (Smith et al., 2020).

Full bibliographic details of all cited sources are provided in the reference list, placed at the end of the text and titled References. Entries are arranged alphabetically by the author’s surname and formatted with a hanging indent. Each source cited in the text must appear in this list to ensure that readers can locate the original material. Reference entries typically include the author’s name, year of publication, title, and publication details. Books include the place of publication and publisher; journal articles include the journal title, volume, issue, and page range; online sources include the website name, URL, and access date.

Harvard Style also establishes conventions for formatting titles and quotations. Titles of books and journals are italicized, whereas titles of articles or webpages appear in quotation marks. Major words in titles are capitalized. Short quotations are incorporated into the text and enclosed in quotation marks, while longer quotations are presented as indented blocks without quotation marks.

Consistent punctuation and number usage are integral to Harvard referencing. Commas separate elements within citations, and full stops conclude reference entries (except for URLs). Numbers expressed in one or two words are generally written in words, while larger numbers are presented as numerals.

To sum up, understanding and correctly applying referencing styles is a vital skill in academic writing. Whether you’re in the humanities, sciences, or technical fields, mastering the referencing style for your discipline enhances both the quality and credibility of your work.

QUESTIONS FOR DISCUSSION

1. When using the *et al.* convention for multiple authors, we prioritize brevity. Does this convention conflict with the text's stated goal of acknowledging intellectual ownership, or is it a necessary compromise for modern, collaborative research?
2. Why do you think the Social Sciences prefer the APA system (which emphasizes the date and numerical precision), while the Humanities often prefer Chicago? How does a referencing style reflect the specific values or logic of a field?
3. The text says referencing strengthens argumentation. At what point does a paper transition from being a well-referenced piece of scholarship to being over-reliant on others' ideas? How do these styles help you distinguish your original contribution from borrowed ones?
4. The text links referencing to trust and verifiability. In an era of digital information, how do specific requirements (like DOIs in APA or Access Dates in Harvard) change our ethical responsibility to ensure our sources remain traceable for future researchers?
5. The text highlights that APA, Chicago, and Harvard all have specific rules for citing digital sources, such as DOIs, URLs, and access dates. Theoretically, how do these technical requirements change our definition of a permanent scholarly record?

PRACTICAL ASSIGNMENTS

1. **Take a 500-word excerpt from your current literature review. Format the excerpt and its bibliography strictly according to APA Style (commonly used in social science journals).** Then, rewrite the same excerpt using the Chicago Notes and Bibliography system. Finally, write a 200-word reflection on how the Notes system in Chicago affects the flow of your argument compared to the Author-Date system in APA. Does one style feel more authoritative for your specific research topic?
2. **Using the provided text as a guide, create a Reference List and corresponding in-text citations for the following three scenarios in APA, Chicago (Author-Date), and Harvard styles:**
 - 1) A paper with two authors (Smith and Jones);
 - 2) A paper with five authors (Brown, Miller, Davis, Garcia, and Rodriguez);
 - 3) A source with no listed author (e.g., a government report or a specific webpage).

Pay close attention to the use of the ampersand (&) versus the word "and," and to the exact point at which "et al." is applied in each style.
3. **Find a primary source relevant to your thesis that contains a lengthy paragraph (60+ words).** Integrate a short snippet (under 40 words) from this paragraph

into a sentence of your own, using APA punctuation rules (periods inside quotation marks). Format the entire original paragraph as a block quotation following Chicago Style. Ensure the citation is placed correctly after the final punctuation mark of the block quote. Also, verify that you have switched from sentence case (used in APA) to headline-style capitalization (used in Chicago) for the source title in your footnote or reference.

4. Doctoral research often involves non-traditional sources. Create bibliographic entries for the following three items using Harvard Referencing:

- A specific YouTube lecture relevant to your field.
- A dataset found on a government website.
- A journal article that has a DOI (Digital Object Identifier).

For the online sources, you must include the access date and the full URL as required by Harvard style conventions.

5. Watching and Discussion

Pre-Viewing Tasks

▪ Based on your current field of study (e.g., Social Sciences, Humanities, or STEM), which of the following citation styles do you think you will use most often: APA, Chicago, or Harvard? List three specific elements you expect to find in an in-text citation for that style (e.g., year, page number, author's first name).

- Define the following terms in the context of academic writing:
 - *Hanging indent*
 - *Serial (Oxford) comma*
 - *Sentence-case vs. Headline-style capitalization*
 - *Superscript*

Viewing Tasks

▪ Watch the following video, which covers essential citation rules: Harvard Referencing Style Made Easy! : [Video]. YouTube / Ref-n-Write Academic Software. 2025. URL: <https://www.youtube.com/watch?v=OiM2iPPpb5A>

- While watching the video, complete the table below based on its explanation:

Feature	APA	Chicago	Harvard
Primary discipline			
In-text format			
Bibliography title			
Capitalization rule			

- Answer the following questions:

1) According to the video, what is the specific purpose of using a page number in an APA citation?

2) How does the placement of punctuation (commas and periods) differ when using quotation marks in the Chicago style compared to others?

3) What is the rule for “et al.” when a source has more than three authors?

Post-Viewing Tasks

- Exchange your literature review excerpt with a groupmate. Using the Compliance Checklist from the video, highlight any inconsistencies in their serial comma usage or their author-date formatting.

- Write a brief entry (150 words) on how mastering a specific referencing style contributes to your identity as a credible scholar in your specific research community. Does the style you use change how you perceive the authority of the sources you read?

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Навчально-методичне видання

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Коляда Еліна Калениківна

ACADEMIC ENGLISH

Методичні рекомендації для самостійної роботи

Друкується в авторській редакції