**Структура підсумкового контролю**

Підсумковий контроль з дисципліни «Англійське академічне письмо» здійснюється за умови представлення Портфоліо аспіранта (див. Додаток 1).

**Структура Портфоліо за 1 рік навчання**

**Зміст**

**1. Академічна лексика з Підручника 1 «Англійська мова за академічним спрямуванням» (Book 1 ‘English for Academics)\* (див. Література):** випишіть 20 - 50 невідомих слів / термінів / виразів тощо з кожного з нижчезазначених модулів; надайте їм українські чи російські еквіваленти та дефініції англійською мовою; вивчить напам’ять слова / терміни / вирази та їх дефініції (див. Book 1‘English for Academics’ Словник академічної лексики с.169-173).

1.1. Модуль 1 Міжнародні академічні конференції [1, с.10-18]

1.2. Модуль 2 Вирішення проблем підчас конференції [1, с. 67-74]

1.3. Модуль 3 Виступ підчас презентації, Розвиток навичок презентації [1, с. 107-121]

1.4. Модуль 4 Написання резюме до наукової статті [1, с**.** 142-145]

**2. Завдання для самостійної роботи (Follow-up exercises) до кожного з вищезазначених модулів з Підручника 1 «Англійська мова за академічним спрямуванням» (Book 1 ‘English for Academics’).**

**3. Запрошення на Міжнародну конференцію** щопов’язана з науковими інтересами аспіранта (Інформаційний лист): знайти, роздрукувати, додати до Портфоліо, бути спроможним обговорювати під час заліку.

**4. Презентація в Power Point щодо перебігу науково-дослідної роботи аспіранта**:

     4.1. Роздруковані слайди презентації в Power Point;

      4.2. Текст презентації до кожного з слайдів (включаючи опис діаграм для аспірантів природничих та точних спеціальностей).

**Питання для залікового контролю за 1 рік навчання**

**(formative assessment)**

**1. Презентація в Power Point щодо перебігу науково-дослідної роботи аспіранта.**

**2. Відповідь на деякі з питання з нижчезазначеного списку (за вибором викладача):**

1. What is *Call for Papers*? (Give a definition). What information are you most likely to find in *Calls for Papers*? [Book 1, pp. 14-17]

2. What types of face-to-face academic and professional events do you know? What forms of participation are typical for them? [Book 1, pp. 18-21]

3. What types of on-line professional events do you know? What names of sessions and forms of participation are typical for them? [Book 1, pp. 18-21]

4. What are the presentation criteria? What makes a successful presentation? [Book 1, pp. 107-110]

5. Speak about overall presentation structure. [Book 1, pp. 109-115]

Give examples of language patterns recommended for each of the structural parts:

* How do you usually start your presentation?
* What phrases do you use to express your opinion about the research problem?
* What phrases do you use to summarise the main points of your presentation?
* What phrases do you use to signal the beginning of the talk?
* What phrases do you use to greet the audience?
* What phrases do you use to handle difficult questions?
* What phrases do you use to present the main body of the talk?
* What phrases do you use to have a strong ending?
* What phrases do you use to introduce the presentation topic and objectives?
* What phrases do you use to outline the presentation structure?
* What phrases do you use to deal with difficult questions?
* What phrases do you use to present the main body of the talk?
* What phrases can be used to express your agreement or disagreement with a questioner?
* What phrases can be used to support your ideas?
* What signposting phrases do you use within the framework of your presentation?
* How do you usually end your presentation?

6. What are the major requirements to the content and design of Power Point slides? [Book 1, pp. 125, 128, 129]

7. What are the general criteria of Power Point presentation? How do you generally assess the presentation? What should be taken into account when giving a feedback on a presentation? [Book 1, pp. 129,130]

8. What problems might the presenter have with the equipment used for conference presentation?

[Book 1, pp. 67-69]

9. What phrases should the presenter use to express the following functions:

* explaining the problem;
* asking for help; agreeing to help;
* explaining the situation;
* approving of the actions of the person in charge;
* thanking for the help? [Book 1, pp. 73]

10. Give the definition to the academic term/word/expression (conference, session, key word, keynote speakers, abstract, affiliation, venue, registration fee, interdisciplinary conference, area of research, Arts, discussion, panel, panelist, plenary (meeting), round table discussion, e-conference, a webinar, a video conference, a forum, a poster session etc.

(see Academic vocabulary list: pp. 169-173 in accordance with the Syllabus: Module1, Unit1, Lessons1-3; Module2, Unit 2, Lessons1-4; Module3, Unit2, Lessons1-4).

**Структура Портфоліо за 2 рік навчання**

**Зміст**

**1. Академічна лексика** з Підручника 2 «Англійська мова за академічним спрямуванням» (Book 2 ‘English for Academics)\* (див. Література): випишіть 20 - 50 невідомих слів / термінів / виразів тощо з кожного з нижчезазначених модулів; надайте їм українські чи російські еквіваленти та дефініції англійською мовою; вивчить напам’ять слова / терміни / вирази та їх дефініції (див. ‘English for Academics’ Словник академічної лексики с.169-173).

 1.1. Організація та участь в академічних заходах [2, с. 23-32]

1.2. Підготовка до публікації [2, с. 55-68]

1.3. Обробка інформації що передує науковому дослідженню [2, с. 69-84]

1.4. Опис дослідження [2, с. 85-96]

1.5. Висновки [2, с. 97-105]

**2. Завдання для самостійної роботи (Follow-up exercises) до кожного з вищезазначених модулів з Підручника 2.**

**3. Анотація до власної наукової статті аспіранта (200-250 слів).**

**4. Анотована бібліографія (8-10 джерел) з області наукових інтересів аспіранта** (див. зразок оформлення Writing an annotated bibliography [www.rmit.edu.au/studyandlearningcentre](http://www.rmit.edu.au/studyandlearningcentre)).

**5. Переклад наукової статті з англійської на українську з галузі дослідження аспіранта (**обсягом не менш ніж 5000 слів, тобто 6-8 сторінок оригінального печатного тексту, оформлення див. Додаток 2)**.**

**6. Моя науково-дослідна робота (текст доповіді, 1 сторінка).**

**Питання для поточного контролю за 2 рік навчання**

1. What types of academic publications do you know? What types of academic articles are published in the scientific journals? What are the characteristic features of these types of articles? What structural elements of an academic article do you know? [Book 2, pp.61-63]

2. What are the sections of a research article? What are the purposes of each section in a research article? [Book 2, p. 63]

3. What is the purpose of an abstract in a research article? What types of abstracts do you know? What are the main requirements to the abstract length and structure? What phrases can we use to state the purpose of research in the abstract? [Book 2, pp. 65-67]

4. What are the main requirements to the title of an academic article? In what way can different titles be categorized? [Book 2, pp. 67-68]

5. What is a literature review? Where in an academic article can you find references to other authors’ works? What kind of grammatical, lexical and stylistic techniques can be used to paraphrase and summarise? [Book 2, pp. 77-78]

6. What citation styles do you know? What style are you planning to use in your dissertation?

What are the common things in all styles? What is the difference between the citation styles? [Book 2, pp. 83-84]

7. What is the main purpose of the Introduction section? What kind of information do you always include in the Introduction section? Give the clear structure of the elements which should be included in the **Introduction** section of your academic article. What are essential requirements to writing the Introduction section? Give an example of the phrases for indicating the gap in the field of your research. [Book 2, pp. 85-87]

8. How can the **Methods** section of an article be helpful for researchers? What other names for the Methods section are used in journals your field? Which elements do you think can be included in the Methods section of a research article? Which tense is used most frequently in the **Methods** section? Why? [Book 2, pp. 88-91]

9. What kind of information should be written in the **Results** section? Should you interpret the findings or discuss their implications in the **Results** section? What kind of order should results be presented in? Should the received data be presented in a form of a table or a diagram in the **Results** section? Which tenses should be used in this section? [Book 2, pp. 92-96]

10. What is the aim of the **Discussion and Conclusion** section? / What kind of information should the **Discussion and Conclusion** section provide? What is the sequence of giving the information in this section? Should you mention any inconclusive results**,** your preliminary findings and describe the limitationsof your study in this section? Which section gives recommendations for future research? Which section should be written first/last in the article? [Book 2, pp. 97-104]

11. What are essential stages of the procedure of submitting a journal manuscript? What are the major requirements of journal editors? / In what case your submission is more likely to be accepted? What are editorial reasons for rejection your academic article? What is the usual procedure of responding to peer review comments? How to express a polite response agreeing/disagreeing with the reviewer? What are the strict basic principles of publication ethics? [Book 2, pp. 105-108]

**Екзаменаційні питання**

1. Презентація з використанням слайдів в Power Point на тему пов’язану з дослідженням або нагальними проблемами у галузі спеціалізації аспіранта.

2. Анотування наукової статті за фахом (200-250 слів).

3. Бесіда на тему, що пов’язана з науково-дослідною роботою аспіранта.

4. Переклад уривка англомовного тексту за фахом аспіранта.

**Література:**

1. English for Academics/ A communication skills course for tutors, lecturers and PhD students.

Book 1. Cambridge University Press and British Council, 2014.

2. English for Academics/ A communication skills course for tutors, lecturers and PhD students.

Book 2. Cambridge University Press and British Council, 2015.

**Додаток 1**

Odessa I.I. Mechnikov National University

Postgraduate Study Department

**Portfolio**

**English for Academics: Academic Writing**

 First/Second year PhD student

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Specialism: \_\_\_\_\_\_\_\_\_\_\_\_\_

 Phone: (\_\_) \_\_\_\_\_\_\_\_\_\_\_\_\_

 Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 EAP teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Odessa, 2020

**Contents**

**1. Academic Vocabulary**

**Book 1 “English for Academics”[[1]](#footnote-1)**

**1.1. Module 1 Reading**

**Unit 1 International academic conferences [Book1, p.10-18]**

Lesson 1 Conference announcements …………………………………………..2

Lesson 2 Calls for papers ……………………………………………………….4

Lesson 3 Academic and professional events…………………………………….6

**1.2. Module 2 Listening**

**Unit 2 Troubleshooting [Book1, p. 67-74]**

Lesson 1 Is there any technical help? …………………………………………8

Lesson 2 Are you in charge? ……………………………………………..

Lesson 3 Is the problem solved? …………………………….

Lesson 4 Good news ... Bad news… ……………………….

**Unit 4 In the audience [Book1, p. 84-89]**

Lesson 1 Your participation is welcome …………………………………….

Lesson 1 The three golden rules …………………………………….

**1.3. Module 3 Speaking**

**Unit 2 Presentation skills [Book 1, p. 107-121]**

Lesson 1 What makes a good presentation ………………..

Lesson 2 Developing presentation skills …………………..

Lesson 3 Working with visuals ……………………………

Lesson 4 Your presentation skills………………………….

**1.4. Module 4 Writing**

**Unit 2 Writing a summary[Book 1, p. 142-145]**

Lesson 1 What makes a good summary? …………………………………….

Lesson 2 Topic sentences …………………………………………………….

**Book 2 “English for Academics”**

**1.5. Module 1 Organising and participating in academic events**

**Unit 1 Q&A sessions [Book 2, p. 23-32]**

Lesson 1 Asking questions ………………..

Lesson 2 Responding to questions and comments…………………..

Lesson 3 Paraphrasing and summarising……………………………

**1.6. Module 2 Writing for publication**

**Unit 1 Preparing to write [Book 2, p. 55-68]**

Lesson 1 Guidelines for authors…………………………….

Lesson 2 Article structure …………………………………..

Lesson 3 Titles, key words and abstracts…………………….

**Unit 2 Processing information [Book 2, p. 69-84]**

Lesson 2 Literature reviews, sites reviews…………………..

Lesson 3 Citations and references…………………………….

**Unit 3 Describing research [Book 2, p. 85-96]**

Lesson 1 Introductions………………………………………

Lesson 2 Method and process………………………………..

Lesson 3 Results……………………………………………….

**Unit 6 Coming to conclusions [Book 2, p. 97-105]**

Lesson 1 The Discussion section………………………………

Lesson 2 The Conclusion section ……………………………..

Lesson 3 The article submission process………………………

**2. International conference *Call for Papers***……………………………………..XX

**3. Follow up exercises …………………………………………………………….**

**4. Power Point Presentation on the results of the PhD’s research work**………XX

4.1. Slides of the Power Point Presentation ………………………………………………XX

 4.2. Text of the PP Presentation to each of the slides (including diagram description for

 Exact and Natural Sciences specialisms)…………………………………………………XX

**5. Abstract to the article from PdD’s research sphere**.……………………………XX

**6. Annotated bibliography** of 10 sources from the field of PhDs’ research interests.……XX

**7. Translation of a research paper from English into Ukrainian** (in the field of the

PhD’s specialism)……………………………………………………………………… XX

8. **My research work**………………………………………………………………….XX

**Додаток 2**

**Template**

 **Translation of the scientific paper “…………”**

|  |  |
| --- | --- |
| **English version**  | **Ukrainian (or Russian) translation** |
| **Factors affecting the organizational performance of manufacturing firms** |  |
| **Abstract** Numerous studies have been conducted to explore the individual effects of organizational culture (OC) and supply chain management (SCM) practices on organizational performance (OP) in different settings. | **Кожне нове речення статті під час перекладу слід починати з абзацу.** |
| The aim of this study is to investigate the impact of OC and SCM on OP. The sample of the study consisted of 93 manufacturing firms in Jordan. Data were collected from employees and managers from different divisions using a reliable and valid measurement instrument.  |  |
| The findings confirm that both OC and SCM practices significantly predict OP. The current study is significant in reliably testing the relationship between SCM practices and OP; however, it is necessary to consider cultural assumptions, values and beliefs as the impact of OC on OP is greater than the impact of SCM practices.  |  |
| Based on the results, future studies should consider the moderating and mediating role of OC on the relationship between SCM practices and OP. |  |
| **Keywords:** Organizational culture, supply chain management practices, organizational performance, manufacturing firms |  |
| **Introduction**Research on organizational performance (OP), either with regard to its financial or its operational aspects, has revealed different factors that have significant effects on OP.  |  |
| Examples of these factors include enterprise risk management, multidivisional structures of organizations, CEO charisma, stakeholders’ involvement and support, intellectual capital, human capital, CEOs’ social networks, organizational learning, the strategic integration of human resource management, managerial practices related to strategies, performance measurement, innovation and development, along with the external environment, adoption of green supply chain management (SCM) practices, human resource practices, supportive organizational climate, supply chain quality management, supply chain innovation, human capital disclosure and knowledge creation. |  |

1. PhD students are to:

	* write down 20 – 50 unknown words / terms / expressions etc. from each of the Lessons;
	* give Ukrainian or Russian equivalents;
	* provide the English definitions to each;
	* know the words / terms / expressions and their definitions by heart. [↑](#footnote-ref-1)