



Academic English

Presented by Jemar L. Dela Cruz





Week 3-4

1000016

Presented by Jemar L. Dela Cruz



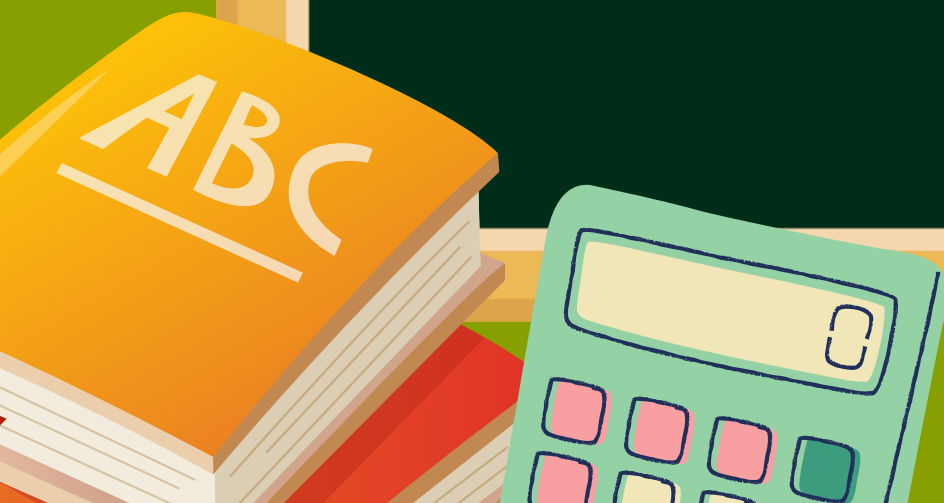
Objectives

> identify research purposes and ethical issues in interviews/texts.

> revise summaries for cohesion and accuracy.

> give a short oral report summarizing a research topic.

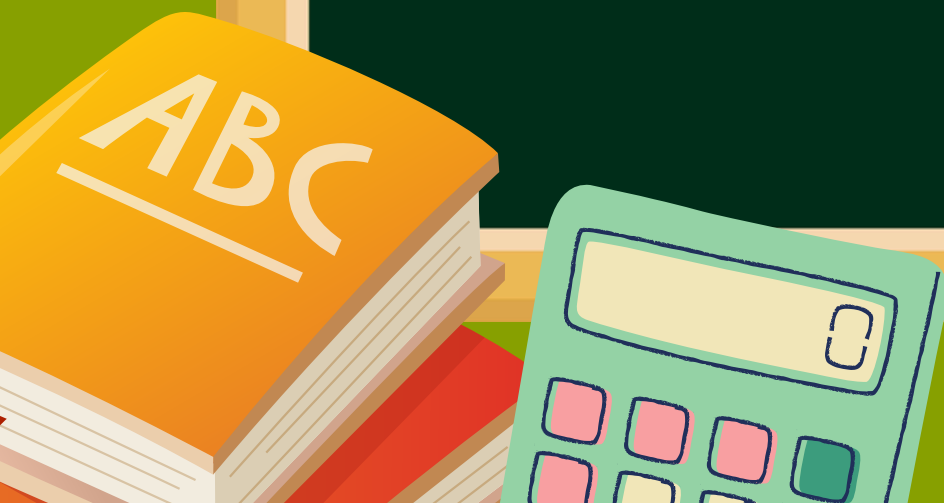
> understand academic publishing technology and structure.



Objectives

> listen for key points in a panel discussion about peer review.

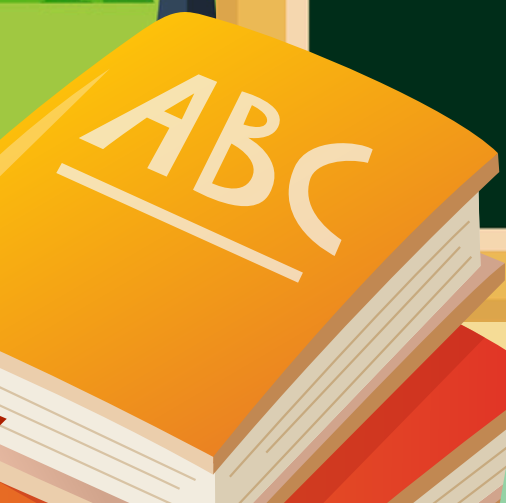
> draft a cohesive abstract using linking devices.



Reading

Before we will start :

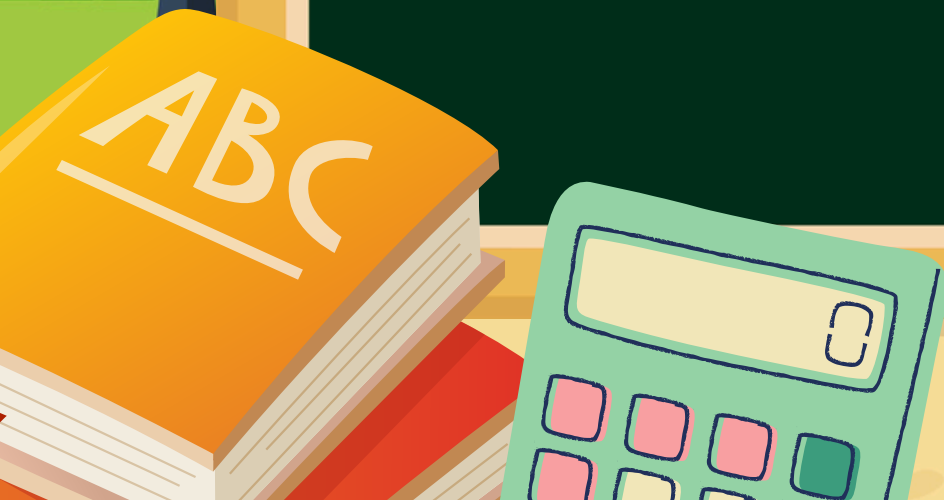
- Have you ever experienced learning in a virtual setting?
- If so, how was the experience?
- Do you like it or not?



Reading

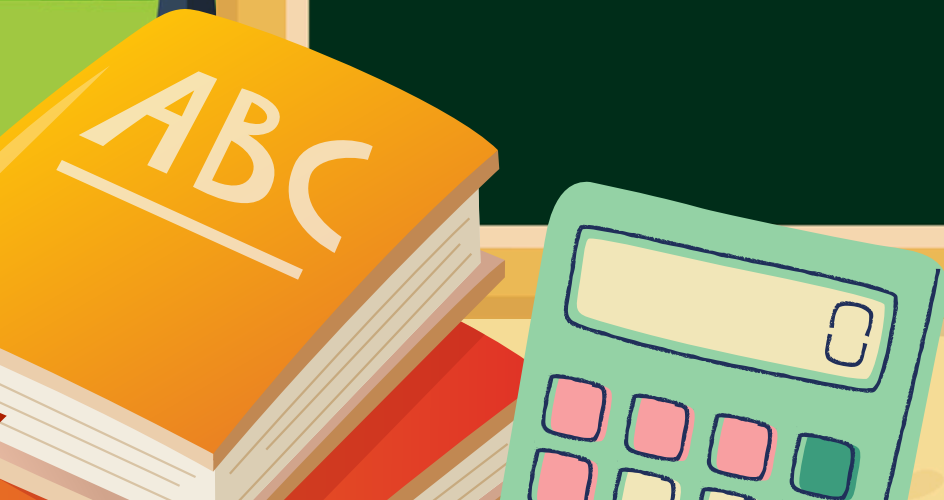
Pedigree

Ray Lawrence, managing director of Telford-based HowToMoodle, which provides training, consultancy and development services to help users get the most from the software, says the 'free' tag may be what attracts people initially, but it is the product's 'pedigree' that is also fuelling its take-up.



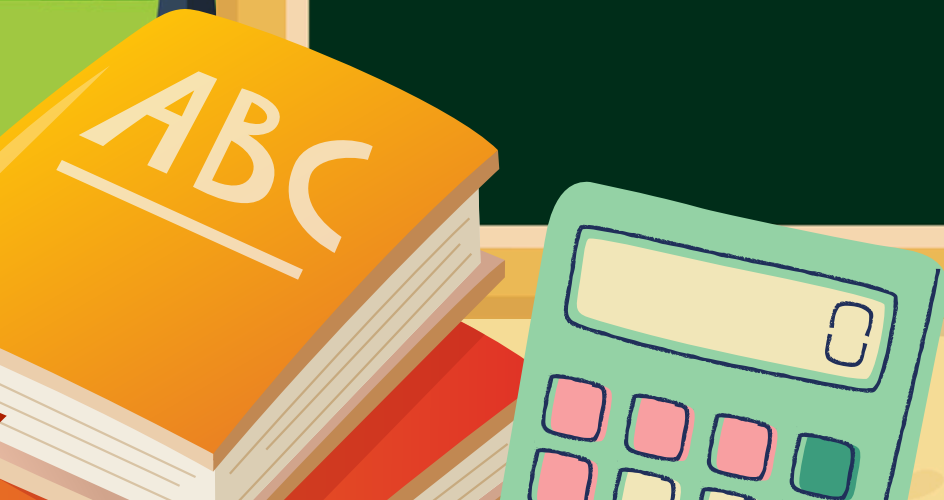
Reading

‘Moodle was developed for educators, not just people with software skills,’ he says. ‘People in learning and development quickly see that it works.’ Those who want to find out more about the pedagogical principles behind the software can do so at www.moodle.org. Partner companies such as HowToMoodle give the ‘top slice’ of their revenue from Moodle projects back into the software’s development. ‘It’s a virtuous circle and it is what keeps Moodle alive and sustainable,’ explains Lawrence. ‘It’s also what sets it apart from some other open-source software because it means it has a steady flow of income.’ Lawrence adds that while it is easy to get carried away with the idea that Moodle is free, part of his company’s role is to ensure the software is right for their requirements.



Reading

Similarly, while Moodle makes it easy to upload content, it is also important to structure the learning activities so they are appropriate for the learner. 'The platform can support communication and reduce administration,' says Dick Moore, director of technology at Ufi and a trustee for The Association for Learning Technology. 'But the most critical factor is the quality of the content and course design – that's the differentiator.' Moore adds that to get the most out of it, it is also necessary to have staff who understand the platform at a technical level.

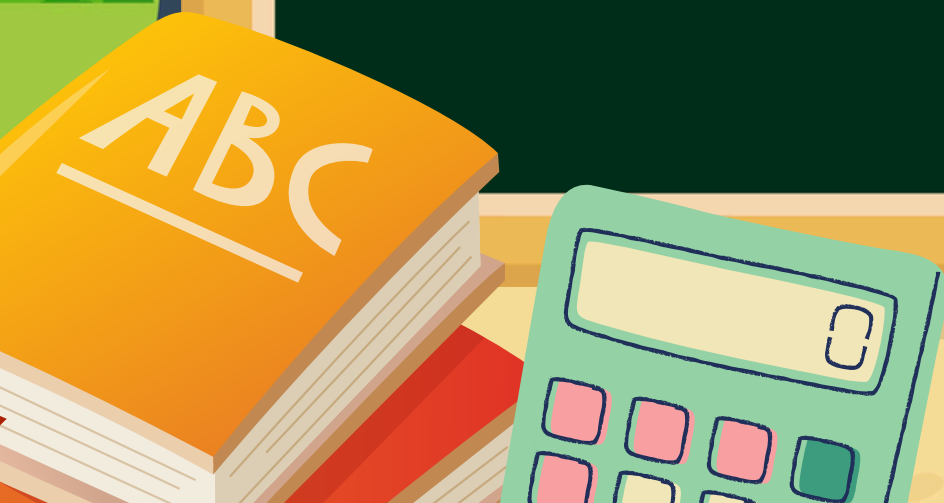


Reading

Distance learning

Among HowToMoodle's clients is the Chartered Institute of Housing (CIH), which wanted to run distance-learning courses on an e-learning platform and develop its own e-learning material, as well as drive down costs.

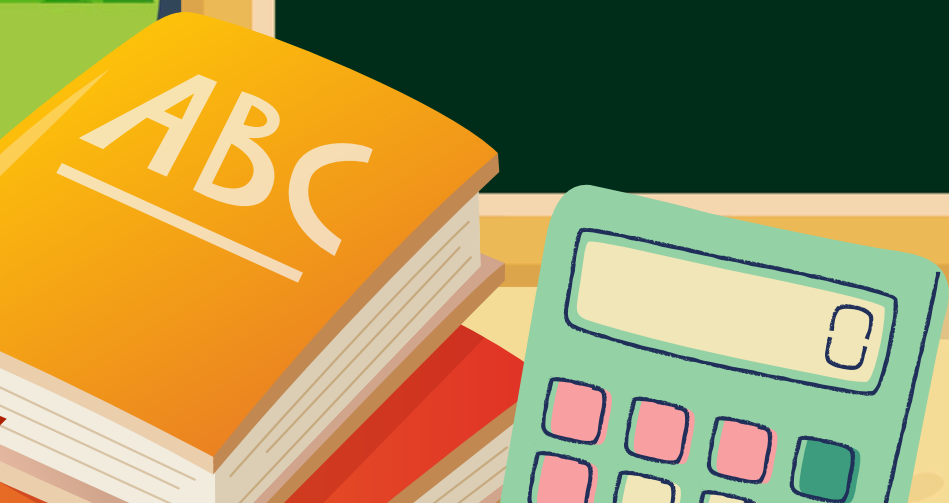
CIH believed an open-source solution would suit their needs, and discovered Moodle. It has since built a Masters degree-level e-learning course to be launched this autumn. It is also looking at how Moodle could be used in other ways, such as using its e-portfolio space for members to provide evidence of their competence for chartered status. '



Reading

Distance learning

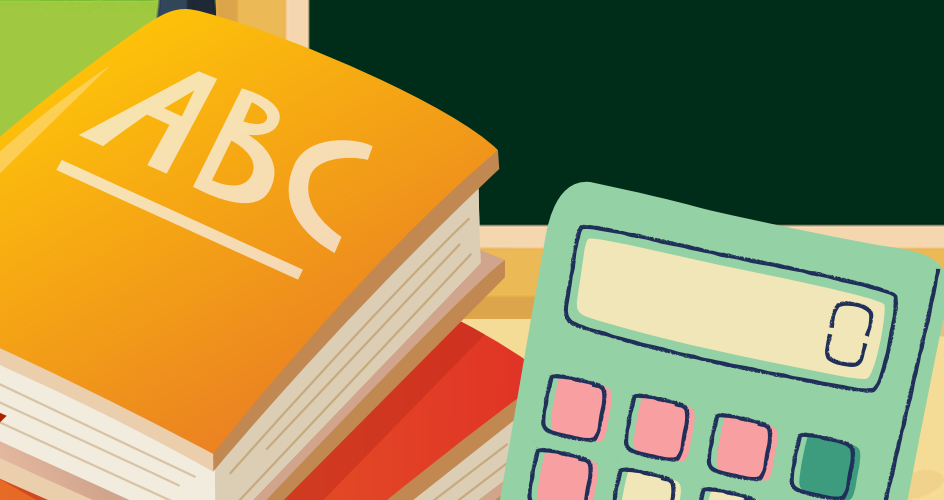
‘Our aim is to raise the bar on assessment criteria through the use of Moodle,’ says Mary James, IT manager at CIH. ‘We’re investigating how using electronic methods of learning can raise standards of learning compared to classroom environments.’ Currently, Moodle has around 40,000 registered sites worldwide, many of them private-sector companies. Lawrence says Moodle has given e-learning a welcome shot in the arm. ‘A lot of organisations tried e-learning and went through the mill,’ he says. ‘This time, they want to get it right.’ And what better way to dip their toe back in the water than via a piece of free software?



Reading

Case study: Customer 1st International

Customer 1st International in Wiltshire produces learning materials and resources to help businesses improve their standards of customer service. It needed a learning-management system for overseas and UK clients, as well as a tutor-led interactive programme that could accommodate learning logs, action plans and assessments. It was aware of Moodle and worked with HowToMoodle to create an online version of the Best Practice Guide for Customer Service Professionals. HowToMoodle built the course and provided training so Customer 1st could maintain the course and site after the handover. It is now being sold to major blue-chip companies in the UK and abroad. 'Moodle delivered exactly what we wanted,' says Customer 1st managing director Stephanie Edwards. 'It means we have raised the game and can talk about customer service at a higher level.'

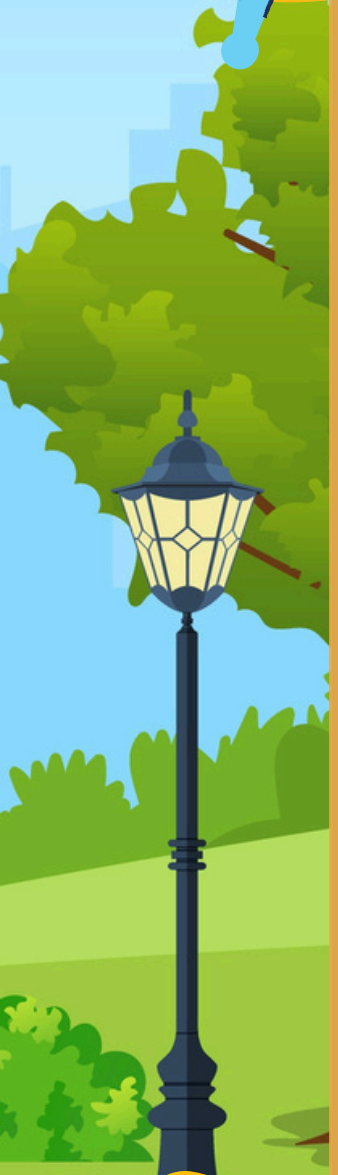




Reading

IN this section you need to read the article and identify the main idea of each section. The articles are as follows *

1. Pedigree-The section explains that Moodle is widely adopted not only because it is free but because of its strong educational design, reliable development support, and effective learning structure.
2. Distance Learning-This section describes how organizations use Moodle to deliver distance-learning programs, improve learning standards, and reduce training costs.

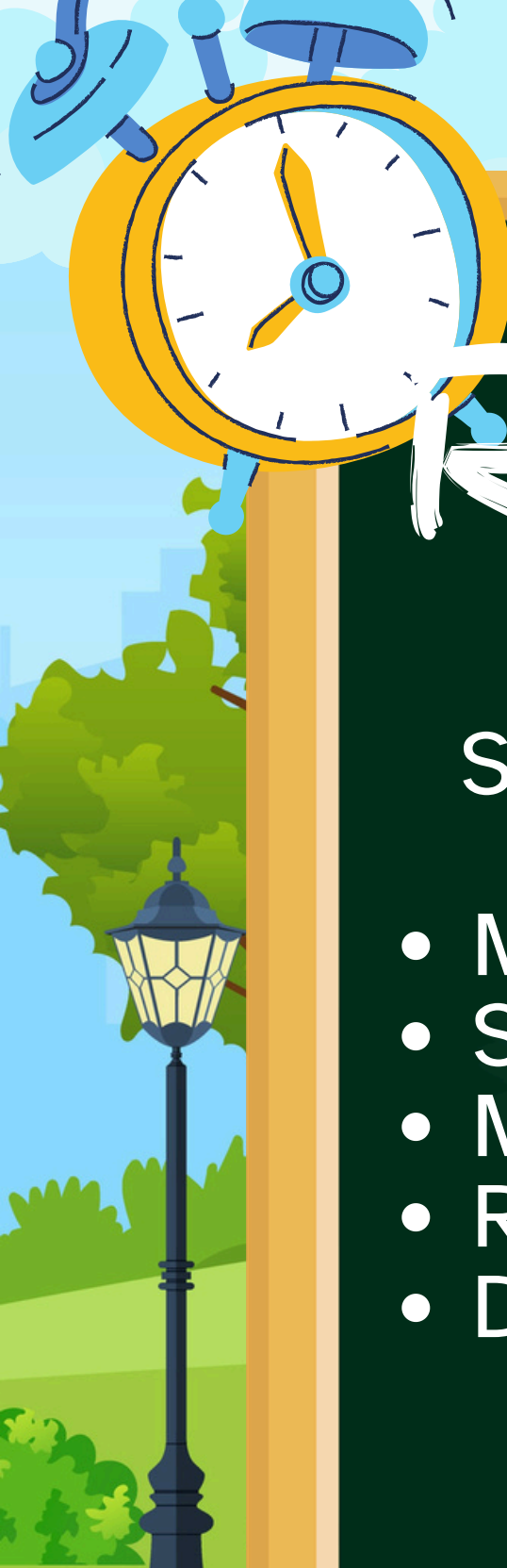


Reading

IN this section you need to read the article and identify the main idea of each section. The articles are as follows *

3. This section shows how Customer 1st International successfully used Moodle to create an online customer service training program for companies in the UK and internationally.



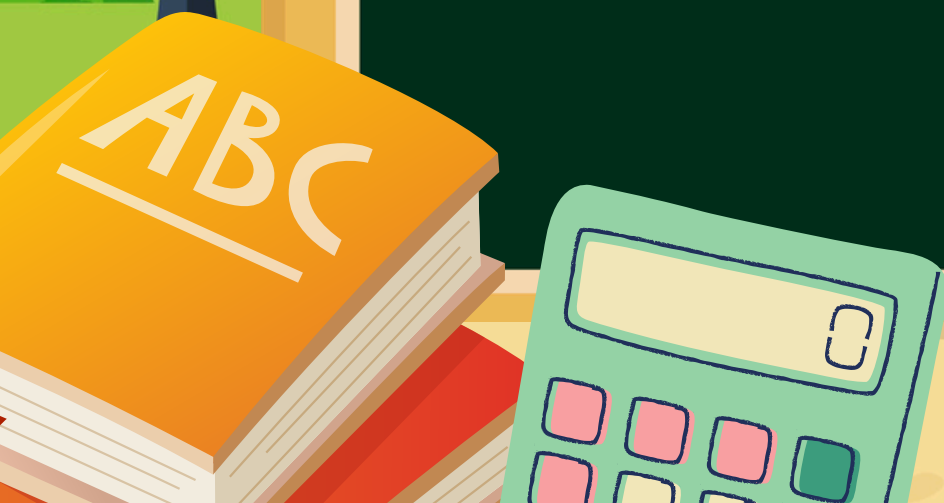


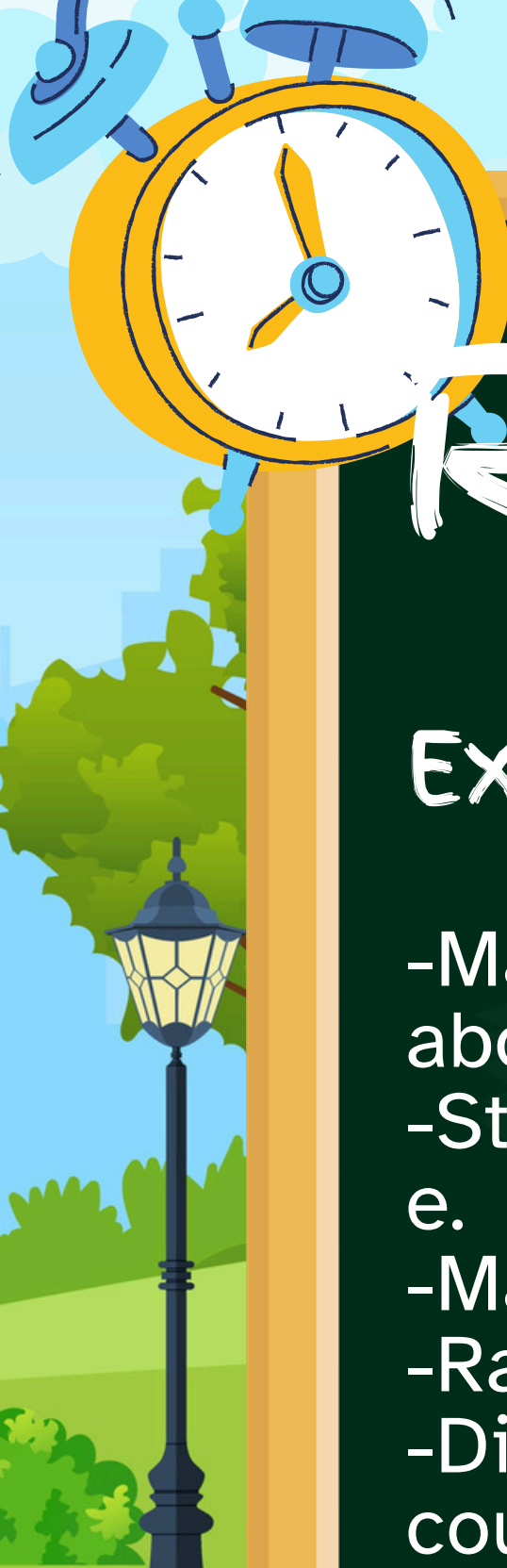
Reading: VOCAB FOCUS

Scan the article again and match the people mentioned in the text.

- Mary James
- Stephanie Edwards
- Martin Dougiamas
- Ray Lawrence
- Dick Moore

- a. manages a Moodle consultancy
- b. created the most well-known OSS
- c. uses the platform to prove the advantages of e-learning over traditional face-to-face methods
- d. points out the features that distinguish Moodle from other platforms
- e. runs the business that uses Moodle to deliver a very specific course for their customers





Reading: VOCAB FOCUS

Explanation:

- Mary James (IT manager at Chartered Institute of Housing) talks about using Moodle to improve learning standards → c.
- Stephanie Edwards runs Customer 1st International that sells a Moodle-based course → e.
- Martin Dougiamas created Moodle → b.
- Ray Lawrence is managing director of HowToMoodle → a.
- Dick Moore explains the important features of Moodle, such as communication and course design → d.

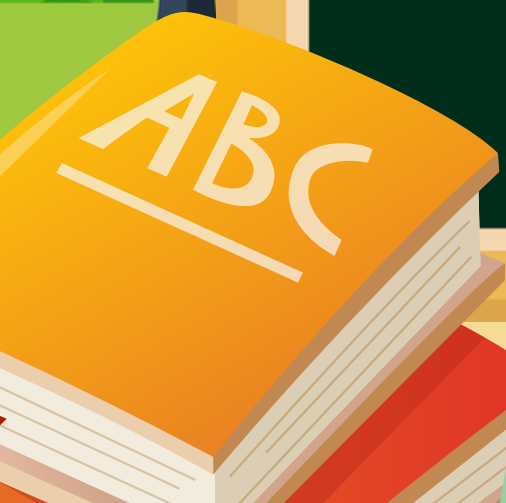


Listening

Lead-in

1 ● 34 Listen to an extract from a conversation between two people at a conference and answer the questions.

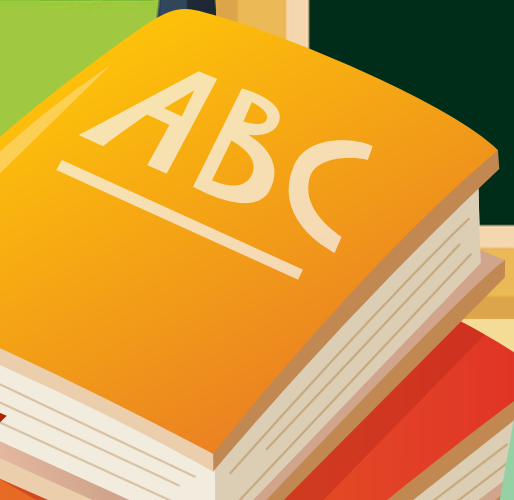
1. What does the woman think of the conference?
2. What does the man think about his talk at the conference?
3. Are these opinions easy to understand? Why? Why not?



Listening

Answer:

- What does the woman think of the conference?
She said , its pretty well.
- What does the man think about his talk at the conference?
 - **he is uncertain if people understand the methods he used.**
- Are these opinions easy to understand? Why? Why not?
 - **Yes, it is can be misunderstood but understandable.**

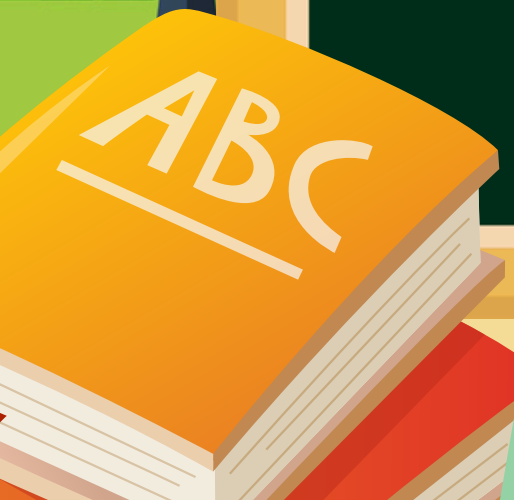


Listening

Noun Phrase

A noun phrase is a group of words that functions like a noun in a sentence. It usually has a head noun, which is the most important word, and it may include other words such as determiners, adjectives, or modifiers that give more information about the noun.

The basic structure of a noun phrase is:
determiner + adjective(s) + noun + modifier



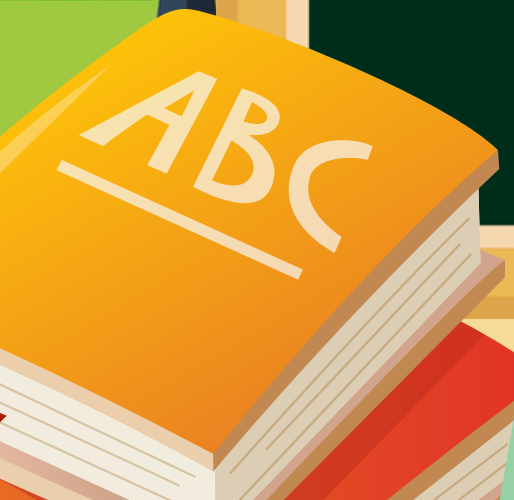


Listening

Language focus

2 Study the examples of noun phrases below. Underline the head noun in each example.

1. An interesting workshop.
2. The workshop on project development.
3. The workshop by O'Brien.
4. The students' presentation.
5. An online learning performance case study.



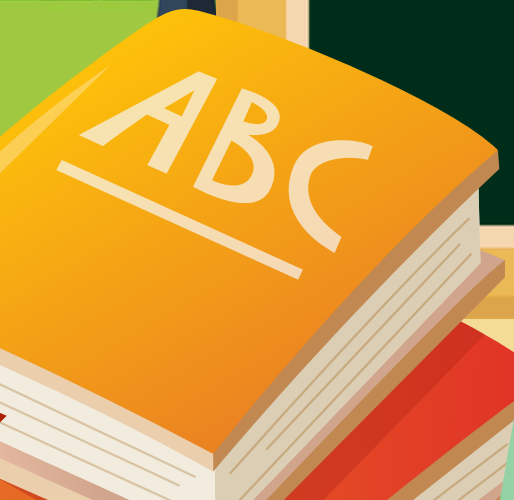
Listening

For example:

- an interesting workshop → head noun: workshop
- the workshop on project development → head noun: workshop
- the students' presentation → head noun: presentation

Noun phrases are important because they help speakers and writers describe people, things, places, or ideas more clearly and specifically. They are commonly used in academic speaking, presentations, and writing to give detailed information.

1.



Listening

◎ 36 Listen and complete the sentences with the missing noun phrases.

1. It was _____, wasn't it?

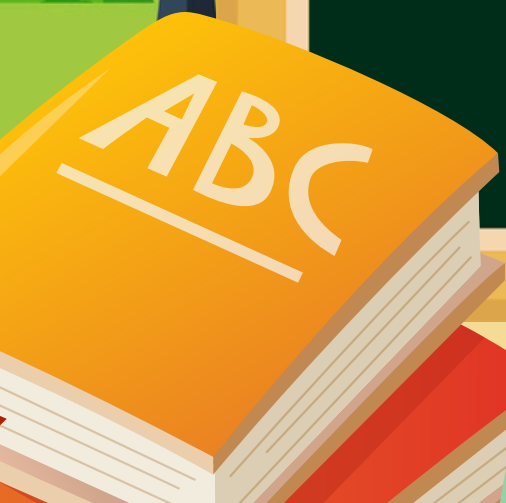
2. Do you mean the _____?

3. What did you think of _____?

4. They have two sessions that look quite interesting to me.

One's on _____.

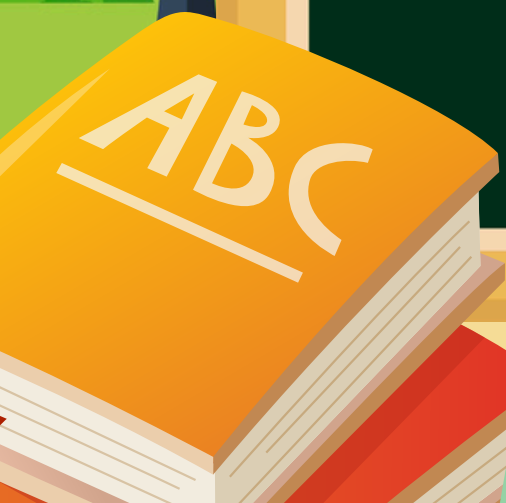
5. And the other is _____.



Listening

◎ 36 Listen and complete the sentences with the missing noun phrases.

1. It was a conference on project development, wasn't it?
2. Do you mean the one with the correlation growth of different species?
3. What did you think of the workshop by Professor Morgan?
4. They have two sessions that look quite interesting to me. One's on academic performance and learning styles.
5. And the other is case study on gender.



Listening

Strategy focus

9 What helps you to identify key words when someone is speaking? Tick the correct options below. Give reasons.

1. sentence stress
2. repetition of the word
3. position of the word in the sentence
4. structure of the sentence
5. type of word (verb, noun, adjective, etc.)
6. context
7. the speaker's behaviour



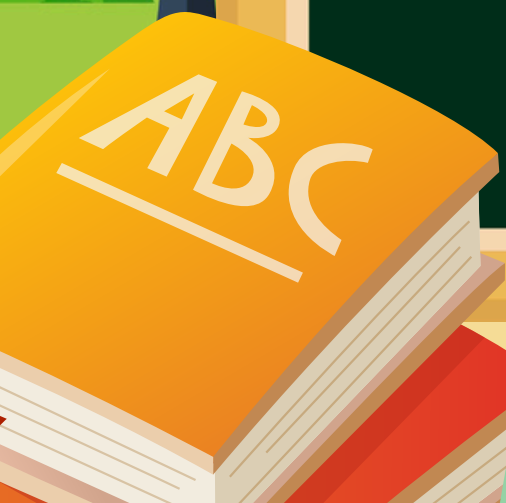
Listening

38 Listen to another conversation and make notes in the table about what the speakers liked and disliked about the presentation.

liked about the presentation,

disliked about the presentation

**man,
woman**



Listening

38 Listen to another conversation and make notes in the table about what the speakers liked and disliked about the presentation.

liked about the presentation,

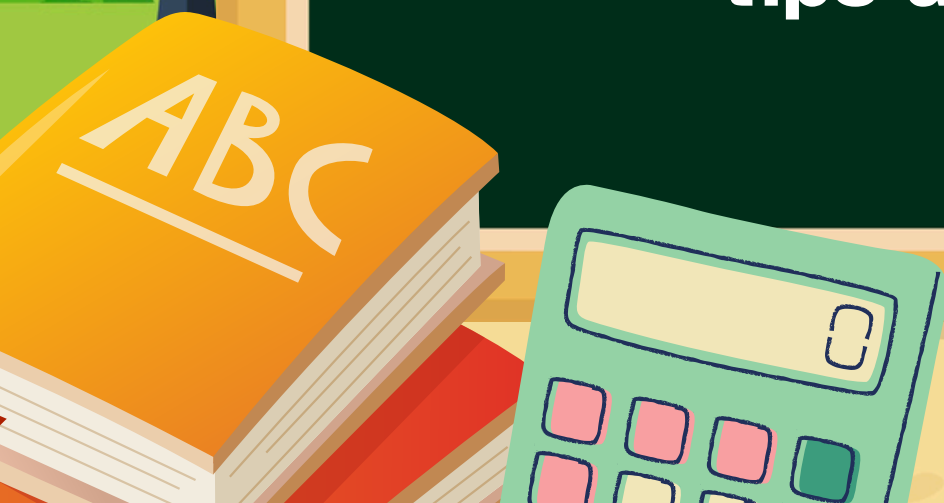
disliked about the presentation

**man: data about variations and students.
performance**

some irrelevant information

**woman: There was something interesting,
tips about school initiatives**

but a lot of irrelevant details



Speaking

Before we will start the speaking ,
Look at the phrases in the support box and put them into two groups

Agreement and Disagreement

I fully agree with you / this statement.

Absolutely!

I'm afraid I can't agree with ..., I'm afraid.

I think so, too.

I don't see it quite like that.

That's (very) true.

I'm not sure I quite agree that...



Speaking

Titles

Work in groups. Read these titles for presentations on using technology in teaching. Choose the one(s) you think is (are) best. Give reasons.

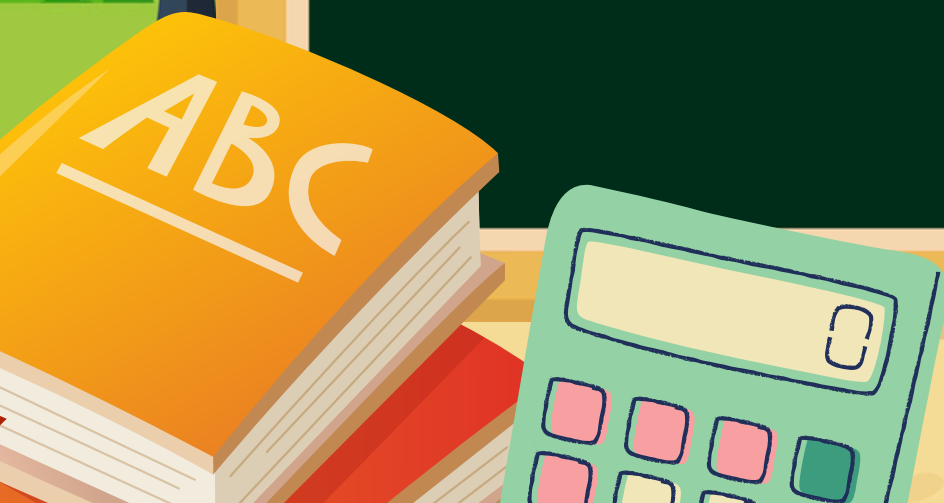
1. How to Teach with ICT at University
2. New Classroom Research Reveals the ICT Teaching Methodology that Gets the Best Results
3. How to Teach with ICT and Make Students Think
4. How to Be an Inspiring ICT Teacher
5. The #1 Strategy for Teaching with ICT



Speaking

Example answer (discussion):

I think Title 3: “How to Teach with ICT and Make Students Think” is the best because it focuses on developing students’ critical thinking skills, not only using technology. It is also clear, practical, and attractive for teachers who want to improve their teaching methods.



Speaking

Lecture on study skills

Look quickly at two parts of a lecture on study skills. Supply the correct transitions to be used and answer the questions.

1 What is the topic of each part?

2 What advice does the lecturer give to students? Do you agree? Why/Why not?

Once you have chosen a topic

The first point.

First of all

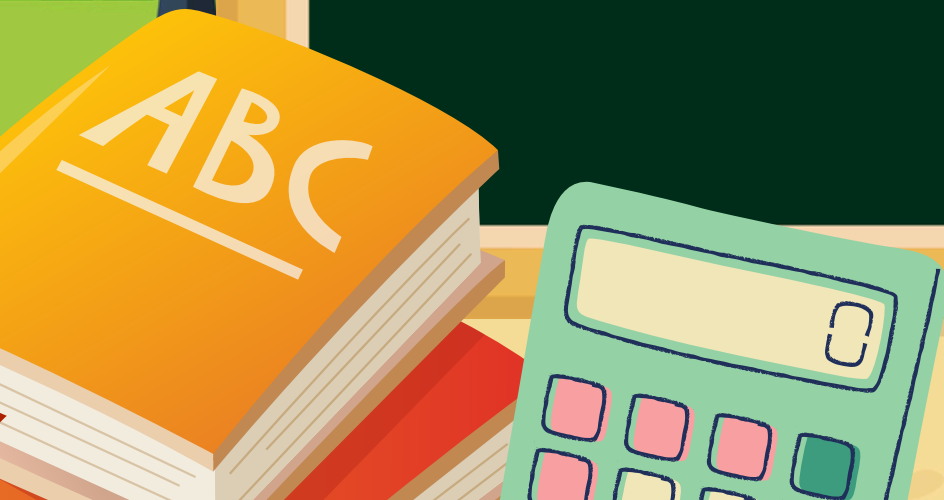
The second step

While getting ready

Then

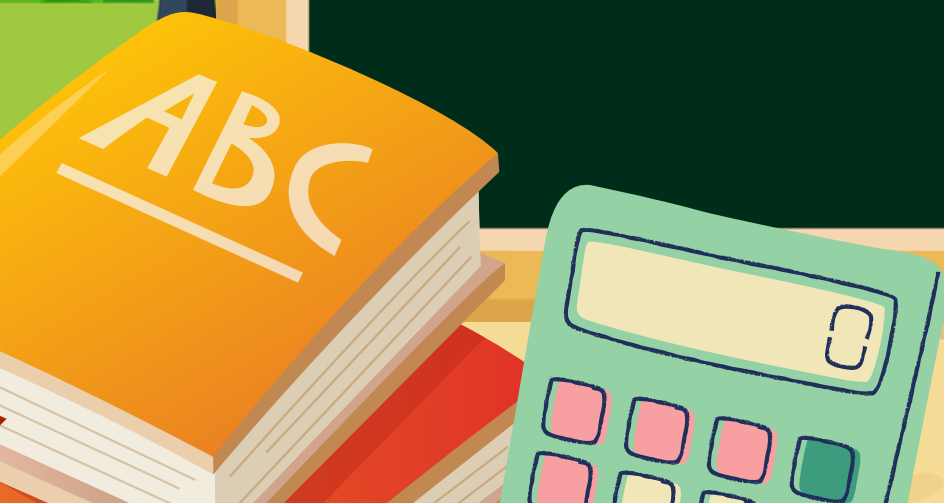
At this stage

After that



Speaking

Well, let's start, shall we? 1 _____ I'd like to make is that thorough preparation is a foundation for a successful presentation or a lecture. 2 _____, carry out research into it. Find out as much as you can about the topic; use in-house material, websites, and journals, and make the topic of your presentation more specific. My recommendation is to address some significant issues in the area you researched. The topic should make an impact scientifically, socially, educationally, and so on. Just a report on your or somebody else's achievements is not very interesting. Think about what might be interesting to your audience. Ask yourself questions: Why am I giving this presentation? What do I want the audience to gain? What do they already know about the topic? 3 _____, gather as many facts as you can, take notes, carefully indicating the source and the author in case you decide to borrow somebody's ideas or quote their research results. You will need them later to put the references on slides.

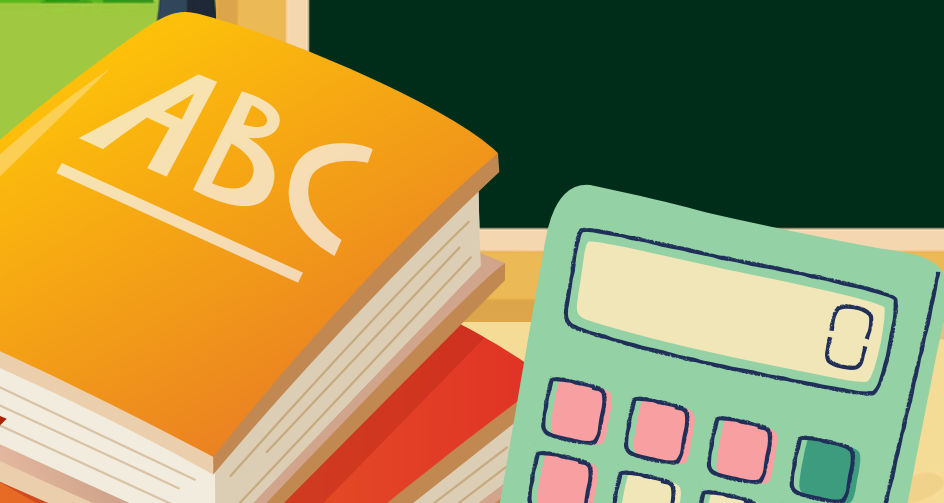


Speaking

4 _____ in preparation is to properly structure the information you have collected, so that the audience can easily follow your ideas. 5 _____, you should again narrow the topic down to make it manageable within the time given.

You cannot share everything you know about the subject within 15 minutes, can you?

6 _____, from your notes, choose no more than three major points you're going to focus on during the presentation. 7 _____, think of how you're going to develop these ideas: through examples and explanations, statistics and facts, or/and referring to an authority or your own research results, etc. 8 _____, you can create a spidergram of the ideas you want to express in a note form and/or make a list of the most important ones and then put them in a logical order. Now with this plan in mind, you're ready to write the text itself. My advice is to start with the body, not the introduction.



Speaking

And use the following transitions for the next paragraphs

Firstly

One more popular method for

Secondly

Thirdly

Another way to

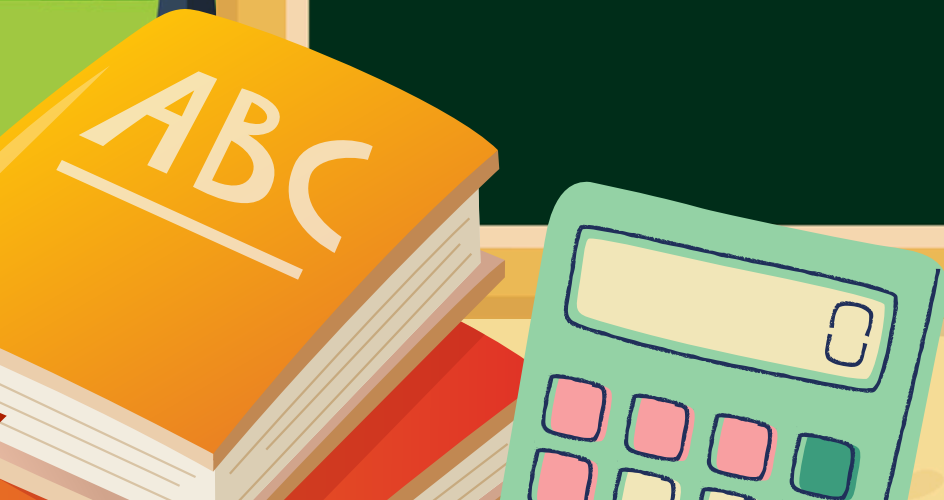
As for text organisation

For example

We can now move to the last point of

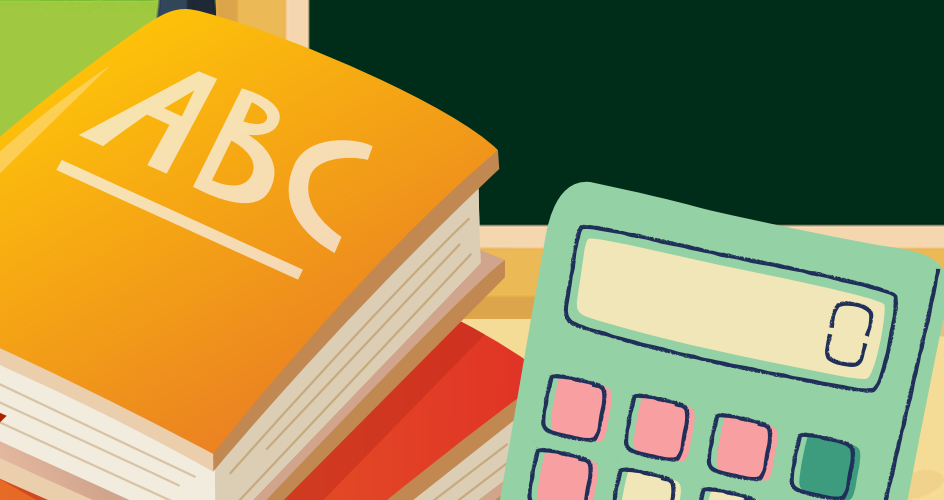
That is why

And the last piece of advice for today



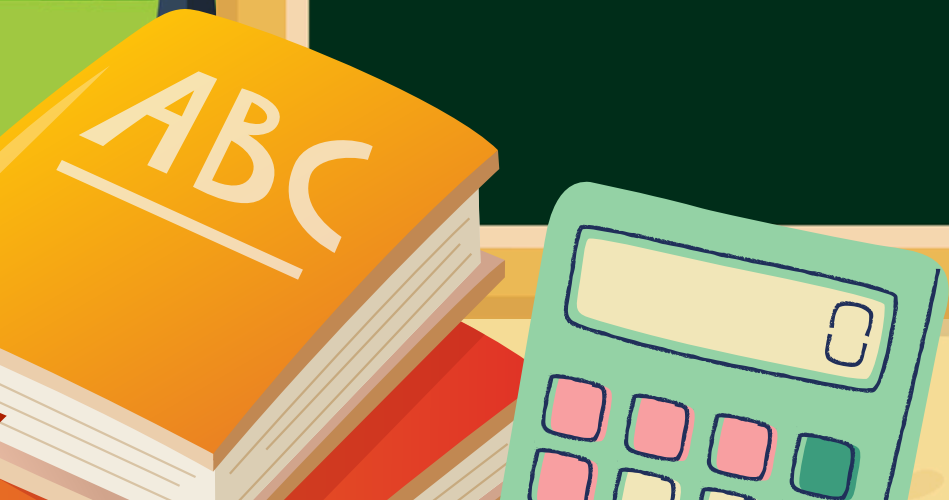
Speaking

What makes a presentation powerful? Clarity. What makes it clear? Logic and language. A clear text is logically constructed, with all the parts linked together, and with enough signals for the listeners to follow the ideas of the speaker. The text should be simple enough to understand and the language should be expressive enough to impress the audience. If you can keep this in mind, you're on the right path to success.



Speaking

9 _____ , there are several typical ways depending on the purpose of the presentation and the content you're going to deliver. 10 _____ , you can present information chronologically if the purpose of the presentation is to show a historical dimension of a phenomenon or a sequence of steps in a process. 11 _____ , your presentation can follow a problem-solution pattern if you are after finding effective ways to deal with a certain obstacle or hurdle. 12 _____ , you can compose your text using a cause-effect relationship between the phenomena or events you're talking about.



Speaking

13 _____ organise the text is to adhere to a topical approach, when the presentation is divided into subtopics relevant to the subject of the talk in order to give a broad picture of the area. 14 _____ organising ideas (especially for presentations that aim to describe a situation) is the use of Wh-questions: who, what, where, when, how, which is often called a journalistic approach. The discourse markers that signpost the progression of your ideas depend on the type of text organisation. 15 _____ , the cause-effect relationship is signalled with the help of such phrases as this leads to, it resulted in/from, this affected, due to.



Speaking

Mentioning discourse markers, 16 _____ my lecture today, which is the power of language. I'd like to quote Ralph Waldo Emerson: 'Words are also actions, and actions are a kind of words.' It is true! The impact of your presentation depends entirely on you, your text, your content, your words. 17 _____ you should choose the words wisely and carefully; empowering words lead to powerful results! Create a picture in the mind of the listeners: use comparisons and metaphors, dramatic contrasts and emphasis. Do not overdo specific terminology or abbreviations - they may be not known to the audience. Use a simple, short sentence structure with active verbs rather than passive. Show who the author is; do not hide behind passive constructions.

18 _____. Make sure you know the meaning, usage and pronunciation of every word you use in English. If necessary, consult a monolingual dictionary. You'd better not heavily rely on electronic translators like Google Translate or Multitran; they are useful for phrases and expressions, not complete sentences or paragraphs.



Speaking

A good start

Tip:

The first three minutes of a presentation are key to its success. You need to get the attention of the audience.

7 Match the ways of starting a presentation (1–7) to examples (a–g) of those ways.

1 a personal story

2 an amazing fact or statistic

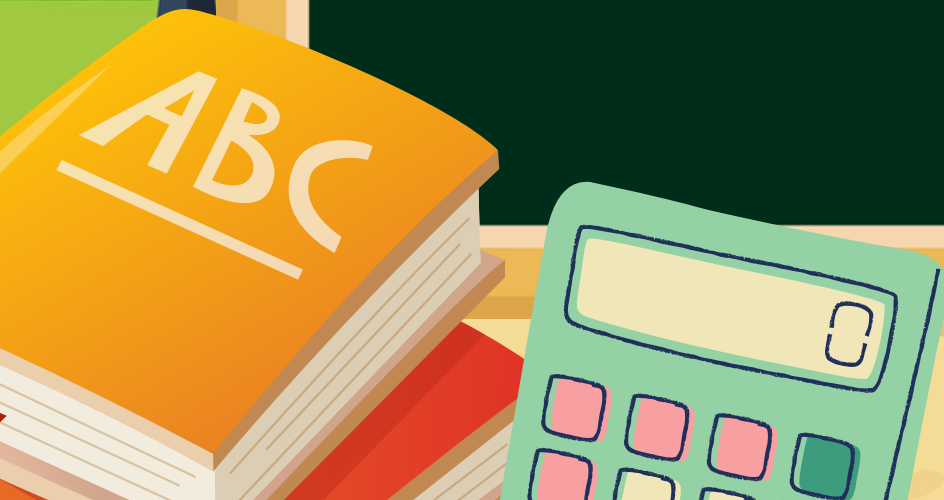
3 a quotation

4 involving the audience

5 a rhetorical question

6 a joke

7 an overview of the situation

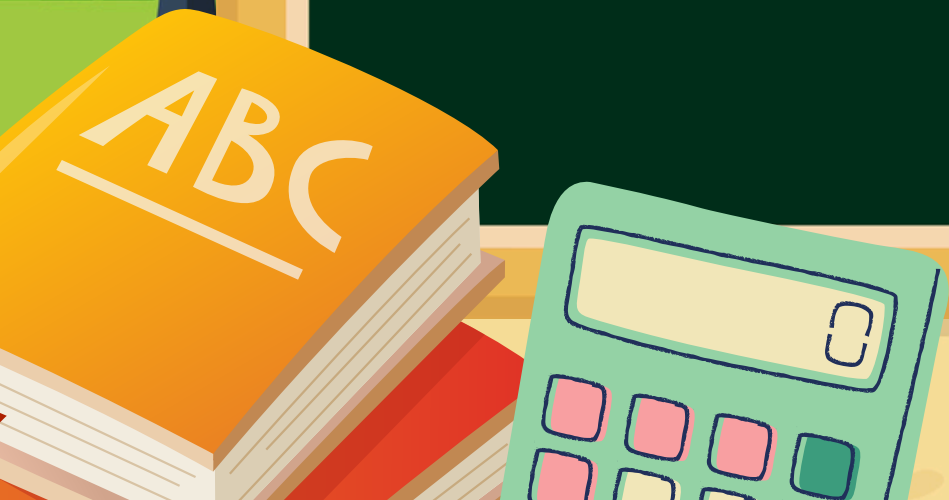


Speaking

a Do you know that fear of speaking in front of an audience comes second after the fear of death? That's why I decided to prepare a presentation aiming at ...

b Before we start, could you raise your hands if you have to give presentations quite often? Oh, I see there is a lot of expertise in the room. Let's share it.

c I'd like to begin today's presentation with a quote by Woodrow Wilson 'If I am to speak ten minutes, I need a week for preparation; if fifteen minutes, three days; if half an hour, two days; if an hour, I am ready now.' It took me years to be able to speak well in public and I'd like to share ...



Speaking

d When I started my teaching career, my first lecture was a real disaster. I wasn't able to take off my eyes from the notes and read the whole lecture without looking at the students. They were bored! I decided to improve my presentation skills. That's how I finally came to lecturing on speaking in public.

e Nowadays, very many books on developing presentation skills and courses are available, both for face-to-face and online practice in speaking. They contain tips and recommendations; however ...

f Once a teacher asked, 'What do you call a person who keeps on talking when people are no longer interested?' And the pupil's answer was: 'A teacher.' A joke or the truth? Today we're going to discuss what makes the audience engaged.

g Why do we know best how to make a presentation when it concerns others, but when it's about ourselves we sometimes fail to get our message across at a conference?



Speaking

Supporting your ideas

Tip:

While making a presentation, you need to support your ideas. The general rule for idea development is: statement of your idea → explanation/clarification → example/illustration.

Look at the Language Support box below and choose phrases that can help you to support the statement on the card.

Language Support: supporting ideas ...

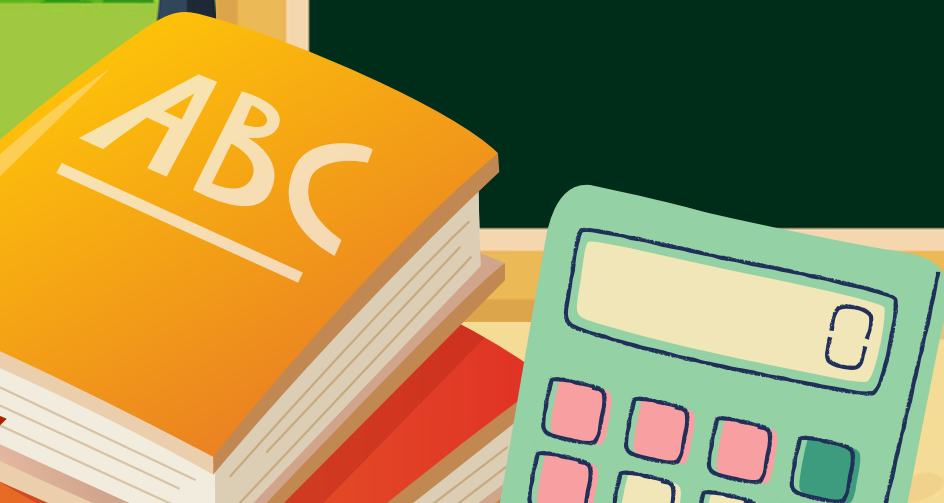
... with factual information

The statistics show that ...

It is a well-known fact that ...

Actually / in fact ...

To illustrate this with, I can provide some numbers/facts.



Speaking

Supporting your ideas

Tip:

While making a presentation, you need to support your ideas. The general rule for idea development is: statement of your idea → explanation/clarification → example/illustration.

Look at the Language Support box below and choose phrases that can help you to support the statement on the card.

Language Support: supporting ideas ...

... comparing/contrasting

Let's compare it with ...

In contrast to X, Y ...

It is the same as ...

... with evidence

According to ...

With reference to ...

X claims that ...

X is in favour of/against ...

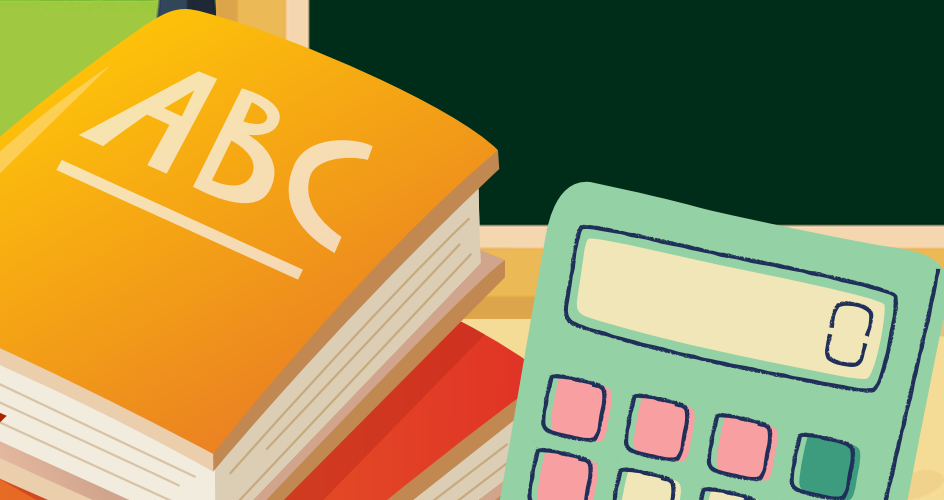
... with a description

This process involves such steps as ...

The conditions in which ...

X is shaped as ...

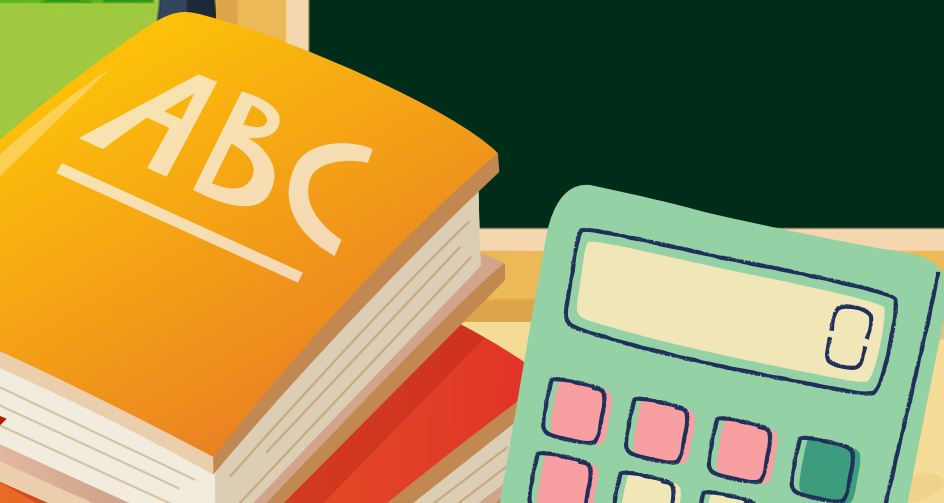
It is integral to ...



Speaking

At the end of this unit, you're going to deliver a 10-minute presentation or lecture. Think of the topic. To practise the beginning, do the tasks below.

- 1 Give your presentation a name.
- 2 Think of three main points to include in your presentation. Write a plan.
- 3 Revise the structure of a presentation and phrases to introduce yourself, the topic, purpose, and plan.
- 4 Think of how to start your presentation strongly.
- 5 Practise a one-minute beginning for your presentation.



writing

Before we go into writing , Answer the following questions

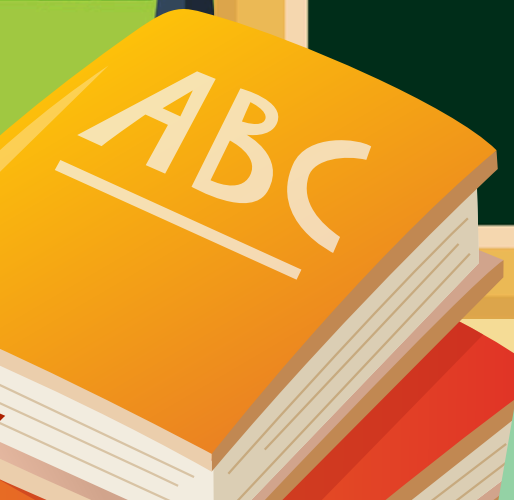
- 1.What is the topic sentence?
- 2.Where do you find it in the paragraph?

Possible answers :

A topic sentence is the sentence that states the main idea of a paragraph. It tells the reader what the paragraph is about.

Where you find it in the paragraph:

The topic sentence is usually at the beginning of the paragraph (the first sentence). Sometimes it can also appear in the middle or at the end, but most commonly it is the first sentence.



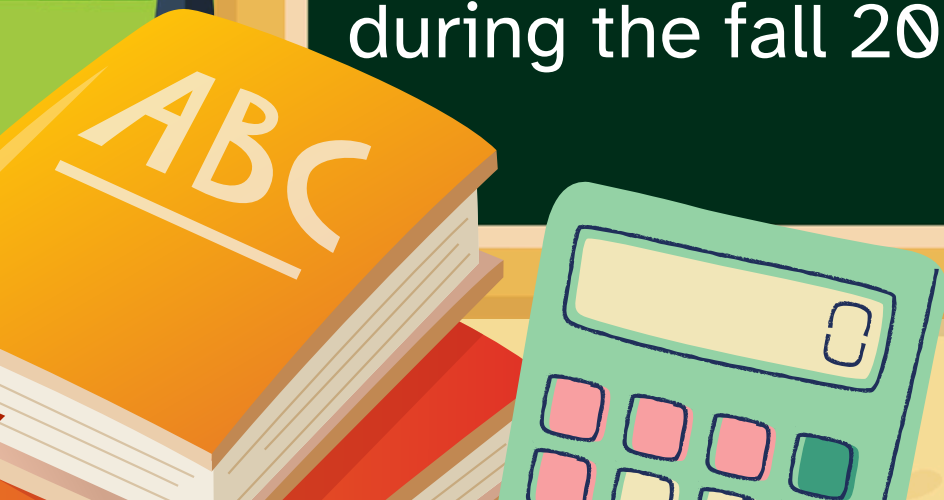
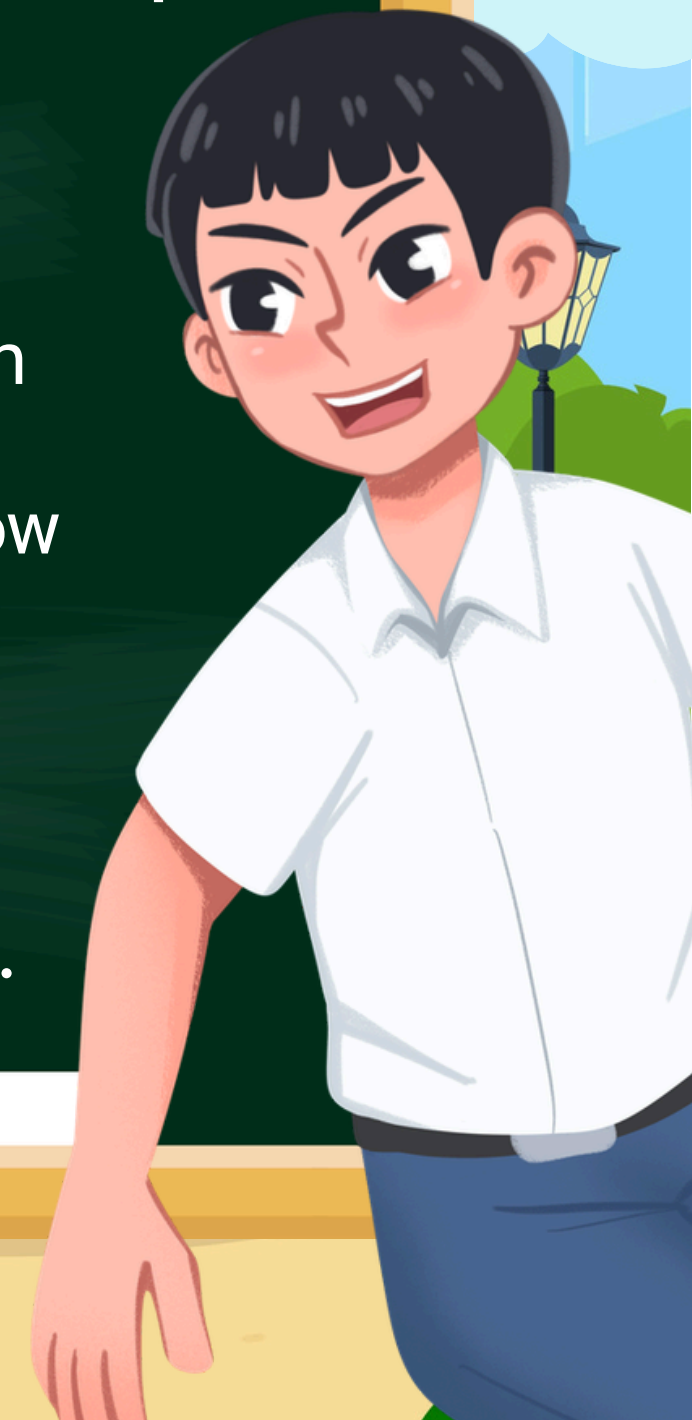
Writing

Writing a summary

Read the article by Tonya Troka and say why more people nowadays prefer to study online.

The future of online education

Distance education has been around from the 1800s. Correspondence courses helped people learn trades in their own free time, while radio and taped television courses later educated students in remote areas. Now, with the rapid expansion and evolution of the internet, online education has become commonplace. It's now possible to earn a degree from an accredited college without ever setting foot on campus, and more people enroll every year. According to the Sloan Consortium's report 'Changing Course: Ten Years of Tracking Online Education in the United States,' more than 6.7 million students were taking at least one online course during the fall 2011 term, an increase of 570,000 students over the previous year.

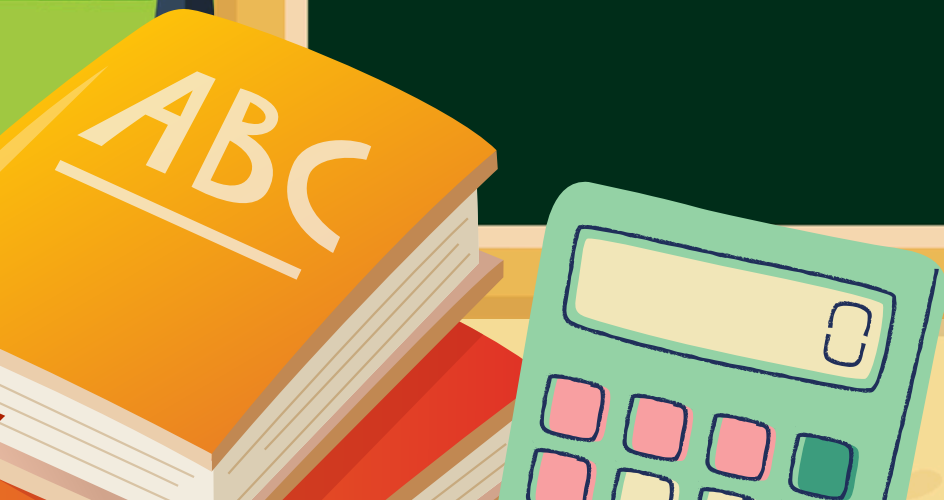


Writing

Writing a summary

Read the article by Tonya Troka and say why more people nowadays prefer to study online.

Higher education, in general, has grown significantly. In 1975, 21.9% of Americans had a Bachelor's degree. In 2011, 38.7% of Americans between the ages of 25 and 64 had earned a two- or four-year college degree. The main driver behind the increase in higher education is the huge change in the overall economy of the U.S. over the last fifty years. Most workers are now employed by the service sector, where more specialized skills are often a necessary requirement for finding a job. As a result, some post-secondary education is now seen as critical for workplace viability by a majority of the population.

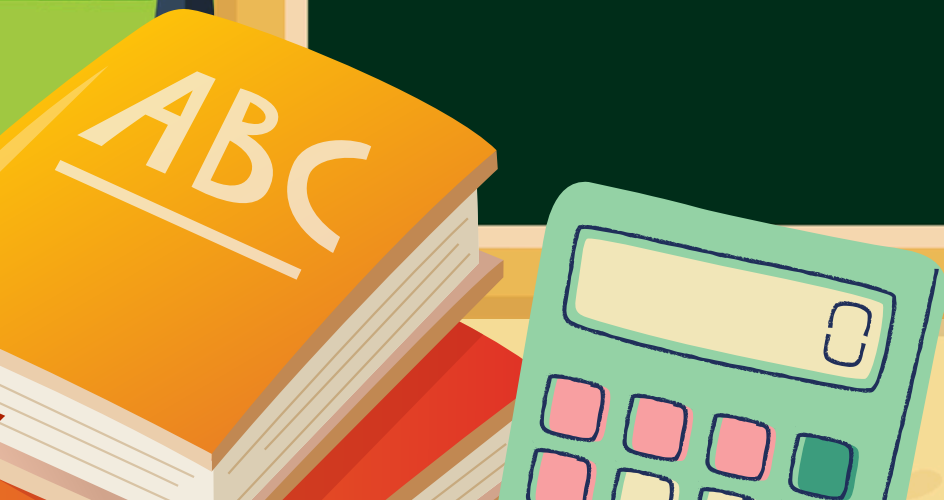


Writing

Writing a summary

Read the article by Tonya Troka and say why more people nowadays prefer to study online.

And the majority of the population is now online. In 1997, less than 20% of U.S. households had internet access. By 2011, that percentage had grown to 71.7%. As with music, television, and newspapers, higher education needs to move to where the people are if it wants to expand its user base. Also, traditional campuses are having trouble maintaining facilities that meet the growing college population's needs. While the cost savings of running an online degree program aren't tremendous, it's generally easier for colleges to move programs online than it is for them to build extensions to their campuses.

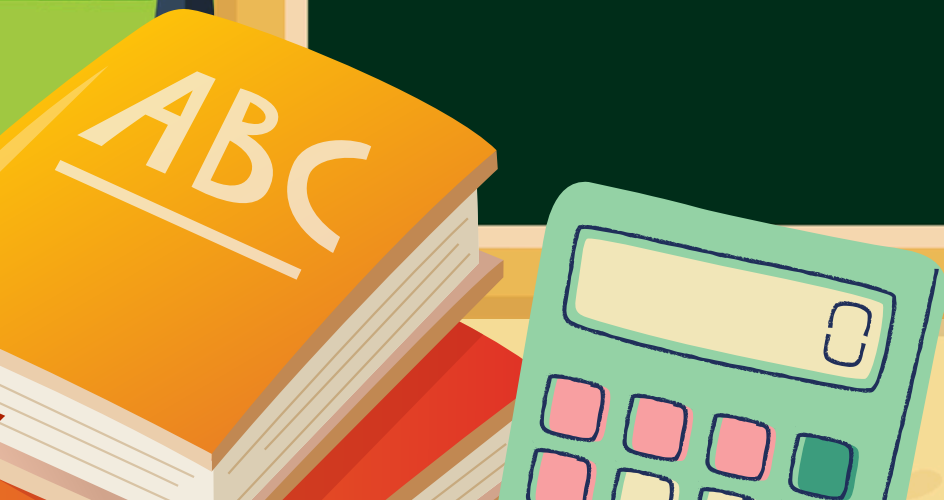


Writing

Writing a summary

Read the article by Tonya Troka and say why more people nowadays prefer to study online.

The Sloan Consortium's findings reveal that many institutions expect more working adults to turn to continuing education online to build new skills or enhance existing ones to better their chances in the job marketplace, and also to avoid paying higher fuel costs as commuter students. Every year has seen an increase in the proportion of total enrollments that are online, starting at 11.7% in 2003 and increasing to 32% in 2011. The convenience of being able to complete a degree at a reduced impact to personal and professional life makes online education attractive to working adults. As adults strive to continue earning, they'll want to continue learning. And they'll continue gravitating to ways that fit their lifestyle.



Writing a summary

The topic Sentence of each paragraph is

Here are the topic sentences of each paragraph from the article “The future of online education.”

Paragraph 1

Topic sentence:

Distance education has been around from the 1800s.

Paragraph 2

Topic sentence:

Higher education, in general, has grown significantly.

Paragraph 3

Topic sentence:

And the majority of the population is now online.

Paragraph 4

Topic sentence:

The Sloan Consortium’s findings reveal that many institutions expect more working adults to turn to continuing education online to build new skills or enhance existing ones to better their chances in the job marketplace.

writing

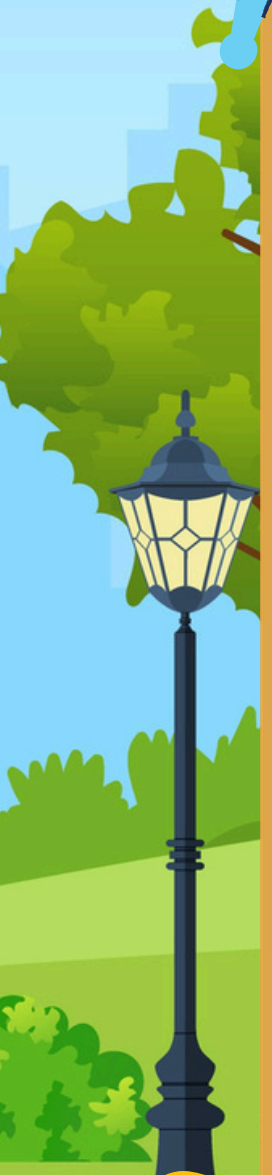
Look through of the text again and underline the supporting ideas, details, and facts you could include in the summary of this text.



writing

Paragraph 1 – Supporting details

- Correspondence courses helped people learn trades in their free time.
- Radio and taped television courses educated students in remote areas.
- The rapid expansion and evolution of the internet made online education common.
- Students can now earn a degree from an accredited college without going to campus.
- More than 6.7 million students took at least one online course in fall 2011.
- This was an increase of 570,000 students from the previous year.





writing

Paragraph 2 – Supporting details

- In 1975, 21.9% of Americans had a Bachelor's degree.
- In 2011, 38.7% of Americans aged 25–64 had a two- or four-year college degree.
- The U.S. economy has changed significantly in the last fifty years.
- Most workers are employed in the service sector.
- Many jobs now require specialized skills.
- Post-secondary education is considered important for employment.



writing

Paragraph 3 – Supporting details

- In 1997, less than 20% of U.S. households had internet access.
- By 2011, internet access increased to 71.7%.
- Higher education needs to move to where people are (online).
- Traditional campuses struggle to maintain facilities for growing student populations.
- It is easier for colleges to move programs online than to build new campus extensions.



writing

Paragraph 4 – Supporting details

- Many institutions expect more working adults to study online.
- Adults use online education to build new skills or improve existing ones.
- Online study helps improve job opportunities.
- It helps avoid high commuting and fuel costs.
- Online enrollment increased from 11.7% in 2003 to 32% in 2011.
- Online education is convenient and fits personal and professional life.
- Adults prefer learning methods that fit their lifestyle.

