



Academic English

1000016- Mr. Jemar Largo Dela Cruz

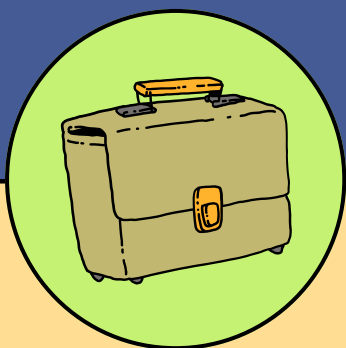
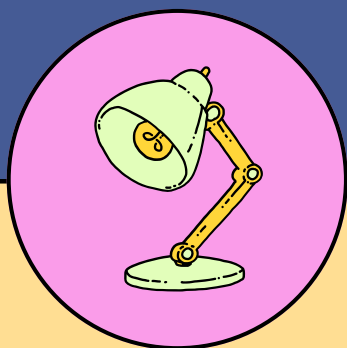
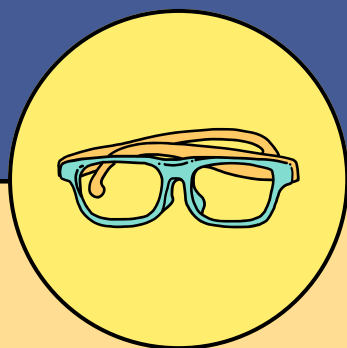
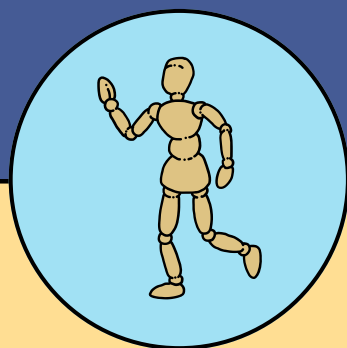
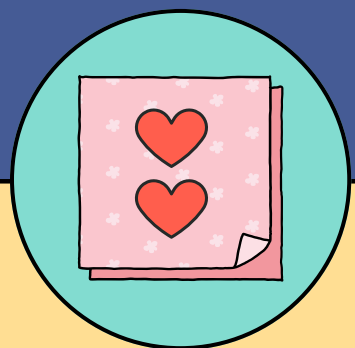


Objectives



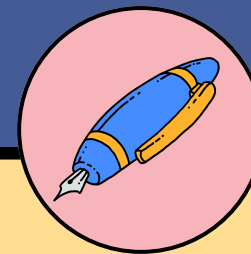
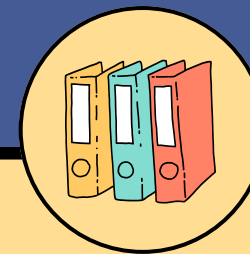
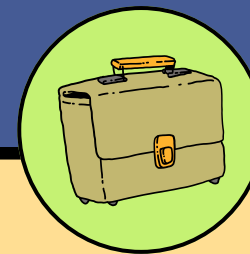
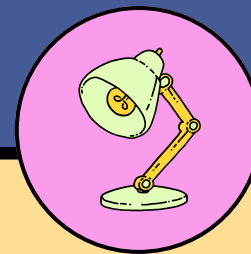
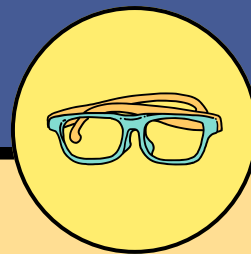
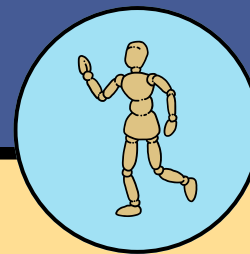
- Plan structure and give a clear, effective final 10 minute presentation
- use visuals effectively .
- Structure an abstract.
- connect parts of an abstract using linking words.

- Identify the reader type , and purpose of academic texts
- understand similarities and differences between texts and structure of abstracts
- extract gist and specific information from oral presentation.



Reading

Lesson 1 Publishing matters



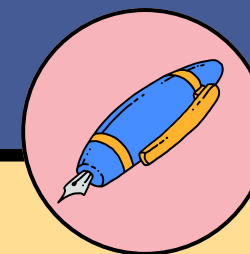
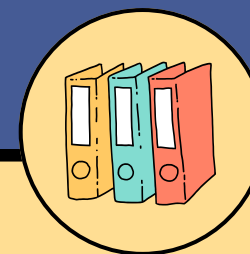
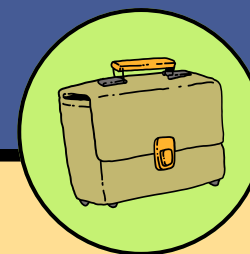
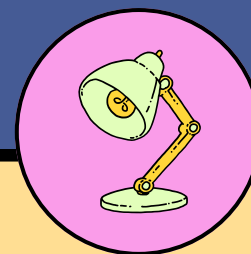
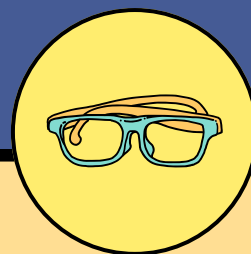
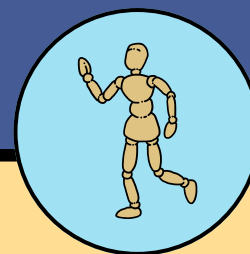
Reading



Lead-in

1 Work in pairs and answer the questions.

1. How do you usually search for publications you need to read?
2. What types of published materials do you find most helpful in your teaching or research?



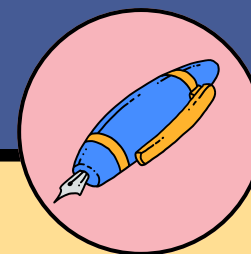
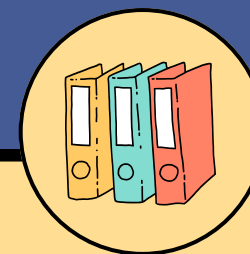
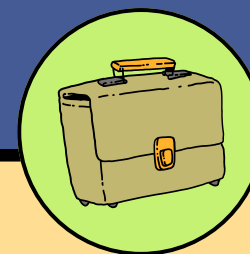
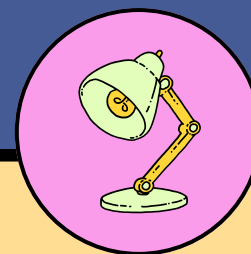
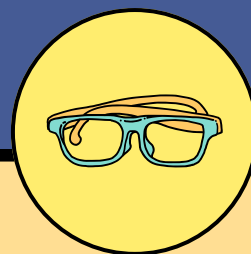
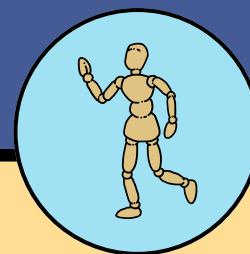
Reading



Reading focus 1

2 Are you familiar with these international magazines and journals?
What is their target readership?

- Scientific American
- The Economist
- Teaching Sociology
- Cosmopolitan
- Journal of Conflict Resolution
- Business & Management Review



Scientific American — science enthusiasts and researchers
The Economist — business professionals and policymakers.
Teaching Sociology — sociology teachers and educators

Cosmopolitan — young women lifestyle readers
Journal of Conflict Resolution — conflict researchers and scholars
Business & Management Review — business academics and managers

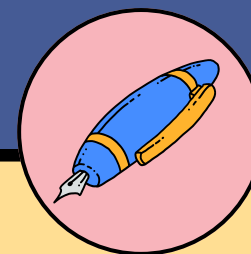
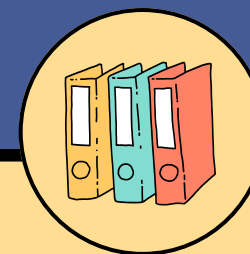
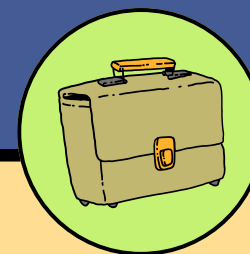
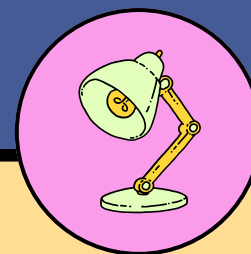
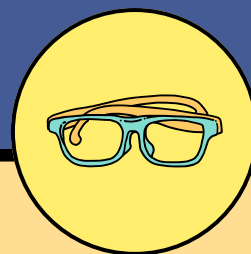
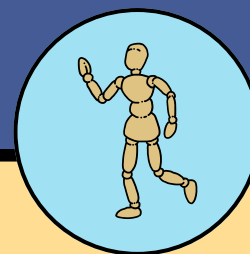
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Reading



3 The texts below are all intended for different categories of reader. Read them quickly and identify their target readership. What helps you to decide?

A

The Oxford Review of Education is a well-established journal with an extensive international readership. It is committed to deploying the resources of a wide range of academic disciplines in the service of educational scholarship, and the editors welcome articles reporting significant new research as well as contributions of a more analytic or reflective nature. The membership of the editorial board reflects these emphases, which have remained characteristic of the Review since its foundation.

Reading



3 The texts below are all intended for different categories of reader. Read them quickly and identify their target readership. What helps you to decide?

A

The Review seeks to preserve the highest standards of professional scholarship in education, while also seeking to publish articles which will be of interest and utility to a wider public, including policy makers. Papers submitted to the Oxford Review of Education are read by two referees whose comments guide the Editors towards their final decision.

The editorial board meets twice a year and takes responsibility for the general development of the Journal.

Peer Review Policy

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and from at least two anonymous referees.

Reading



B Effect of low light and high noise on behavioural activity, physiological indicators of stress and production in laying hens
O'Connor EA, Parker MO, Davey EL, Grist H, Owen RC, Szladovits B, Demmers TG, Wathes CM, Abeyesinghe SM.

Abstract

1. Commercial laying hens are commonly housed in noisy and dim environments. Yet, relatively little is known about whether these conditions, particularly in combination, have any effect on welfare or egg production.
2. The study was designed to investigate whether chronic exposure to continuous noise (60 dB(A) vs. 80 dB(A)) and/or light intensity (150 lux vs. 5 lux) during the critical period of coming into lay (16–24 weeks of age) influenced behaviour, physiological stress (heterophil to lymphocyte ratio) and production (number and weight of eggs laid) in laying hens.

Reading



B Effect of low light and high noise on behavioural activity, physiological indicators of stress and production in laying hens
O'Connor EA, Parker MO, Davey EL, Grist H, Owen RC, Szladovits B, Demmers TG, Wathes CM, Abeyesinghe SM.

Abstract

3. Hens in the low light pens were less active and preened and dust-bathed more than those housed in 150 lux; hens in the high noise pens rested more frequently than those in quieter pens.
4. There was no evidence that chronic exposure to low light or high noise caused appreciable physiological stress but egg production was affected by these conditions. Hens kept in pens with low light or high noise laid fewer eggs per day than those kept in high light or low noise pens.
5. These results show that low light intensity and continual high background noise have a detrimental effect on egg production in the early laying phase, as well as influencing the time allocated to different behaviours. However, there was no strong evidence for a physiological stress response to either of these conditions or their combination.

Reading



C. The Editor who has approached you may not know your work intimately, and may only be aware of your work in a broader context. Only accept an invitation if the article is within your area of expertise.

Depending upon the journal, you will be asked to evaluate the article on a number of criteria. Some journals provide detailed guidance others do not, but normally you would be expected to evaluate the article according to the following: originality, structure, previous research, ethical issues.

Originality

Is the article sufficiently novel and interesting to warrant publication? Does it add to the canon of knowledge? Does the article adhere to the journal's standards? Is the research question an important one? In order to determine its originality and appropriateness for the journal, it might be helpful to think of the research in terms of what percentile it is in. Is it in the top 25% of papers in this field? You might wish to do a quick literature search using tools such as Scopus to see if there are any reviews of the area.

Reading



D. A journal with an interdisciplinary approach to problems and research in the field of interaction between ICT and humans, *Computer Monthly* is a publishing platform for theoretical and methodological papers in computer science and related disciplines. CM accepts articles, whose research scale, scope and novelty may lead to new perspectives and, eventually, major breakthroughs across the spectrum of disciplines.

Humans in the Computer World

CM strives to highlight the set of complex relationships between human beings and ICT, putting special emphasis on analysing the cognitive components, organisational and societal factors of ICT. Theoretical articles should seek to tackle a range of learning or performance-related issues whereas empirical papers are supposed to cover more hands-on studies, from laboratory experiments to surveys. Methodological articles submitted to the journal should deal specifically with study of research methods.

Reading



D. A journal with an interdisciplinary approach to problems and research in the field of interaction between ICT and humans, *Computer Monthly* is a publishing platform for theoretical and methodological papers in computer science and related disciplines. *CM* accepts articles, whose research scale, scope and novelty may lead to new perspectives and, eventually, major breakthroughs across the spectrum of disciplines.

User Interfaces

One of the disciplines closely related to ICT, ubiquitous, and, therefore, appealing to the journal's readership is system design. *CM* welcomes contributions from scientists and scholars reporting on their research efforts in creating novel interfaces, analysing the existing models and discussing design techniques. Theoretical papers on this topic should cover the underlying principles of user interfaces, their classification guidelines and their impact on ICT-human interaction. Empirical articles may deal with issues ranging from the process of new interface development to laboratory tests on its efficiency.

Reading



4 Answer the questions below about texts A–D.

1. Which of the texts contains information given in brackets? Why are they used?
2. Which information is given in bold? Why?
3. What is written in italics in the texts?
4. Explain the logic behind the sections in each text.

1. Which text contains information in brackets? Why are they used? **Text B**

Reason:

Brackets are used to give extra technical information or clarification, such as measurements or explanations.

2. Which information is given in bold? Why? **Text B**, **Abstract**

Reason:

Bold text is used to highlight important sections or headings so readers can quickly find the main parts of the article.

Reading



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4. Explain the logic behind the sections in each text.

3. What is written in italics in the texts?

Text A

- Oxford Review of Education
- Review

Reason:

Italics are used for titles of journals or publications.

Reading



4 Answer the questions below about texts A–D.

1. Which of the texts contains information given in brackets? Why are they used?
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4. Explain the logic behind the sections in each text.

Text A

- Description of the journal
- Editorial policy
- Peer review policy

Text B

- Title
- Authors
- Abstract
- Numbered explanation of the study

Text C

- Advice for reviewers
- Evaluation criteria
- Section on originality

Text D

- Description of the journal
- Main topic area
- Specific research areas (e.g., user interfaces)

Reading



6 An abstract usually has a standard structure. Put the elements of an abstract below in order. Does the abstract in Text B have all these elements?

- a Findings
- b Reason for writing
- c Conclusions
- d Methodology/Process
- e Problem

Reading



7 Now read the abstract below (E) and answer the questions.

1. Does this abstract have the same structure as the abstract in Text B? Does it contain all the elements listed in Activity 6?
2. What are the major differences between the two abstracts (and the articles they present)?
3. Which types of article mentioned in Text D would they belong to?

E. Professional identity development: a review of the higher education literature

Franziska Trede, Rob Macklin & Donna Bridges

This study examined the extant higher education literature on the development of professional identities. Through a systematic review approach 20 articles were identified that discussed in some way professional identity development in higher education journals. These articles drew on varied theories, pedagogies and learning strategies; however, most did not make a strong connection to professional identities. Further research is needed to better understand the tensions between personal and professional values, structural and power influences, discipline versus generic education, and the impact of workplace learning on professional identities.

Reading



7 Now read the abstract below (E) and answer the questions.

1. Does this abstract have the same structure as the abstract in Text B? Does it contain all the elements listed in Activity 6?
2. What are the major differences between the two abstracts (and the articles they present)?
3. Which types of article mentioned in Text D would they belong to?

Activity 7

1. Does abstract E have the same structure as B?

Mostly yes, but it is shorter and less detailed.

It includes:

- Reason
- Method
- Findings
- Conclusion

2. Major differences between the two abstracts

Text B

- Experimental scientific study
- Uses measurements and experiments
- Very technical

Text E

- Literature review
- Discusses previous studies
- More conceptual and theoretical

3. Which types of article in Text D do they belong to?

Text B

→ Empirical article (based on experiments and data)

Text E

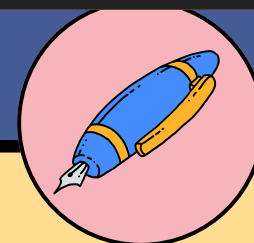
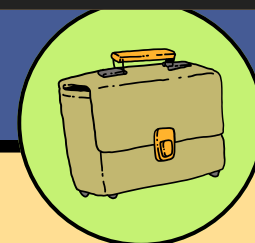
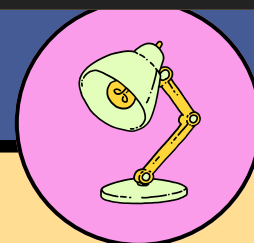
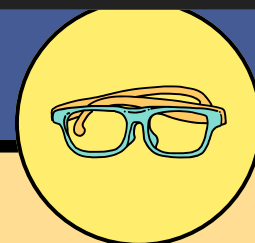
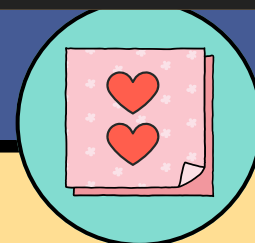
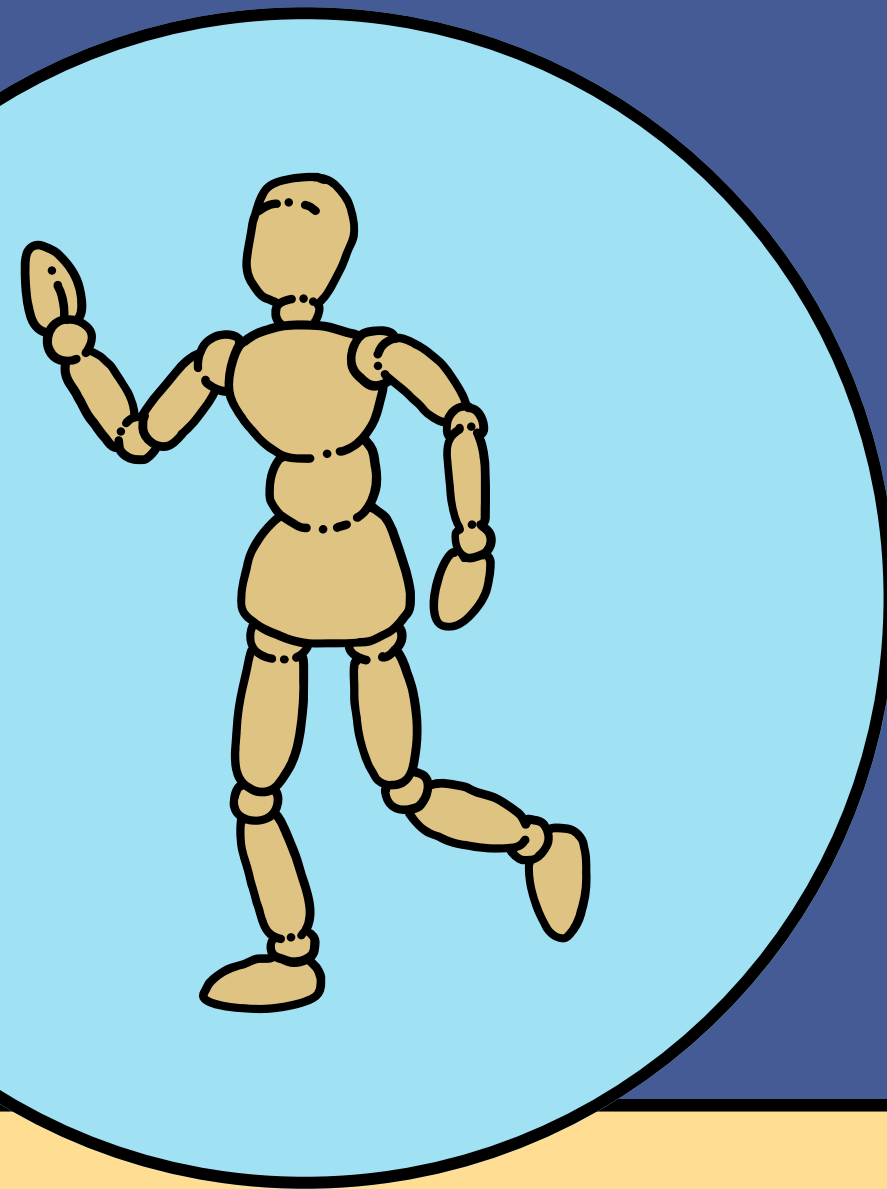
→ Theoretical / review article

Listening

Unit 4

In the audience

- By the end of this unit, the students will :
- extract gist and specific information from oral presentations
 - use a variety of strategies for listening to a presentation



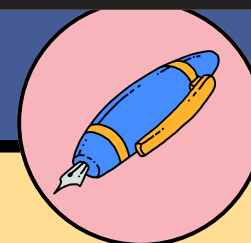
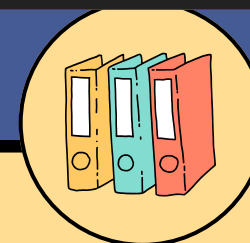
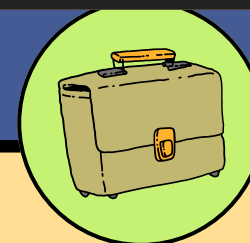
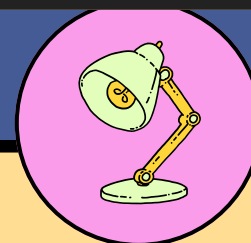
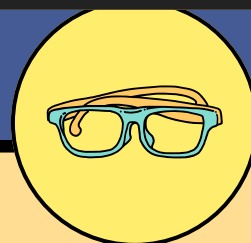
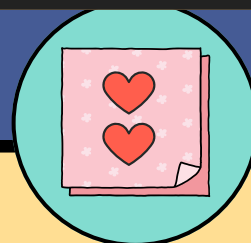
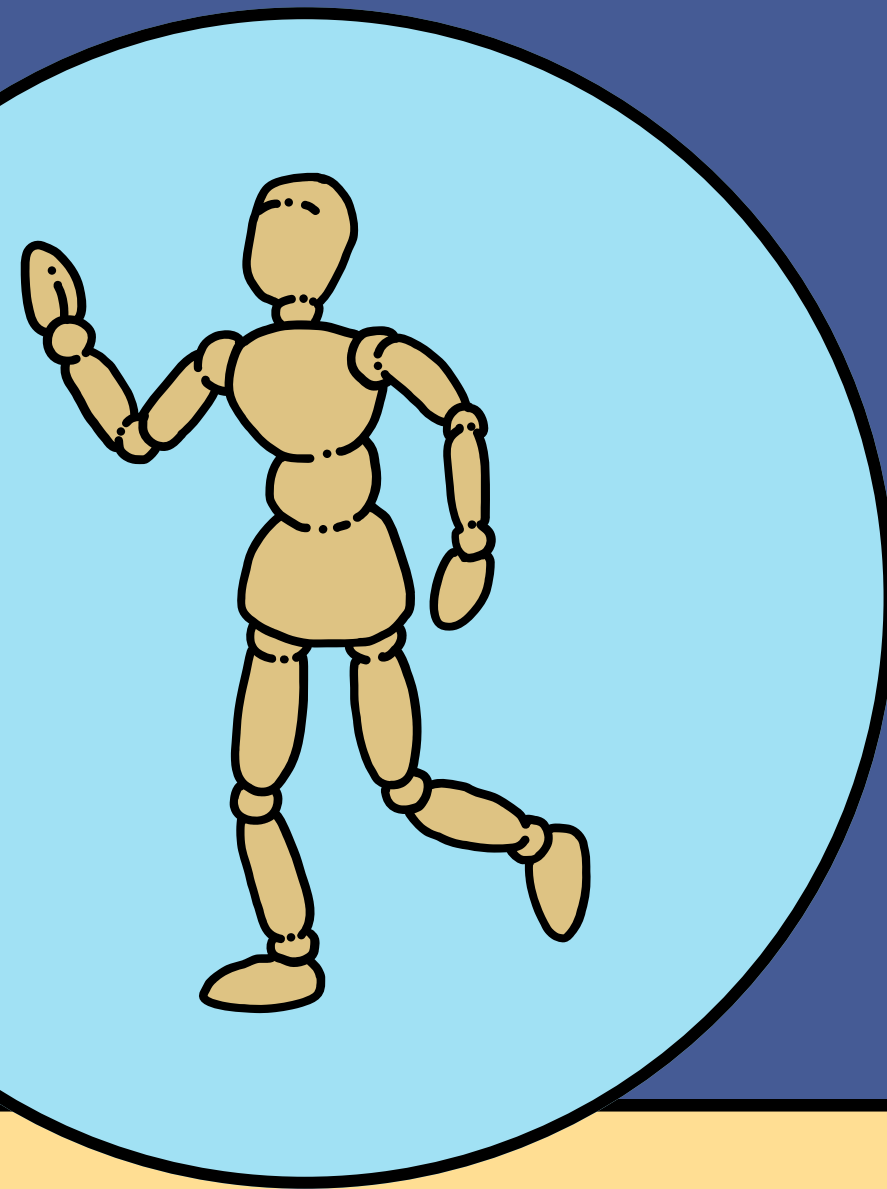
Listening

Lesson 1 Your participation is welcome

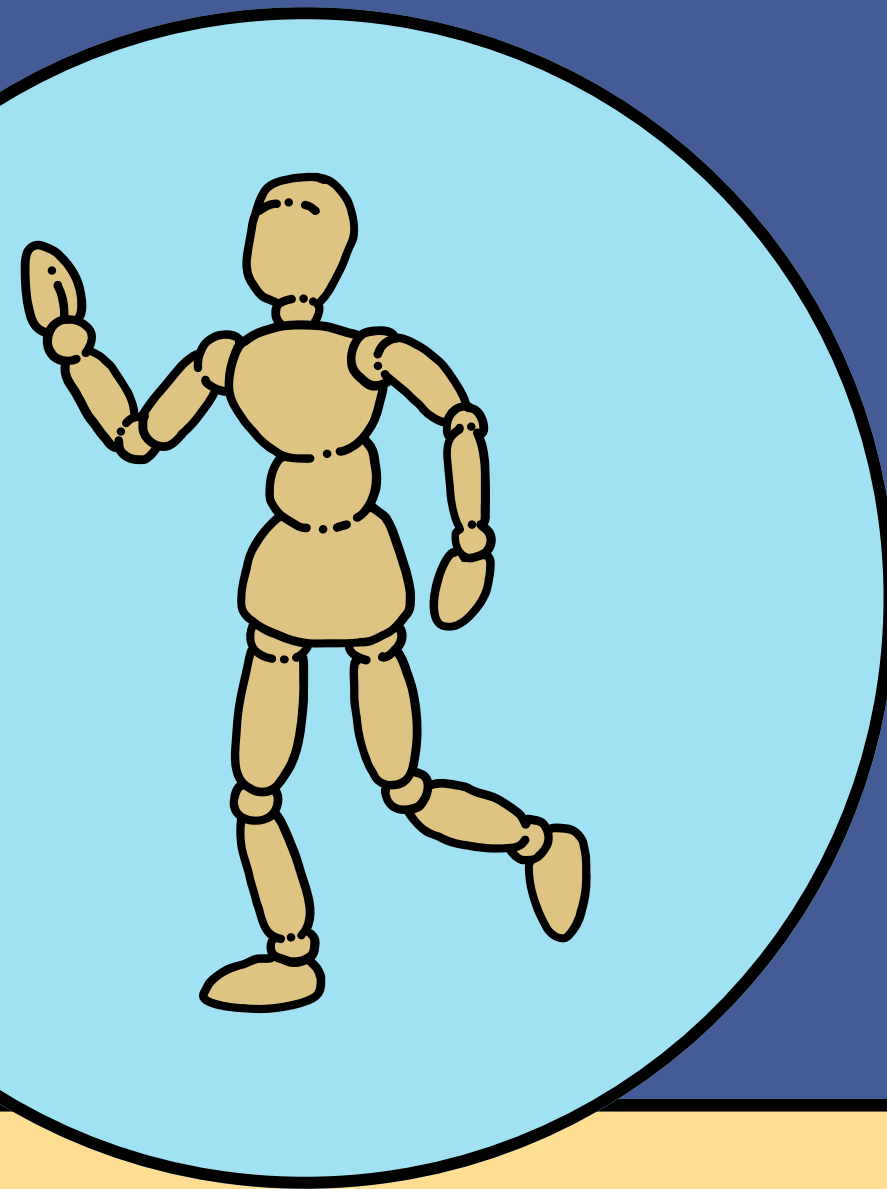
Lead-in

1. What is the difference between a lecture and a presentation? Use the dictionary entries, your experience, and the words and phrases in the box below to answer the question.

- By the end of this unit, the students will :
- extract gist and specific information from oral presentations
 - use a variety of strategies for listening to a presentation



Listening



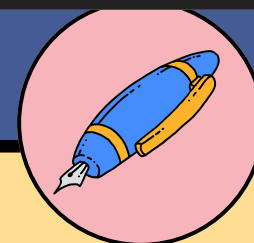
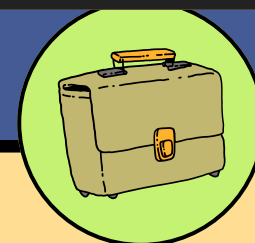
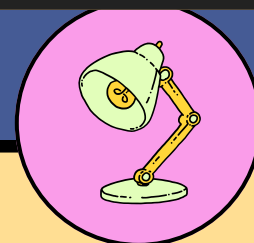
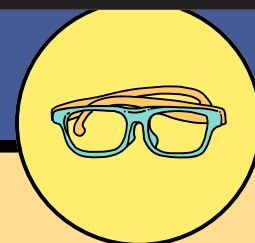
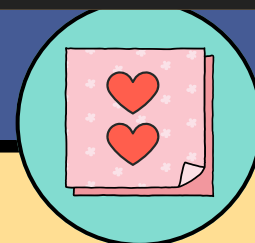
presentation /ˌprezən'teɪʃən/ n

– [C]

a formal talk in which you describe or explain something to a group of people: give/make a presentation on something

lecture /'lektʃə(r)/ n – [C]

a talk to a group of people about a particular subject, at college or university: give a lecture on something



Listening

Words and phrases

length

students

lecturers

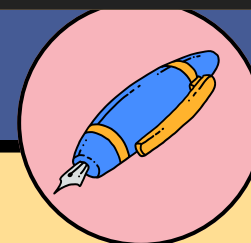
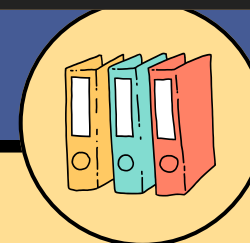
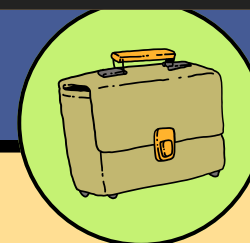
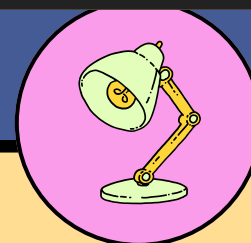
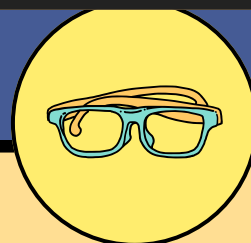
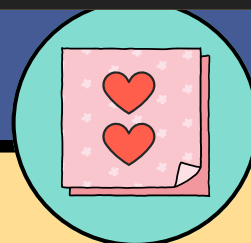
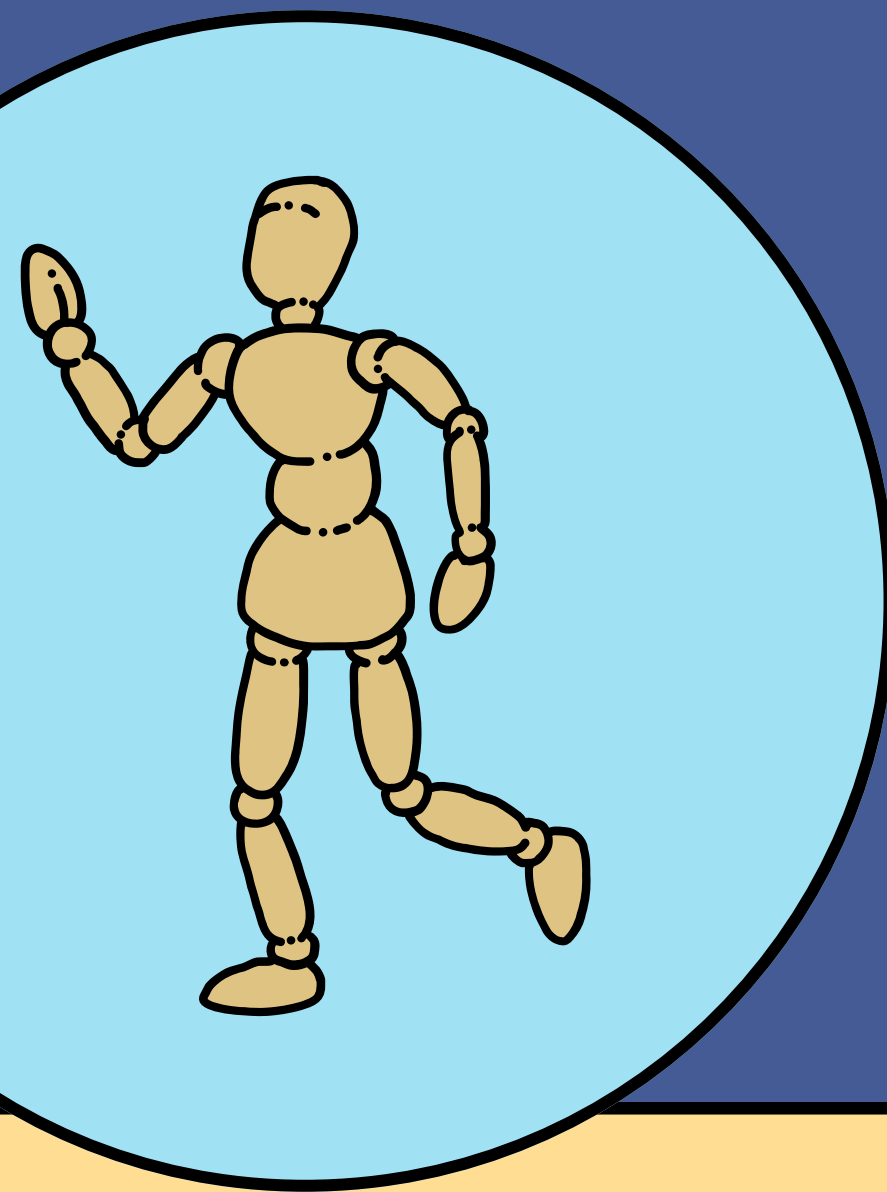
managers

project

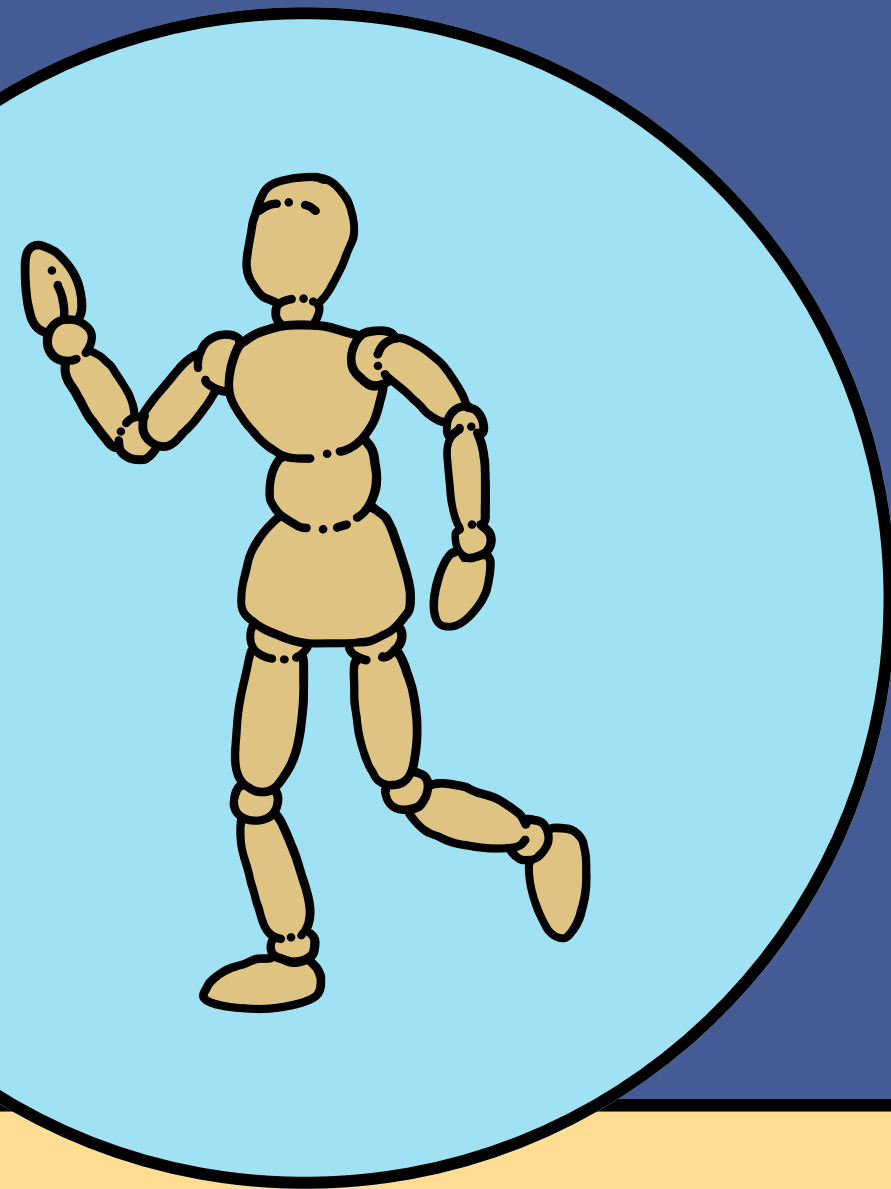
problem

relationship with audience

visual support
university teachers
administrators
research
organisation
interactive



Listening



Strategy focus

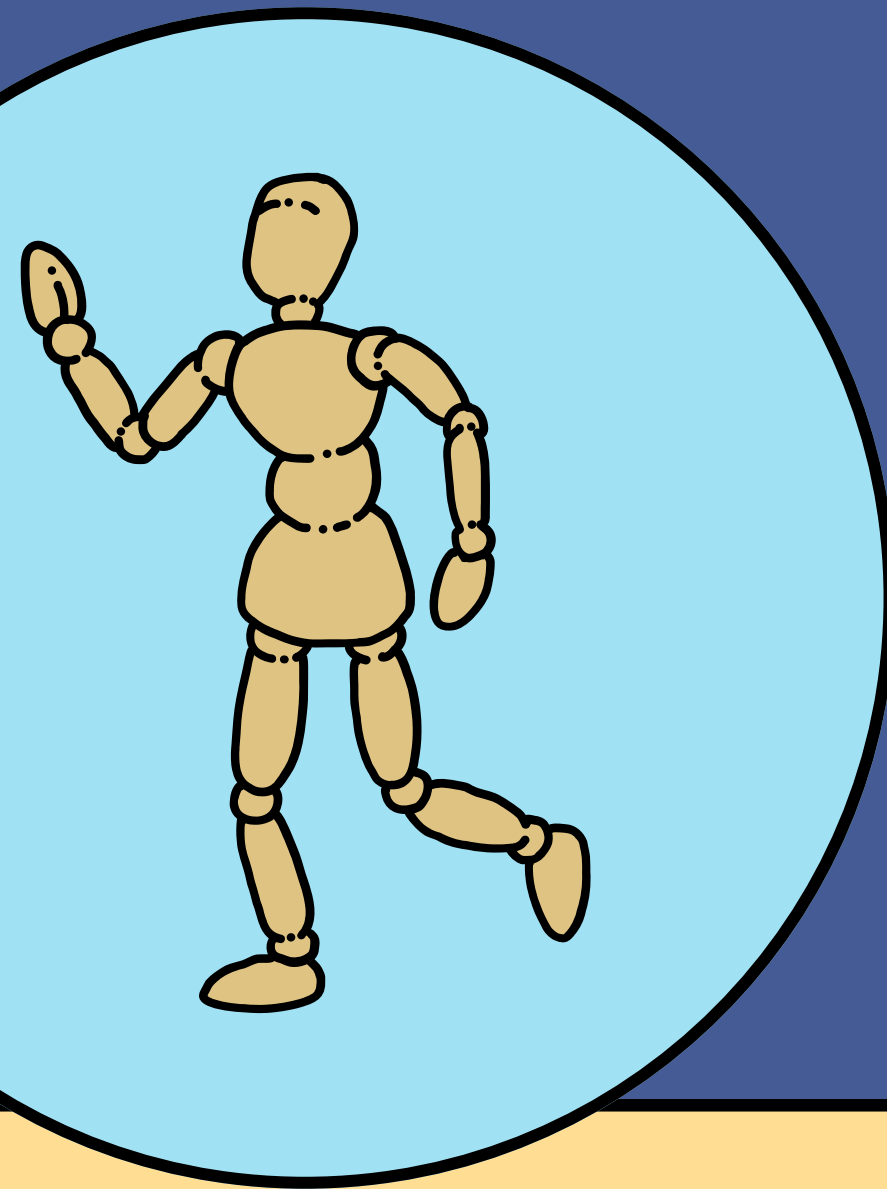
6. Work in pairs. Go through Activities 2–5 and match the sub-skills below to the activity you practised it in.

For effective listening, we need to develop the following subskills:

- a .identifying when a familiar word is part of a prepositional phrase.
- b .identifying related words.
- c .noticing the unstressed parts in a phrase.
- d .identifying the functional difference between related words.
- e .relating what you hear to your previous knowledge.



Listening



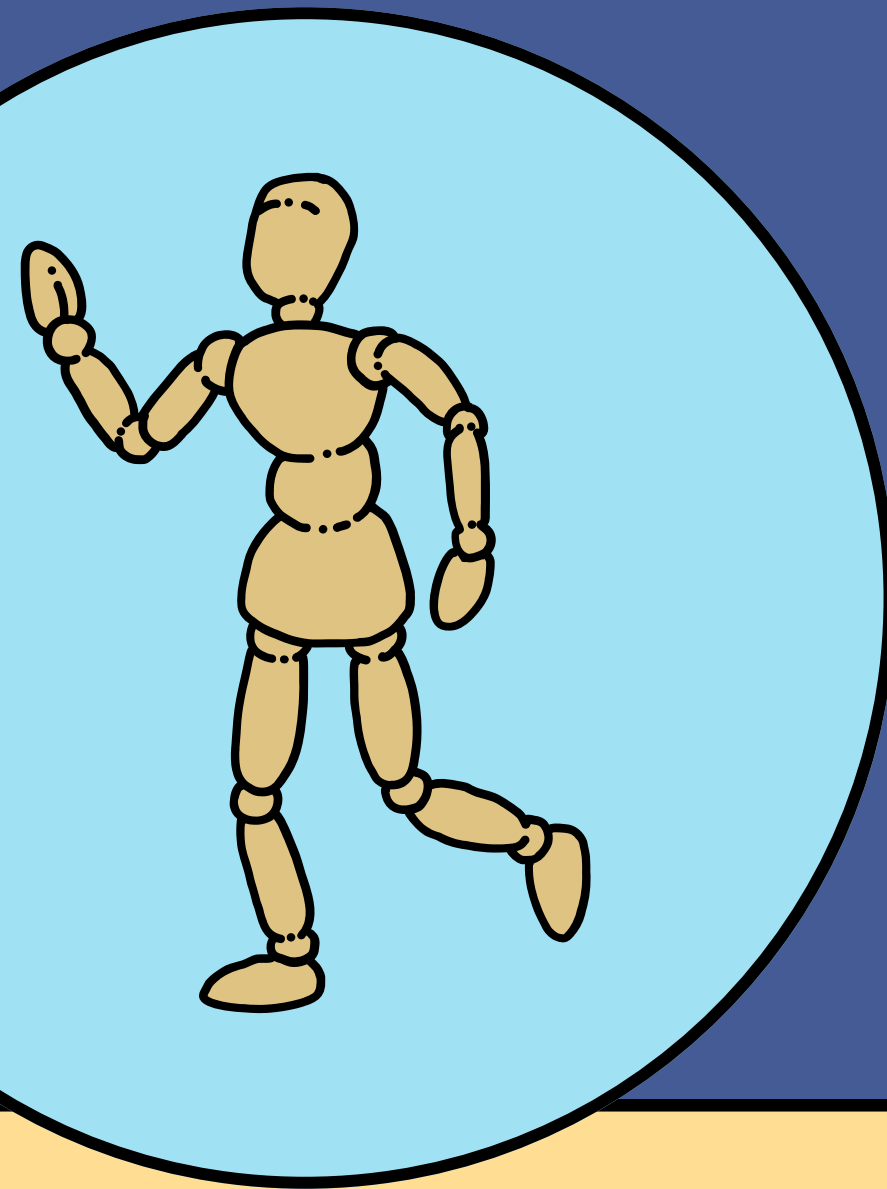
56

Listen to the presentation opener and complete the overview slide.

Presentation overview

- 1 What are _____ in general?
- 2 What are _____ in particular?
- 3 How different are research ethics in _____ and STEM (science, technology, engineering, mathematical) _____?
- 4 Why are some researchers sometimes _____?
- 5 What can you _____?

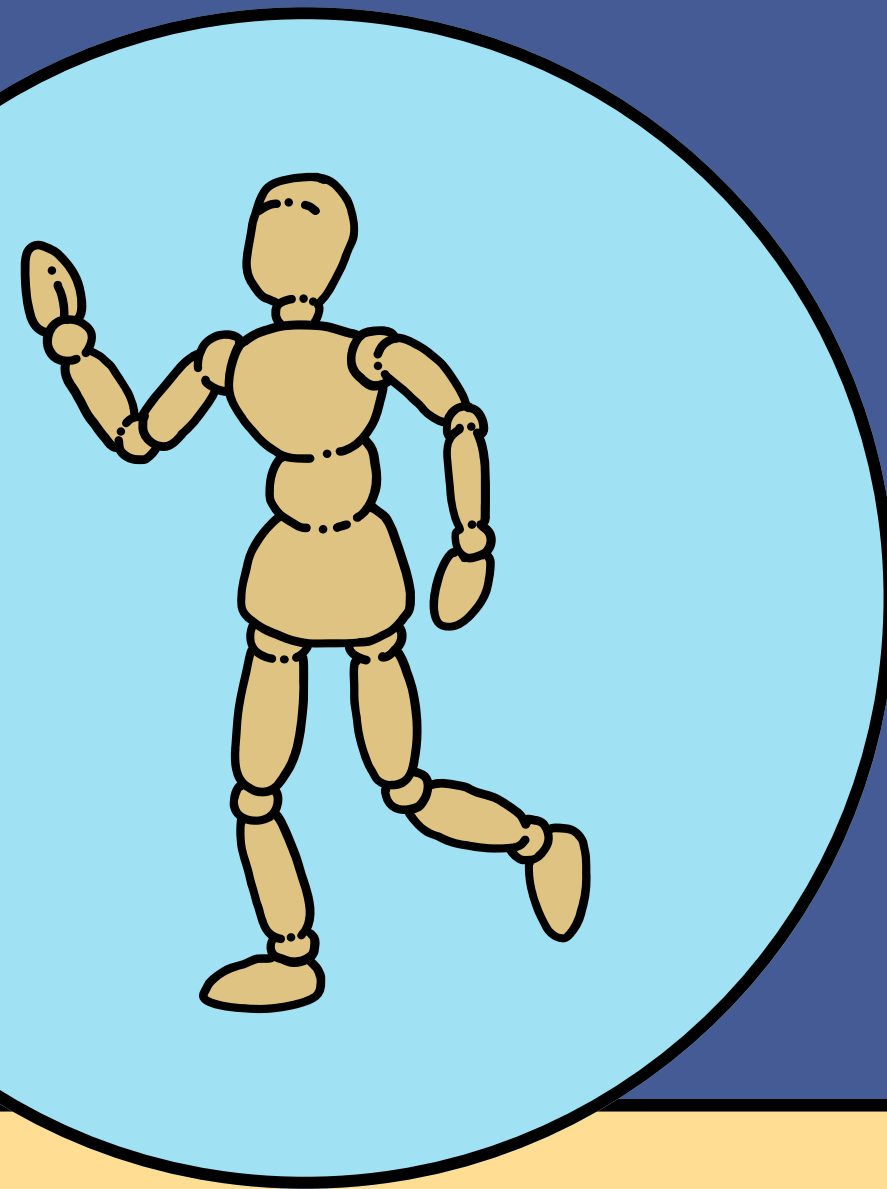
Listening



Look at the phrases below from the presentation opener. There is one mistake in each phrase. Listen and correct the mistakes.

- 1 I'm going to talk to you today about research methods, and it's really nice ...
- 2 Thank you for coming alone.
- 3 The talk will be about 50 minutes, and I'm going to divide it into sections.
- 4 First, I'm going to try to divide ethics in general.

Listening



Look at the phrases below from the presentation opener. There is one mistake in each phrase. Listen and correct the mistakes.

5 I'm not Aristophane, Socrates, or a Greek philosopher, but I'm going to make an attempt to do that.

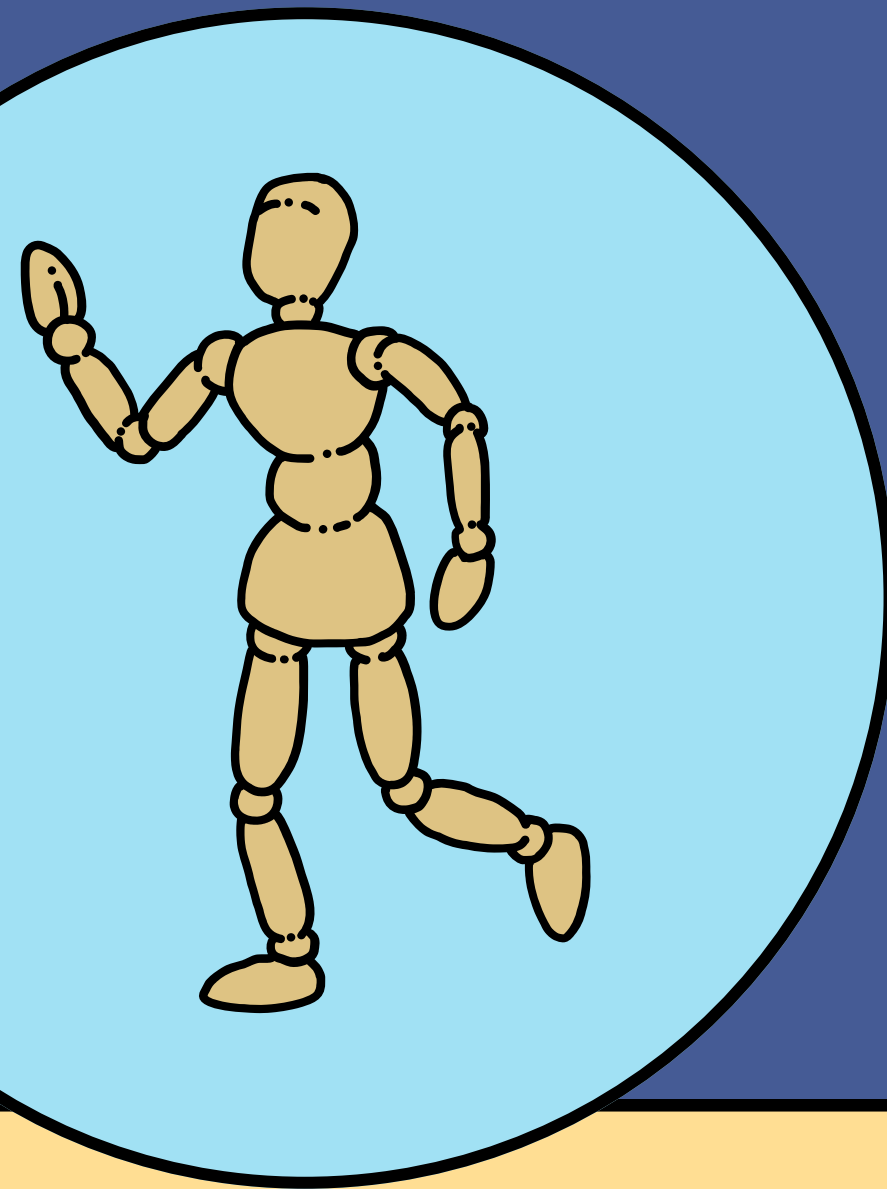
6 Then I'm going to focus on research ethics in particular: what exactly they are ...

7 ... STEM stands for the science, technology, engineering, and methodology disciplines.

8 What are the pressures that they work after?

9 ... and this is there your participation will be welcome.

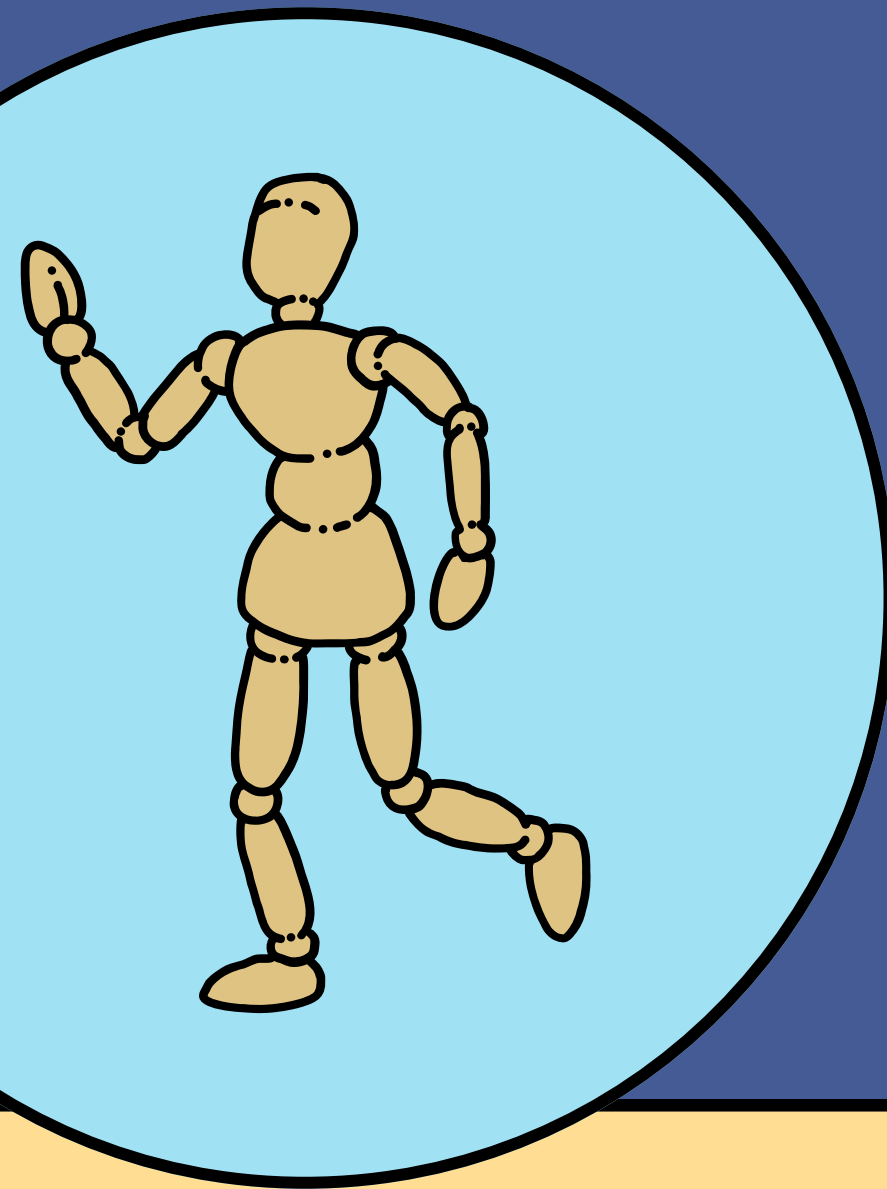
Listening



Work in groups of three and prepare a presentation opener. You can use the following phrases to help you.

- 1 Today I'm going to talk to you about ...
- 2 I'm going to divide the talk into ...
- 3 First, I'm going to ...
- 4 Then, I'm going to ...
- 5 After that, I'm going to ...
- 6 Finally, I'm going to ...

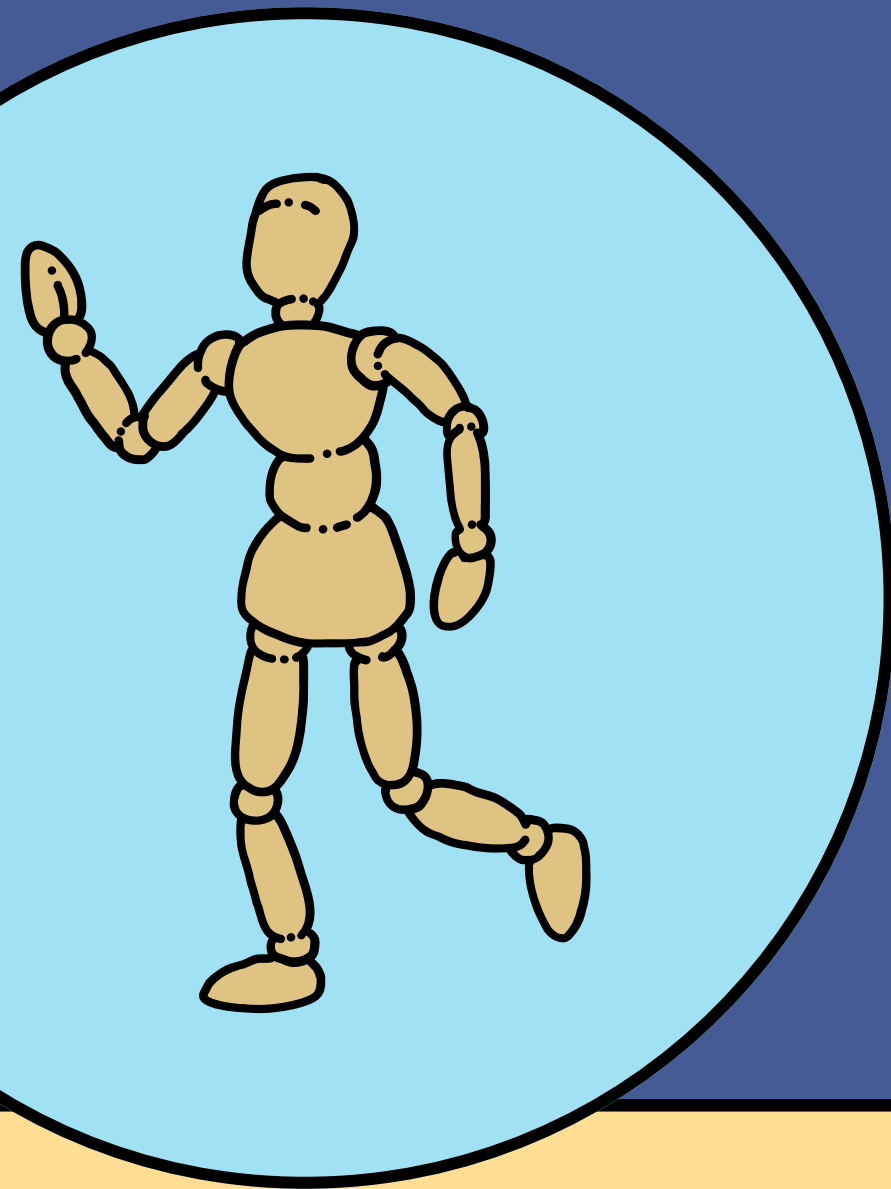
Listening



Work in groups of three and prepare a presentation opener. You can use the following phrases to help you.

- 1 Today I'm going to talk to you about ...
- 2 I'm going to divide the talk into ...
- 3 First, I'm going to ...
- 4 Then, I'm going to ...
- 5 After that, I'm going to ...
- 6 Finally, I'm going to ...

Listening



Lesson 2 : The three Golden Rules

Strategy focus

7. Read the statements below and say whether you agree with them or not. Why / Why not? Give examples from Activities 2–6.

1 When you listen to a longer piece of speaking, it is important to identify key words.

2 Key words are usually stressed and pronounced more distinctly.

3 Unstressed words can often be inferred based on context and the key words.

4 Some English words / phrases can be easily confused. You need to practise understanding the differences between them.



Listening

Lesson 2 : The three Golden Rules

Language focus

Read the pairs of phrases. How are they different? Listen and tick the phrase you hear.

1

a ethical rules which we ought to follow

b rules which govern ethics

2

a across all disciplines

b a crossover of disciplines

3

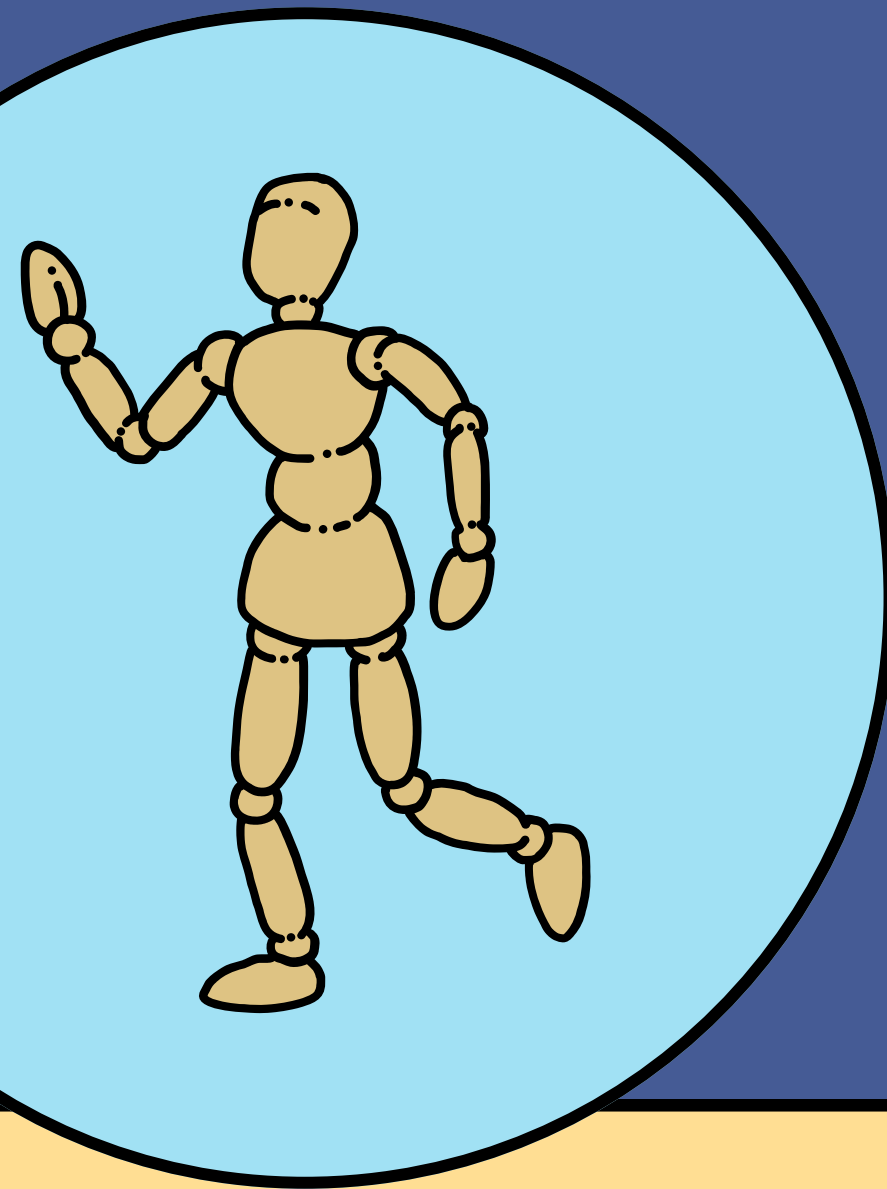
a respect for

b with respect to

4

a in a large society

b society at large





Listening

Lesson 2 : The three Golden Rules

Language focus

Read the pairs of phrases. How are they different? Listen and tick the phrase you hear.

1

a ethical rules which we ought to follow

b rules which govern ethics

2

a across all disciplines

b a crossover of disciplines

3

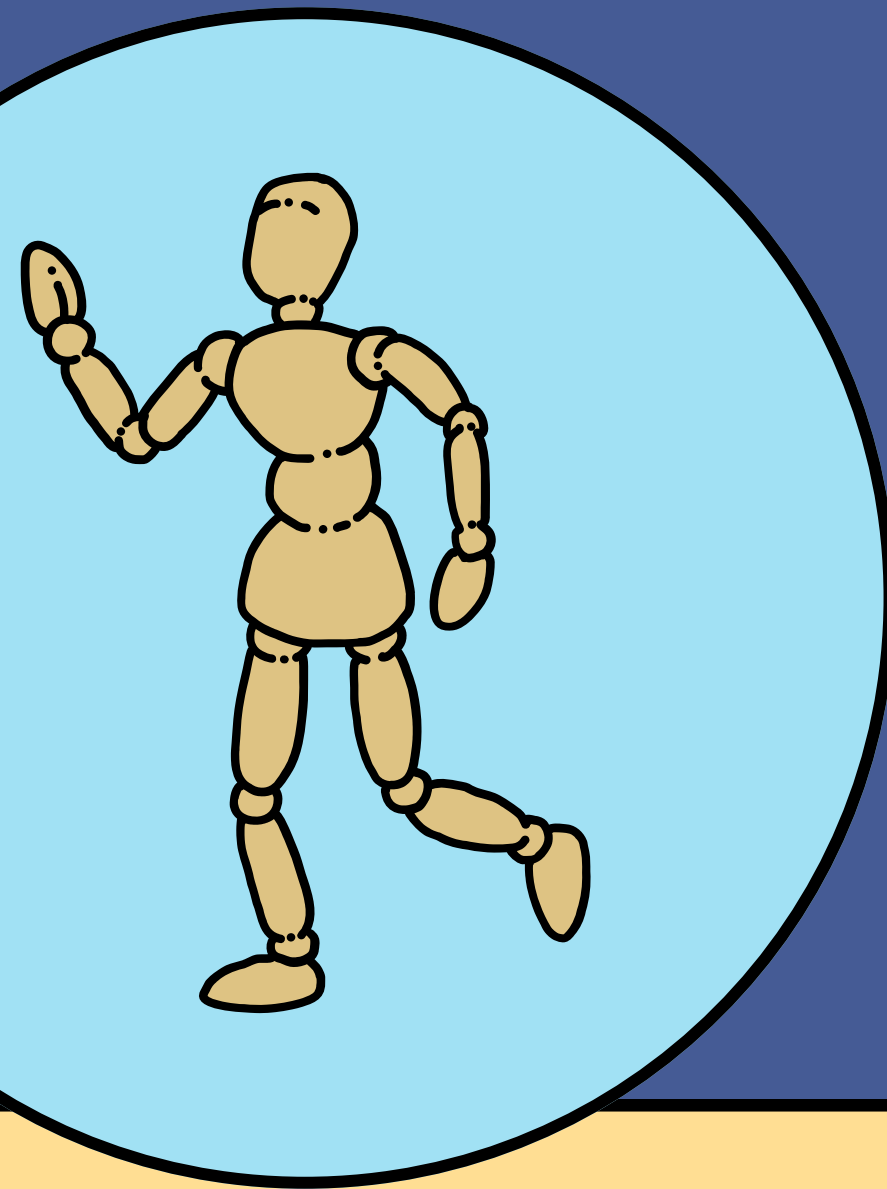
a respect for

b with respect to

4

a in a large society

b society at large



Listening

Listening for gist and for specific information

Listen to what the speaker says about the three golden rules of research ethics and tick the most important key words/phrases used. Give reasons for your choice.

The first rule

respect

research subjects

human participants

object of research

animals

the environment

conversations

confidential

anonymous

The second rule

truth

honesty

standards

field of research

individual researcher

evidence

hypothesis

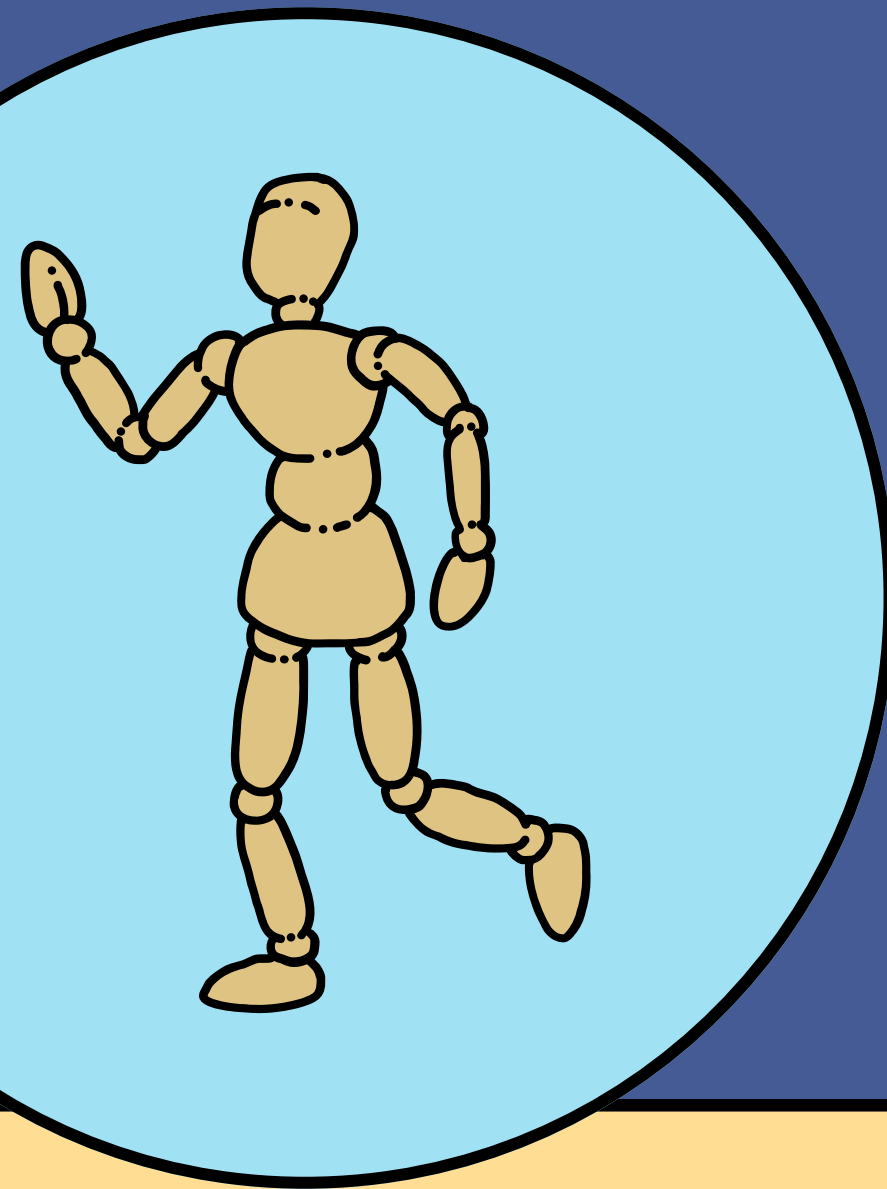
The third rule

accuracy

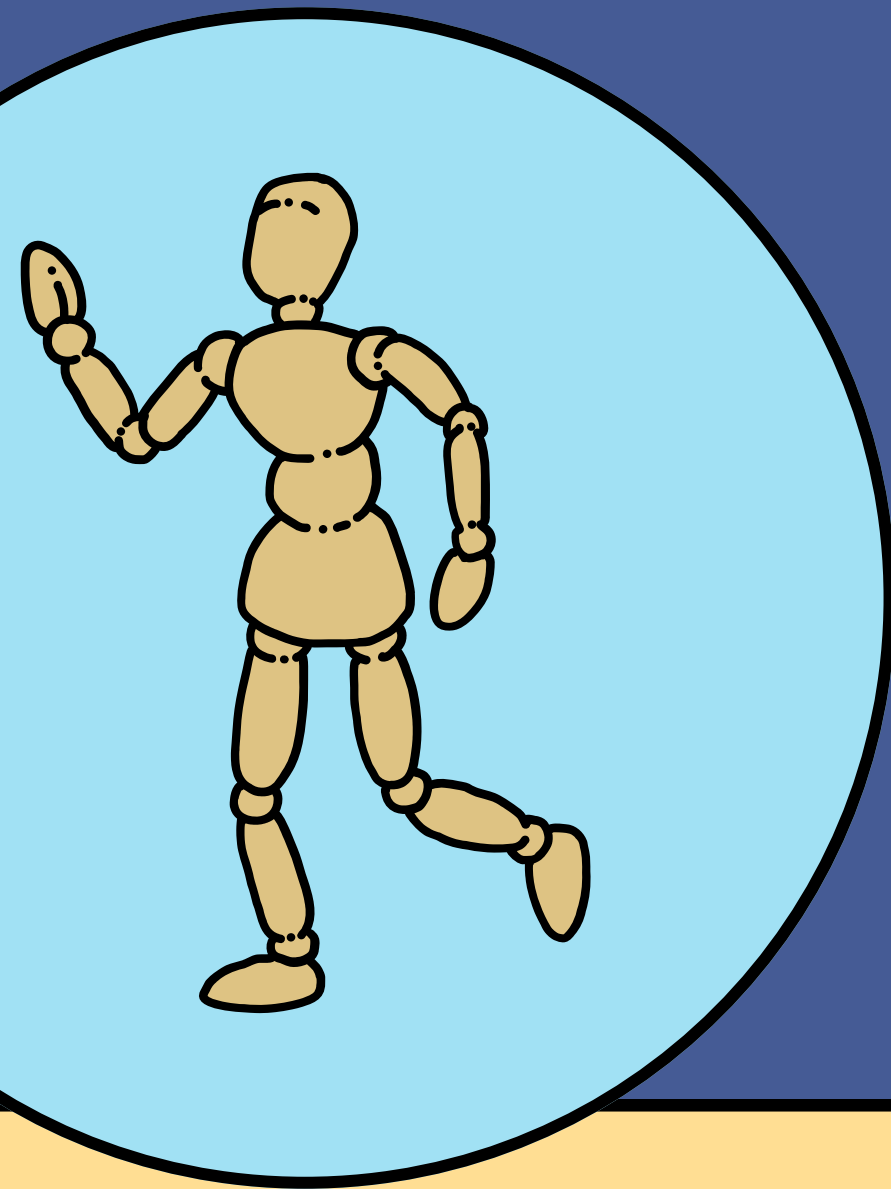
quality of knowledge

the best tools and instruments

collection of data



Listening

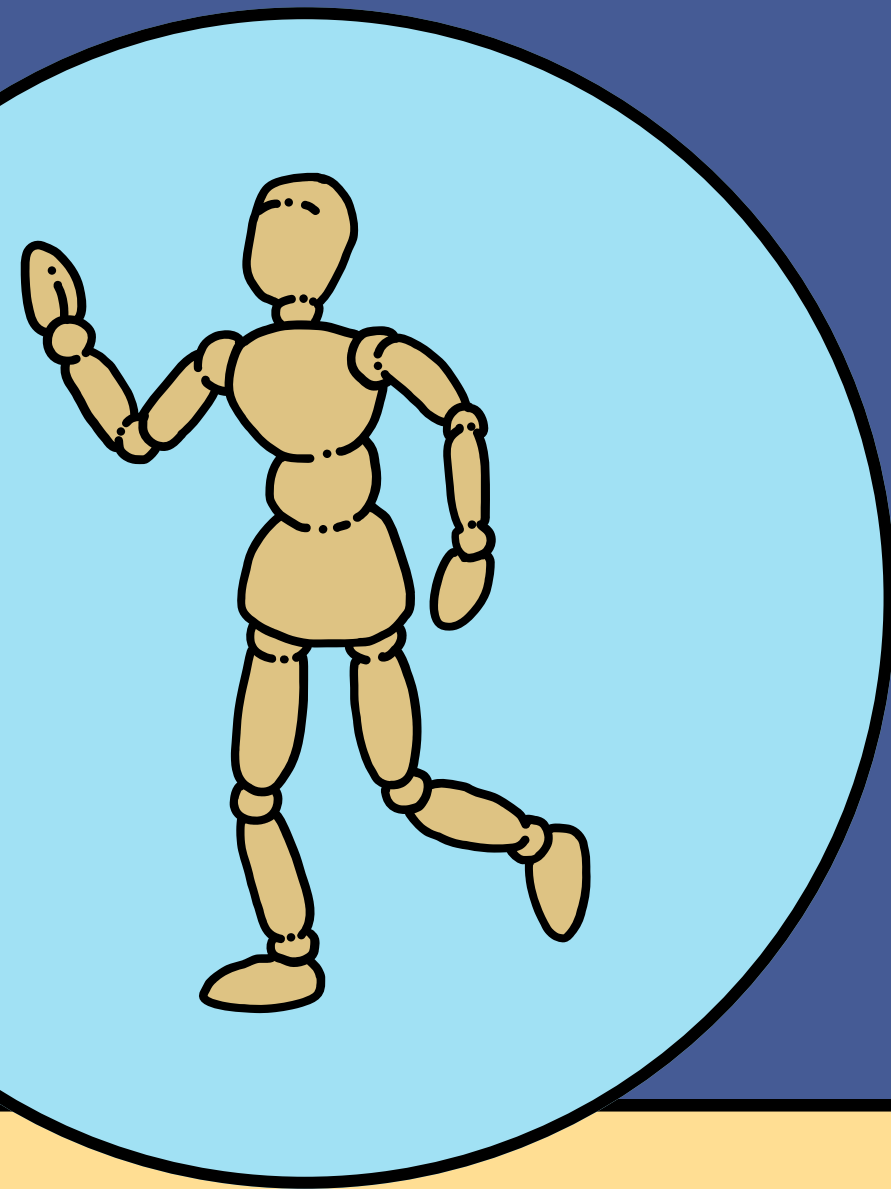


Which statement below sums up this part of the presentation best?

Give reasons.

- 1 Research ethics ought to be applied on all three levels – personal, professional and legal – in any field of research.**
- 2 There are three main rules that ought to be applied in any field of research.**
- 3 Respect for human beings is the basis for research ethics in any field of research.**

Listening

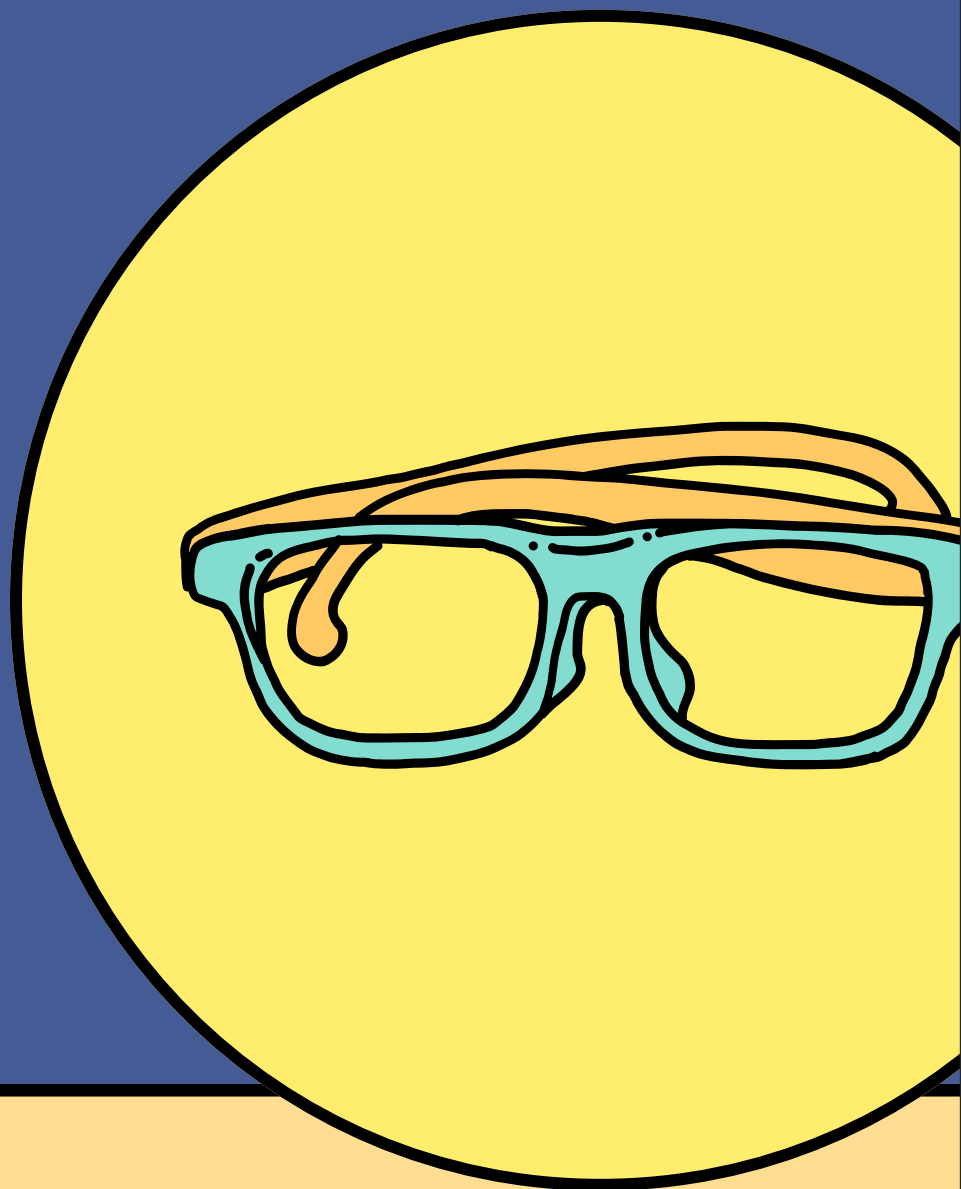


Follow-up

Listen to the talk again and make notes on the questions below.

- 1 What is the most important example of research ethics in psychology?
- 2 What is the result of ethical behaviour in research?
- 3 What are the five things that make up 'accuracy in research' according to the speaker?

Speaking



Lesson 3 Working with visuals

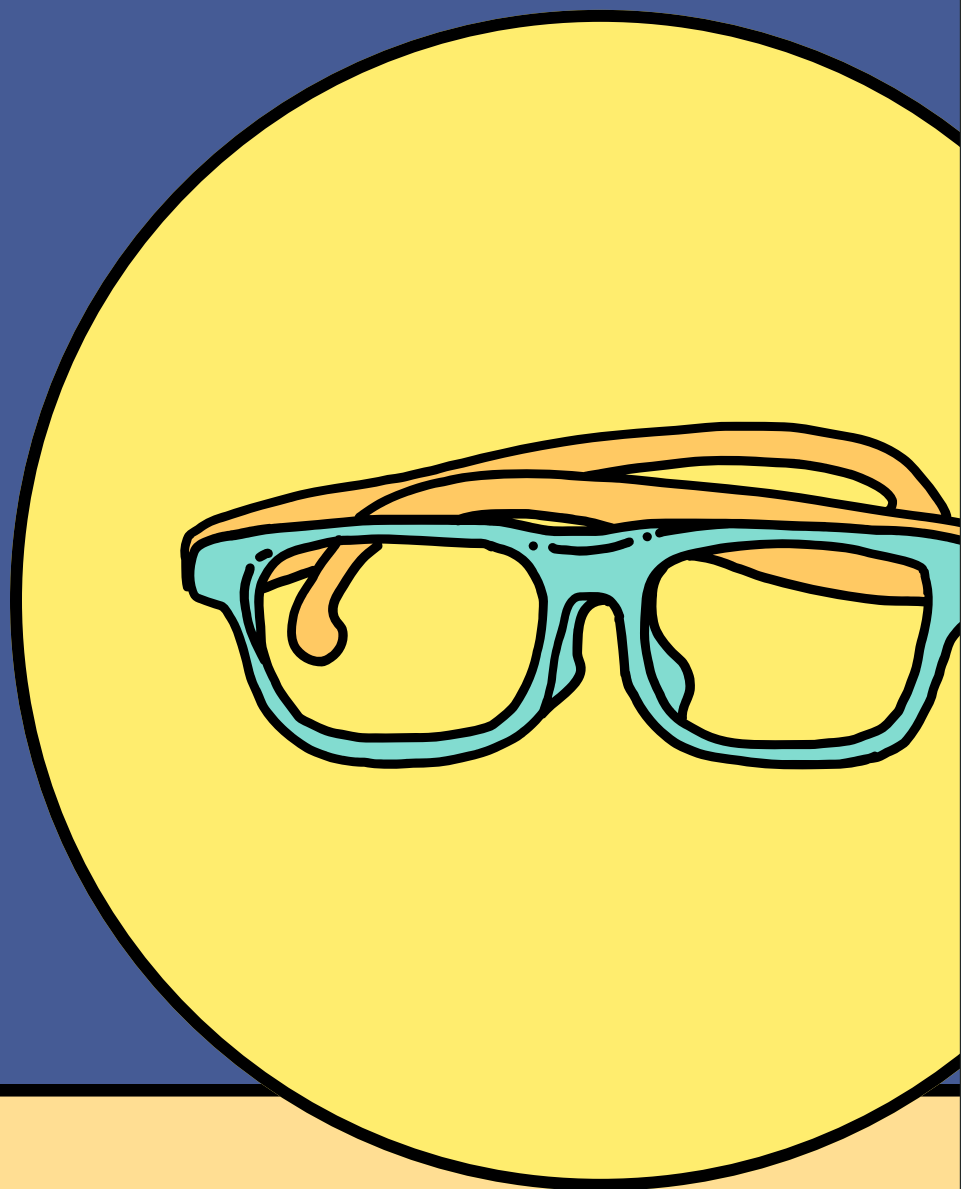
Lead-in

Work in groups. Think about presentations you have seen at conferences.

Create a list of dos and don'ts for an effective slide-based presentation.

Use phrases from the Language Support boxes on opinions on page 109 and agreement and disagreement on page 111 to help you express opinions and agree or disagree with each other.

Speaking



Lesson 3 Working with visuals

Lead-in

Do

- give a title to each slide

Don't

- use complete sentences

SPEAKING



Improving slides

- 1 outline slide**
- 2 prompt**
- 3 conclusion slide**
- 4 background**

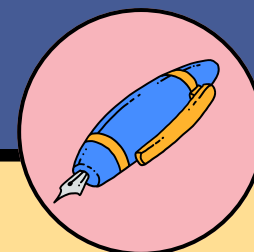
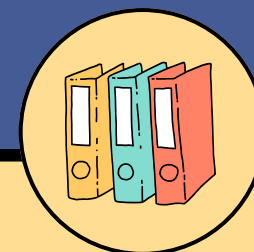
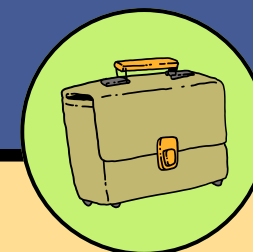
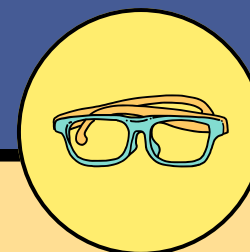
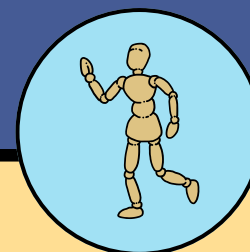
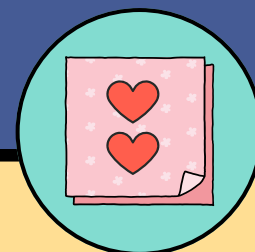
- a .a point on a slide that you use in your presentation –
it can be a word, a figure or a short phrase
- b .the part at the back of a slide,
not the main words
and pictures the viewer looks at
- c .a slide containing a general plan of
what you are going to present
- d .a slide summarising the key points of your presentation

Go to page 129 and read the Slides Checklist. Match the words and phrases (1–4) below from the checklist to their definitions (a–d).

Writing



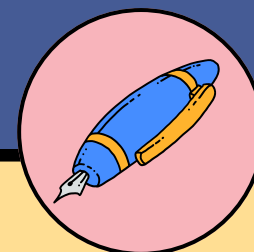
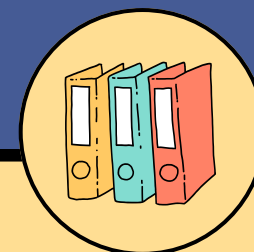
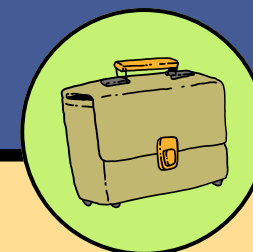
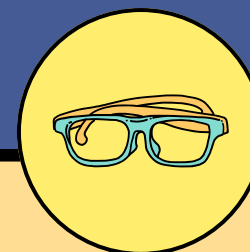
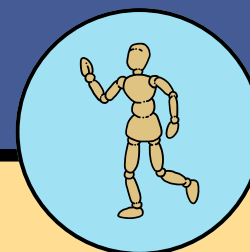
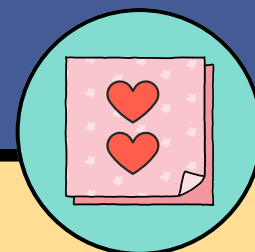
Most policy makers, corporate executives, practitioners, and parents assume that wiring schools, buying hardware and software, and distributing the equipment throughout will lead to abundant classroom use by teachers and students and improved teaching and learning. This article examines these assumptions in two high schools located in the heart of technological progress, Northern California's Silicon Valley. Our qualitative methodology included, firstly, interviews with teachers, students, and administrators, secondly, classroom observations, review of school documents, and, finally, surveys of both teachers and students in the two high schools.



Writing



We found that although teachers used computers for classroom work, access to equipment and software seldom led to widespread teacher and student use and most teachers were occasional users or non-users. As a result, more often their use sustained rather than altered existing patterns of teaching practice. We offer two interrelated explanations for these challenges to the dominant assumptions that guide present technological policy making. In general, traditions in high schools will influence the slow revolution in teaching practices.



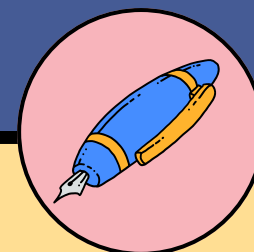
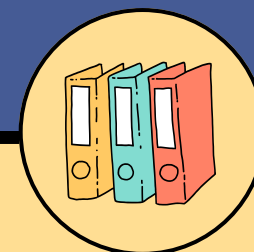
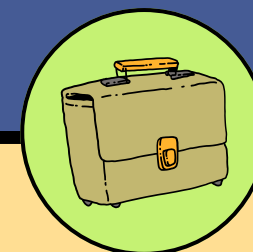
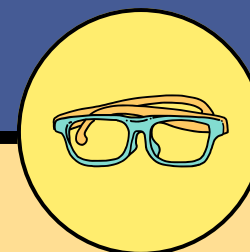
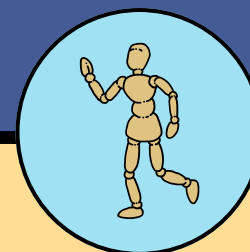
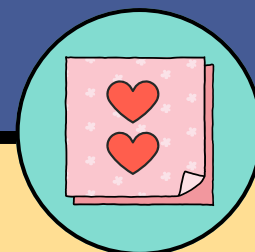
Writing



Language focus

Find the following words in the abstract.

- 1 the word that is close in meaning to these verbs: to believe, to imagine, to suppose
- 2 the word that is opposite in meaning to these verbs: to collect, to gather
- 3 the verb that is close in meaning to these verbs: to investigate, to study
- 4 a noun that comes from the verb to assume
- 5 a pair of verbs, one of which means continued, and the other means changed



Answer:
Activity 7 Answers :

1.assume

2.distributing

3.examine / examines

4.assumptions

5.sustained – altered

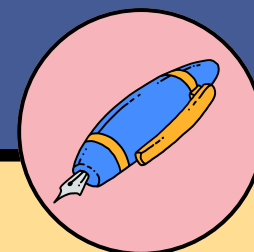
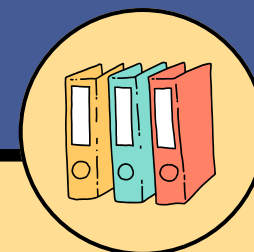
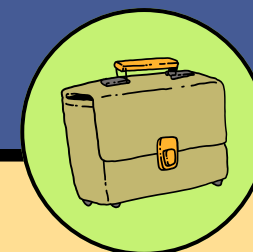
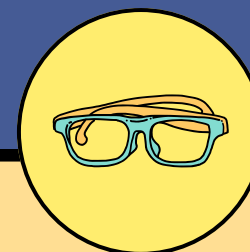
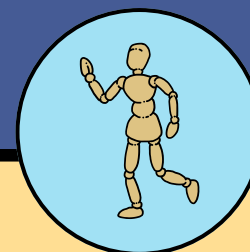
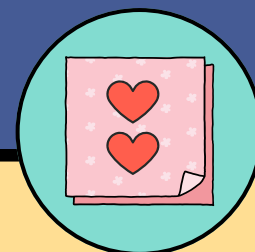
Writing



8

underline the phrases that helped you identify the parts of the abstract. Explain your answers, e.g.:

The phrase 'Most policy makers' shows that the author has read a number of papers and now presents this information as background of the research.



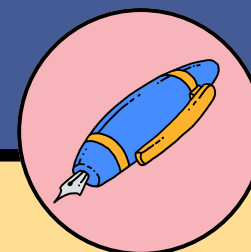
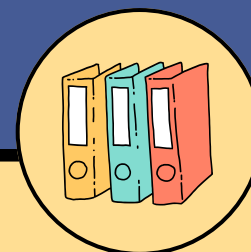
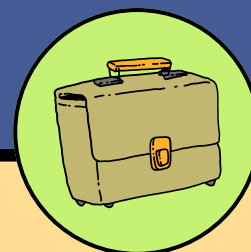
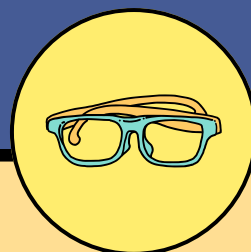
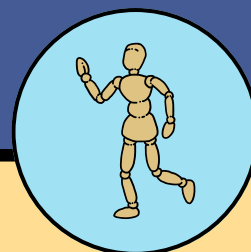
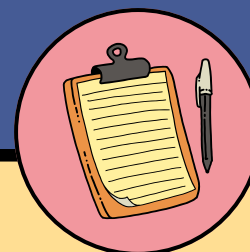
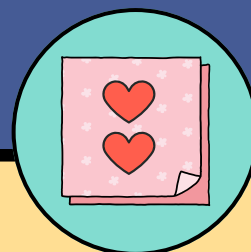
Writing



Read the examples of linking words in the Language Support box. Say what the underlined words mean. Fill in the gaps with the highlighted words from the abstract.

Language Support: linking words

- Words used to enumerate: initially, _____, _____, third(ly), next, _____.
- Words that express causation: thus, _____, because, therefore.
- Words that express contrasts and comparisons: _____, however, whereas, likewise, in contrast.
- Words used to generalise: overall, _____, in short, to conclude, generally.



Writing



Answers:

Language Support: linking words

Words used to enumerate:

- initially, firstly, secondly, third(ly), next, finally

Words that express causation:

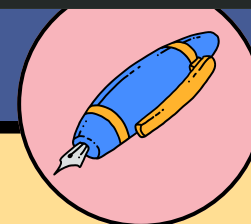
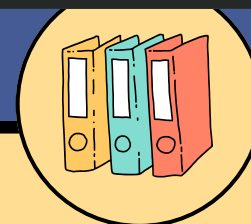
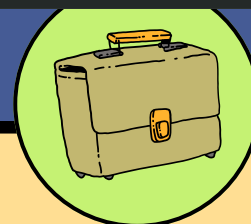
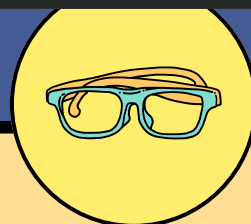
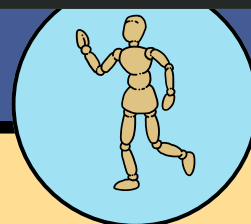
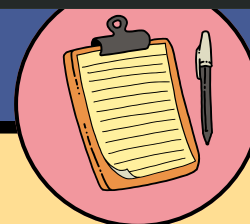
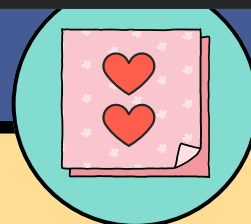
- thus, as a result, because, therefore

Words that express contrast/comparison:

- although, however, whereas, likewise, in contrast

Words used to generalise:

- overall, in general, in short, to conclude, generally



Writing



Put the letters in order to make a word with the same function as the linking words in the right-hand column.

- 1 _____ (utsh) – in this way, hence, so
- 2 _____ (eeeortfrh) – as a result, for that reason, consequently
- 3 _____ (iiwsklee) – also, similarly, additionally
- 4 _____ (ehewrov) – but, still, nevertheless, nonetheless, although
- 5 _____ (frthomueerr) – in addition, moreover, besides
- 6 _____ (iiiiytnall) – at first, at the beginning
- 7 _____ (llrvaoe) – on the whole, generally

Activity 11 (Unscramble the words)
thus (utsh)
therefore (eeeortfrh)

ikewise (iiwsklee)
however (ehewrov)

Writing



Read the abstract below and say how the use of technology in university classes influences the way students study.

The trend toward technology enhanced classrooms has escalated quickly during the past five years as students have become increasingly tech savvy. 1 _____ classrooms across the nation have become 'wired' and textbook publishers now offer a wide variety of computerised teaching supplements. In fact, some may argue that the use of technology is now expected in the college classroom. The objective of this research is to examine whether the use of technology in university classes impacts student behaviour and student perceptions of instructional quality. This paper summarises the results of a survey administered to students enrolled in business courses at a mid-sized Midwestern university. The results suggest that adding technology in courses where it is not currently used is likely to have a positive impact on student perceptions of the instructor and on student behavior.

Writing



2 _____, removing technology from courses that already use it would not appear to have a negative impact on all aspects of student behaviour. 3 _____ there are certain aspects of student behaviour which appear to be technology neutral: firstly, the amount of time that students study, 4 _____ the quantity of notes they take, 5 _____ their attendance, and, 6 _____, their interaction with the instructor. 7 _____, technology tends to have a meaningful impact on student preparation for class, attentiveness, quality of notes taken, student participation in class, student learning, desire to take additional classes from the instructor or in the subject matter, and 8 _____ the overall evaluation of the course and the instructor.

Writing



Answer:

Activity 12

How technology influences the way students study:

Technology in university classes improves student preparation, participation, attentiveness, learning, and note-taking quality, but some behaviors such as study time, attendance, and interaction with the instructor may remain unchanged.



Thank You for Watching

