Ю.Б. Кузьменкова

ACADEMIC PROJECT PRESENTATIONS
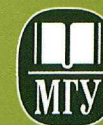
ПРЕЗЕНТАЦИЯ НАУЧНЫХ ПРОЕКТОВ

на английском языке

Кузьменкова Юлия Борисовна, профессор, доктор культурологии, зав. кафедрой английского языка на факультете менеджмента НИУ ВШЭ; филолог по образованию (окончила МГУ имени М.В. Ломоносова). В течение 15 лет преподавала английский язык на факультетах механико-математическом и ВМК. Имеет более 100 публикаций в различных изданиях, включая периодическую печать. Автор учебно-методических пособий для студентов и школьников, монографий, переводов научной и художественной литературы, песен и пьес для обучающего театра на английском языке. В данном учебном пособии отражен многолетний опыт работы с аспирантами и студентами старших курсов НИУ ВШЭ по развитию навыков научного письма, а также по подготовке и презентации проектов на английском языке.

Julia Kuzmenkova

ACADEMIC PROJECT PRESENTATIONS

Презентация научных проектов на английском языке

Учебное пособие
для студентов старших курсов и аспирантов

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Р е ц е н з е н т ы:

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Данный курс, ориентированный на практику англоязычного академического общения, содержит большое количество тематически организованных речевых оборотов, характерных для современного научного дискурса, и тренировочных заданий, нацеленных на развитие навыков научного письма и устной презентации. Он предназначен для студентов старших курсов, занимающихся написанием проектов на английском языке, аспирантов и научных работников, которым потребуется представить результаты своих исследований англоговорящей аудитории в устной форме — на международных конференциях или письменно — при подготовке материалов к публикации в зарубежном издании. Имеющийся учебный материал может быть также полезен при обучении написанию любого научного текста.

Ключевые слова: Англоязычное научное общение, написание научных работ (статьи, обзоры, дипломы, диссертации) в международном формате, подготовка научного текста к публикации в зарубежном издании.

The course provides a step-by-step method for students to write their academic projects in the proper international format. It is intended for undergraduates and also for post-graduates who work on candidate dissertations and need to discuss the results of their research in English or get materials ready to be published. The course focuses largely on developing skills of academic writing and oral presentation — though the materials presented can be used for writing any type of an academic text.

Keywords: Academic skills, project proposal, writing an academic paper (diploma, thesis, dissertation), publications in the international format, oral presentation

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PREFACE

Julia Kuzmenkova has addressed a key problem in academic writing for students interested in acquiring professional English language competencies. The textbook «Academic Project Presentations» provides an internationally accepted framework for reporting on original scientific research that has been lacking in the Russian academy. Professor Kuzmenkova has provided a step-by-step method for students to complete their academic projects on time and in the proper format for publication in international format. The format of the textbook walks student through the research process providing guidance on topic selection, description of the project proposal, describing limitations of the study, writing a literature review, and selecting and reporting on methodology.

This work draws on the established international practices in social sciences and provides a best practice overview on how to write an academic paper. One advantage of her work is that it illuminates common mistakes and provides guidance on how Russian speakers can write in English. There are significant differences in Russian and International English academic writing and Ms. Kuzmenkova has provided example texts to bridge these differences and help the Russian speaker be understood in English.

I recommend my students review her work prior to starting their diploma papers, theses, or dissertations since there is real value in starting your paper on the right basis. I would recommend that all Russian speakers use her text as a reference in preparing papers in International English for presentations at conference or submissions to journals.

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Foreword

The course is intended for undergraduate students involved in writing academic projects to be presented by the end of their final year. It can also be useful for postgraduates working on candidate dissertations who need to discuss the results of their research work in English – orally, at international conferences, or in writing – getting materials ready to be published. The course focuses largely on developing skills of academic writing and oral presentation – though the materials presented in this book can be used for writing any type of an academic text.

Academic writing skills acquisition is based on studying quite a number of lexical units, their frequency of use in recent academic publications being the key criterion for selection. Those units are to make a bulk of active vocabulary, and different types of work are also aimed at developing language awareness. Another important aspect of enlarging students' vocabulary and developing writing skills is connected with peculiarities of academic style. To illustrate those features various clichéd expressions are introduced – to be further practiced. Those clichés are grouped thematically in blocks – merely for convenience (the classification is to a certain extent arbitrary – and the material is rather flexible).

It should also be mentioned in this connection that although all the units were picked out from the articles published in British magazines over the last decade, they should be approached carefully and selectively. The mere fact that those expressions were used by recognised scholars does not guarantee their high frequency; moreover, the language is in the state of constant developing – and some lexical units might come out of use and be replaced by more popular ones. Hence, the main emphasis should be laid on studying the patterns and varying the appropriate words that could fit into them. To master academic style different tasks are offered to practice in the classroom; individual further activities are based on the ability to work with the Internet or library sources – to verify the information gathered.

It is necessary to state here that skills of oral presentation can by no means be reduced to the ability to 'retell' or to read from the notes the contents of the written project. Most important features of oral presentation (some of them are specifically British, or common for the English speaking cultures and not so familiar for others) are dealt with in detail in the final part of the course. The issues of handling and avoiding questions, handling arguments and explaining terminology are also discussed and different strategies are offered and practiced.

Thus, the course is divided into two sections – with respect to the skills to be developed, special attention being also paid to structural elements (*the main body, introduction* and *conclusion*). The units in Section I are ordered along actual lines of project preparation (appropriately explained below). Each unit starts with *Warming up activities* (dealing with collocations, derivatives, contextual synonyms etc.) – to get you 'tuned in' to further vocabulary work (on using clichéd expressions, finding equivalents, matching etc.) in *Language focus*. Finally, for consolidation and further practice units contain *Extension activities* (largely based on rendering and independent writing or speaking). There are also *Appendices* offering some additional useful information, tests and tasks, criteria for assessing presentations and examples of project proposals to be evaluated.

Commonly, the work on an academic project begins by intensive reading, and when a frame of the future research has emerged and taken a definite shape you turn to writing *Introduction* and *Conclusion*. Thus, the units in the book are ordered with

respect to this routine procedure – starting by the *literature review*. At the proposal stage some attempts should be made to review the literature. Despite the fact that – obviously – so early on you cannot have read everything on the subject, you should be able to select a list of working bibliography (at least some recent articles covering the main issues of the topic area or fundamental sources relevant in terms of theory, practice and current issues) to be further summarised. You then proceed by gradually introducing and mastering the necessary details of further investigation arriving finally at writing the *abstract*.

However, if you are a competent English language user capable of working independently, or you need only some fragments of the information offered for a particular purpose – to check or consolidate what has already been written, any unit of the book could serve as a starting point. The flexible modular principle of structural organisation makes for the units' autonomy and facilitates the work. It is hoped that the materials the book contains will provide a solid basis for writing and presenting academic projects.

Section I. Written presentations

Introductory comments. Writing an academic text

What is *a project proposal?*

In the present course we are mostly concerned with *an academic project*[1], i.e. a research work undergraduates present by the end of their final year, and the main emphasis is laid on writing a brief outline of what is going to be investigated – *a project proposal*. Obviously, it is much shorter than a *project* proper (as follows from the table below given for comparison: the British employ different types of academic writing whose length and level vary from university to university[2]).

Types of academic writing	Word count	Level
Essay (an assignment for an exam)	600–6000	undergraduate
Project proposal	1500–1800	under-/post graduate
Extended essay or project	3000–8000	under-/post graduate
Case study (a detailed account)	longer	under-/post graduate
Report (describes research)	longer	under-/post graduate
Dissertation:	10–12 000	Bachelor (BA/BSc)
	15–20 000	Master (MA/MSc)
Thesis	longer	doctorate level

A project proposal is different from a *report* as it is not aimed merely at description. Rather, it is a sort of a detailed plan of the research work similar – in a number of aspects – to an *introduction* to a Russian candidate dissertation, the main difference being stricter formal and structural rules. In Britain, writing a project proposal is based on certain requirements[3] centred round the following key aspects: *organization, content, use of source material,* and *language,* and the way those requirements are listed indicates high priority of logical ordering and overall structure.

For our purposes it seems appropriate to consider the former and the latter issues in greater detail below and give but a few comments about the *content* and *use of source material. Content* – important though it is – is not an aspect to be thoroughly discussed in a language classroom; it needs professional guidance by an authority on the subject. It will suffice to mention here that if a project fails to construct *an informed argument* – i.e. to inform or to argue – it fails to meet the expectations of an academic community, and British undergraduates are supposed to demonstrate their understanding of the conventions of scholarship.

Use of source material serves to show ability to work with literature, which typically has to follow the accepted lines of rationalistic reasoning so common for the English-speaking people. While constructing *an informed argument* the British with their linear logic tend to use a step-by-step procedure, namely: *summarising* the information about the topic, its critical *evaluating* (implying delicate balance between descriptive and evaluative writing), *analysing* (i.e. closely examining various bits of information relevant to the study), and *synthesising* (aimed at establishing connections and interrelations between ideas from several sources supporting key

[1] Various other terms are also found in literature on the subject.
[2] The table below is based on the information the University of Reading.
[3] For more details see White B. Dissertation Skills for Business and Management Students, London, Thomson Learning, 2004.

ing connections and interrelations between ideas from several sources supporting key standpoints). Thus, the project is intended to create *an umbrella argument* under which several observations and perspectives might stand.

Project proposal organization

When creating an informed argument, you rely upon several organisational strategies. Having chosen the *topic* x and formulated its *title* (probably being guided by the need to simply answer the question: *What can be learnt from x*), you formulate a *thesis* (e.g. *x should serve as a model for z*), and then structure the proposal along the following conventional lines: *Introduction, Main body* and *Conclusion* Commonly you start with a *working title* which can be longer than its final variant and does not exceed 10 words (cf. a conference requirement to the number of words in a title is 7–10 words); so try to avoid lengthy explanations which can be included in the introduction.

I. Introduction. The first part of the project proposal introducing the research problem is intended to set the tone for the readers, enable them to form some idea of the content, the structure, and the writer's position. Introduction is often preceded by a brief *abstract* – to outline overall structure and objectives. Commonly, the introduction itself includes – apart from an introductory paragraph or opening sentences – the following key elements: *the background of the study, the problem statement, the professional significance,* and possibly some other features (e.g. *definitions and explanations of the terms or key concepts*) relevant for your study whose combination varies with various university requirements (so that some elements are not always included).

The academic text analysis shows that in practice those elements can seldom be clearly distinguished – certain features overlap (like, e.g. *justification* may be regarded in part as *background information*, or *thesis* statement reflecting the writers' viewpoint or perspective may be connected with their *purpose*). Still, since analysing those features might prove useful for academic text writing, they are briefly outlined below, the key elements being further discussed in greater detail.

1. *An abstract* is a summary of the research topic, complete in its own right, describing major problems or issues. Possibly it might contain a general summary of all the features of a problem area or a chronological summary of its history. Here you accomplish two things: declare your argument (and the goal to be achieved) and place it within a broader context (indicating the area the research conducted ranks among). The thesis statement usually forms part of *Introduction*. At present, there seems to be no rigorously defined set of criteria as to what elements should necessarily be present in an abstract – the choice largely depends on the goal set.

Commonly, abstracts are brief (no more than a few hundred words in British tradition) and to the point, contain no examples or other substantiating information. This is particularly relevant when you plan to prepare an abstract for you oral presentation. It should be short – about 60 words – like a conference abstract, since in both cases the time is rather limited. You also need to carefully choose the aspects of your project to focus on; you won't be able to include everything.

2 The background presents the context for the study and explains what external factors might influence or affect it. In identifying the background factors you might outline the general state of knowledge about the research problem very briefly (a more detailed account is expected in the *literature review)* and account for key reasons for your choice of the topic focus (i.e. *justify* it) *Justification* suggests the rationale for doing research on the topic chosen, in other words, you explain why the research needs to be done on this particular problem. According to the British tradition, in this introductory part you make a brief reference to the literature, gaps in knowl-

edge, potential usefulness of a methodology and possible benefits of outcomes for understanding, practice and policy. You should also provide key references to support your case.

3 The problem statement is a very clear formulation of the research problem. Having justified your choice of the topic focus, you now turn to indicate some likely *hypotheses* – for quantitative research, or *research questions* – for qualitative research. The typical relation between the type of research and that of the problem statement should also be indicated. Defining *the scope* of the project presupposes stating delimitations for the research with respect to the time period, subject area, regions and sample along with units of analysis (like, e.g. policies, programmes, patterns of behaviour etc.). *Delimitations of the study* are intended to emphasise that no claims to generalisation beyond the limits indicated will be made.

4 The professional significance explains in what sense the proposed study is worth doing and what contribution it will make to professional knowledge. Here you define your *aims* and *objectives*. The former are commonly treated as general statements on the intent or direction for the research, include reference to the methodological, practical and theoretical aims, while the latter are more specific. Objectives are clear and succinct statements of intended research outcome (possibly connected with e.g. search and review of the literature and assessment of a debate). When working on this part of the project, attempt to give it some originality by isolating how the goals set in your research and questions it is intended to answer are different from what is already known about the subject.

II. The main body includes an outline of the theoretical literature and empirical research and concise justification of the methodological approach you intend to use (with references in support of your case). Since in Britain formal aspects are of paramount importance and at times *form* prevails over *content* it is necessary to mention here that to be properly accepted, the project proposal should be structured as indicated and the *literature review* should have the same 'weight' or significance as *methodology* (and therefore those parts are of approximately equal length). And finally, it seems logical to conclude the main body by *a brief report on the results anticipated* – although those issues are not always included in proposals, it might still be useful to discuss the possible outcome.

1. *The literature review* is aimed at setting your project in the context of existing knowledge, to reveal the instances of linkage with what has been done before and those of new insights, and show the major issues or practical problems to identify the gap you intend to look at in your research. Thus, in conformity with a time-honoured tradition of scientific research, you should briefly outline the general state of knowledge about the research problem (the history of the topic, key landmark studies which indicate the methodologies used and arguments made) and to present the knowledge base upon which the study is built, i.e. to show clear linkages between what was known in the past about the topic and what you intend to discover.

The major components (each having its own divisions) to be outlined are *a discussion of the theoretical literature* and *a review of the empirical research*. The theoretical part briefly covers the main theories related to the problem, explicates in depth those most useful in the study and should be connected to the part to follow. The review of empirical research should be effectively organized, its pattern being made clear in one of the following ways:

- chronological (with a time pattern),
- conceptual (a conceptual analysis in which the major factors or concepts appearing in the literature are identified),
- opposing camps (when reviewing an issue about which researchers have reached different conclusions).

The studies should be described sufficiently for the reader to understand their findings, the key conclusions being brought together, and finally related to the proposed study making a clear connection between what has been learnt in the past and what is proposed to do. It is by no means a catalogue of references arranged in chronological order, each one briefly summarised. Rather, your study should pick out trends and patterns, offering and explaining reasons for and against a particular situation, attempt to relate theory to practice and argue why under certain conditions some established theories and ideas are or are not acceptable. In other words, the review should provide a critical insight into the topic under investigation (it should be added that the same refers to treating methodology).

2. *Methodology* is considered vital for the project: the way you study the problem is no less important than the results you get. A balanced methodological approach based upon appropriate well thought-out data-collection techniques ensures that the conclusions and recommendations finally made are more valid and credible. In this part you are expected to give a concise justification (not a description) for the quantitative, qualitative or some other approach within the existing paradigm you intend to employ, or, in other words, to explain why alternative methodologies were rejected and to provide references in support of your case. You should also account for the use of the data – or evidence-collection techniques and anticipation of problems and issues (like, e.g. ethics, access to data and its analysis, agreements from corroborating organisations etc.).

3. *A brief report on the results anticipated* commonly ranges from transcriptions of interviews to tables of raw data.. In the British dissertations results are presented in a separate chapter titled *Summary and Discussion,* the two parts being clearly distinguished. *Summary* contains tables and figures to summarise quantitative results and describes the trends and concepts identified from qualitative analysis, while *Discussion* would include a full analysis of data interpretation and details of calculations. Thus the two tasks are separated: while *describing* results you are to refrain from *explanations* and *comments* – otherwise it would be confusing to readers. You should also carefully select the illustrative material to be included – both in the written proposal (whose format does not presuppose detailed discussion) and its oral presentation (which has strict time limits). In the latter case you might deliberately reserve some interesting examples till the final stage.

III. Conclusion contains evidence of evaluation of the work. It refers back to the thesis statement and draws upon the comments made about the features described to provide a summative comment. Possible is reference to further analysis that might be carried out on the topic, or a theory about its future, and acknowledgements (if necessary)

Thus, the structure of the project proposal is as follows.

Title page	the names of a university/ college, and a department, the title of the project proposal, the names of the author and research supervisors (BrE)/advisors (AmE), the city/town, year
Introduction	the brief abstract; the background of the study (also possible: *justification, definitions and explanations of the terms or key concepts);* the problem statement (also possible: *delimitations* and *scope);* the professional significance (also possible: *aims* and *objectives)*
Main body	the literature review (*theoretical literature* and *the empirical research),* methodology, the brief report on the results anticipated
Conclusion	the brief summary acknowledgements (if necessary)
References	See App. 6.

The language of an academic proposal

The language used is often said to reveal the author's relationship to the topic, the perspective it is viewed through. In British literature recommendations are found with respect to choosing an appropriate (rhetorical) stance on the topic under study which largely depends on the target audience (readers) and the degree of the author's awareness with the topic. If an *informative* stance is permissible for an authority on the subject (writing, say, for laymen), similar attitude of a student not too confident about the topic might look authoritative and ridiculous. In this case you have more questions than answers, and an *inquisitive* stance is more acceptable. Anyway, it is commonly accepted that authors cannot avoid taking a position on a subject; it is considered one of their responsibilities.

It should be mentioned in this connection that in Britain it is an author who is entirely responsible for making a text understandable for the audience and everything is to be spelled out and discussed in detail (while in Russia the text interpretation is the issue of the responsibility *shared* – between writers and readers). It is also noted that using the pronoun *I* an author is accepting responsibility for interpreting facts which often manifests itself in academic writing. Overusing *I,* however, might be considered as the author's personal opinion and therefore suggest inability to offer proof.

There is currently still another evolving tendency: at times, *I* is replaced by *we.* Previously it was not so common for those writing in English, and Russian *мы* was translated by *I.* Note that Americans still consider using *I* by a single author 'outrageously pedantic[4]. As to using *you,* it can be treated as if authors want to shorten the distance separating them from readers and thus invite a more subjective or intensely critical response – which is against the rules accepted. To be on the safe side, you should take care not to overuse those pronouns (and reserve *I* for oral presentations).

And finally a few more remarks on style. Here specialists' recommendations amount to the following.

1. Writing an academic text try to avoid:
- categorical statements (e.g. substitute less dogmatic impersonal structures with modals or *could* or *would* for *must* or *should* where appropriate);
- clusters of abstract nouns which impede understanding;
- lengthy sentences which can easily be broken into simpler ones (e.g. *which, whose, that* used to connect parts within a sentence could be replaced by *when, then, where, but, and);*
- *of* to connect nouns within a chain using different ways of replacing it by:
  a) corresponding verbs,
  b) prepositions other than *of* with narrower meaning,
  c) attributive *ab* or *a's b* structures instead of *b of a* (where possible),
  d) gerund or infinitive instead of verbal nouns.
2. Writing an academic text you are encouraged to use:
- active voice which is usually more precise and less wordy (e.g. for definitions, descriptions and the like);
- impersonal passive structures instead of those with personal pronouns (e.g. when generalising or unsure in stating your own judgements);
- tentative (indirect) statements (e.g. *there is a common perception that...*) when criticising or evaluating;
- parallel structures (e.g. *N found the way to check [x] and to change [z]* – instead of *N found the way to check [x] and how to change [z]);*
- future tenses where appropriate (since it is a proposal).

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[4] Day R. How to write and publish a scientific paper, 1979. Цит. по Рябцева, 2006. C. 87.

Summing up, to follow the above recommendations you should avoid word for word translating into English a draft version composed in your mother tongue – it has proved much more worthwhile to render most essential ideas using clichés and patterns common for the target language.

Extension activities

Task 1. Find answers for the following questions.

1. What skills are necessary for appropriate communication in an academic community? (Give your arguments.) What types of academic writing are most popular in your department? What requirements are they supposed to meet?

2. The word *project* has its equivalent in Russian; are there any differences in meaning? The words *academic* and *scientific* are rather tricky for foreign users of English; what are their Russian equivalents? Give Russian equivalents to the following words and word combinations.

An academic publication _____

a scholarly/ academic journal _____

academic discourse _____

an academic forum _____

an academic community _____

Think of 5 other most common nouns they go with and translate them into Russian (consult a dictionary if necessary).

3. The verbs below are frequent in formal academic writing; underline those which are tentative (indirect):

    assert, claim, contend, declare, imply, maintain, state, suggest.

Task 2. Paraphrase or simplify the following clumsy sentences written by incompetent users of English. (Different variants are possible). Supply appropriate Russian variants.

1. Thorough examination of the data obtained will be carried out.

_____

2. Necessary precautions were taken with respect to handling the results of the experiment.

_____

3. Higher educational establishments are supposed to be among most frequent localisations of [x].

_____

4. The work of N contains a brief account of disadvantages of the lack of acceleration of the process of transition.

_____

5. There must be a number of possibilities of the choice of the way of solution of the problem.

_____

6. We intend to question any residents whose age does not exceed 30 and who belong to the given academic community which is situated within [x] urban area.

_____

7. The point of view of the majority of specialists of cultural studies on the importance of [x] is to be found in this collection of articles.

_____

8. We must implement the new procedure of evaluation of the findings of our research.

_____

Task 3. Scan some articles in the Internet or those you're currently reading to find examples illustrating different features of academic writing. Analyse them with respect to the criteria supplied in App. 4

Part I. *THE MAIN BODY*

UNIT 1. The literature review: positive comments

Warming up activities

Task 1. Give Russian equivalents to the following words and word combinations.

A collection of articles _____

a paper/ article _____

a review _____

a report_____

a monograph _____

a popular discussion_____

a scholarly debate _____

a field of studies_____

a research advisor /supervisor _____

the academy _____

scholarship _____

Task 2. Make up 5 word combinations with each of the two words: *theory* and *contribution*. Those word combinations can be attributive (e.g. an *interesting* theory, an *important* contribution) or verbal (e.g. to *prove* a theory, to *make* a contribution).

A _____ *theory*

To _____a *theory*

A _____ *contribution*

To _____a *contribution*

Task 3. Use the following pattern to express the following grouping idea.

Главная / основная... мысль/ идея... N может быть выражена/ сформулирована...
N's main idea could be... /
The key feature of... is (formulated).../
The main theories in... are ...
(Give 10 examples).

Language focus

Task 1. Make sure you understand the following clichés – to be further used in writing your project proposal, and memorise them. Supply an opening phrase – a kind of a clustering idea (in Russian) summarizing the essence of the clichéd expressions grouped in blocks; it might amount to a sentence unfinished (like in 1.1. below). Write them out on a separate sheet of paper so that finally you'll have a complete list ordered in a logical sequence – to facilitate further practice.

1.1. *Многочисленные попытки предпринимались для объяснения...*

Numerous / Most attempts	are/ have been made to	link together the study of [x] and [z] decrease the discrepancy between theory and reality resolve the conflict /remove contradictions between [x] and [z] give/ provide a solid grounding (for) /a firm/broader (empirical/
Much/ a considerable amount of valuable work on / in the ...	has been done to	theoretical) basis (to) the research into [x] / accomplish the revision of /revise /refine / modify/ the theory of [x] since NN / deepen and push forward the impact of ... / N's perspective furnish /give a plausible/ convincing /sound explanation / proof of the fact / reason to think that...

1.2._____

The essence /punch line of N's approach / specific innovations /recent studies of...	could be/ is/	undoubtedly that / those of ... / the focus of a whole series of ... /
N's /The governing /fundamental/ key /core/ central/ major/ most/ potentially important/ innovative idea(s) / principle(s)/ implications/ assumption(s)/ (conceptual) scheme (s)	are/ was/ were	grasped /seen/ defined as/ based on/ best understood in terms of.../ fully realized later/ traced to (the factor of...)

1.3._____

N's theory /The new / contemporary trend / concept/discipline has/ reflects/ has had	(a) major/ significant / great / well-known/ fundamental/ decisive/ enormous/ immediate/ potentially important/	implications / consequences for/ influence on/ effect over/ drive towards studying [x]/ rationalization/ theoretical thinking about the general field / [x] principles underlying the analysis

1.4._____

It is difficult / impossible to exaggerate/ overestimate	how much has been done / the extraordinary importance of N's	explain(s) /offer(s) a window into the complex nature of... /add(s)extra dimension to in-depth... / detailed discussions on topics involving.../ guide(s) research in the problem area/
It is exceedingly important / necessary/ to emphasise/ realize / acknowledge	contribution since N's studies/ theories/ approach	prove(s) useful / illuminating in the analysis of universal/ isolated phenomena/ complex set of circumstances / give(s) the clue to/facilitate(s) understanding the decisive/challenging/influential/pivotal role of / provide(s) the basis for predicting what might occur / aid(s) practitioners in making decisions/ cast(s) /shed(s) a new light on the issue of.../ open(s) prospects for further studies of [x]

Task 2. Paraphrase or give synonyms to the *italicised* words and word combinations.

1. N's *followers* attempted to *revise* his theory to *give a firm basis to* the research into the problem area.

_____

2. The *punch line* of N's studies was *understood* as a *defection* from the mainstream of science.

_____

3. The innovative idea *advanced* by N had immediate practical *implications*.

_____

4. It is impossible to *overestimate* N's contribution which *sheds a new light* on the issue.

_____

Task 3. Give Russian equivalents for the following phrases.

1. To give a broader theoretical basis to the research

_____

2. to refine the punch line of N's theory

_____

3. to accomplish the revision of…

_____

4. advocates of N's theory acknowledge its decisive consequences for…

_____

5. to deepen and push forward the impact of N's perspective

_____

6. a mismatch between [x] and [z]

_____

7. to decrease the discrepancy between theory and reality.

_____

8. the research in the problem area

_____

9. to fully realize potentially important implications

_____

10. a deviation / defection from the mainstream of science

_____

Task 4. Match the beginnings of the phrases in the left column with their counterparts from the right one. (Different variants are possible).

1) This part of the project proposal	a) became an important hallmark and researchers adopted the new approach to study [x]
2) In the present literature review	b) exerted great influence on my theoretical thinking about the general field
3) The following review	c) I will examine both the theoretical and empirical studies in the field
4) The basis for the present study	d) is provided by a large body of literature on [x]
5) The approach advanced by N	e) serves as a theoretically refined basis for identifying [x]
6) Theories as formulated by N	f) to explain the nature of [x]
7) N's deviation from the mainstream of science	g) to the progress of [x] manifests itself in …
8) The authors' scheme which follows directly from N's works in the field of [x]	h) upon the field of [x] reveals a shift in significance towards [x]
	i) was accepted as the governing principle in the analysis of a wide range of problems by several generations of his successors
9) Several theories have been advanced	j) was in itself a matter of decisive consequences for theoretical thinking
10) N's essential contribution	k) will be developed through systematic way of studying the existing literature on [x]
11) N's works' influence	
12) N's ground-breaking discovery challenging the idea of [x]	l) will explain the search process in reviewing the vast/enormous literature on [x]

Task 5. Fill in the gaps with the adverbs of intensification from the box below (some variants are possible).

Completely, considerably, entirely, essentially, fairly, fully, greatly, highly

1. This term often used in N's recent monograph has a _____specific meaning.

2. The approach in question remains _____unchanged.

3. The technique elaborated by N was found to add _____to the store of knowledge in the sphere of management.

4. The assertion, though _____irrelevant, is typical of N's line of reasoning.

5. The results thus obtained are _____more difficult to assess.

6. It should be noted at the outset that I am _____aware of the complexity of the task.

7. This study is famous for _____detailed observations of social interactions.

8. N introduced an _____ appropriate notion to express the properties considered.

Task 6. Some nouns and verbs are typically followed by a specific preposition. Cross the odd word out from the list below and memorise the rest.

1. An analysis of, examination of, assessment of, study of, idea of, lack of, means of, origin of, reason of, problem of, issue of, difficulty of, intention of.

2. To convince of, dispose of, consist of, depend of, speak of, write of.

Extension activities

Task 1. Render a corresponding paragraph from App.2; write a similar paragraph on reviewing the literature, both in Russian and in English.

Task 2. Find examples in App. 8 (or in the Internet, library or elsewhere) illustrating the use of clichéd expressions characteristic of presenting theories and analyse them. Choose a theory and formulate its punch line in one sentence.

Task 3. In academic writing noun phrases are often used instead of adjectives. Make up noun phrases using the adjectives from the box, like, e.g. *helpful – (to be) of much help.*

Considerable, great, enormous, huge, paramount, tremendous

Important – _____

interesting – _____

relevant – _____

significant – _____

useful – _____

valuable – _____

UNIT 2. The literature review: the theoretical and empirical parts

Warming up activities

Task 1. Give Russian equivalents to some time related expressions.

Within a long historical time scale_____

in the quarter century between the mid 1860s and the end of the 1880s_____

_____

in the current period_____

in the meantime _____

in years to come_____

in the last 50 years _____

over the past half century/ decade _____

over a considerable period_____

_____

Task 2. Make up word combinations (attributive or verbal) with each of the two words: *role* and *debate.*

A _____ *role*

To _____ a *role*

A _____ *debate*

To _____ a *debate*

Task 3. Form the opposites for the words below using negative prefixes; give more examples.

Balance, timing, proportion, interpretation, relevant, appropriate, function, limited, attention.

Language focus

Task 1. Make sure you understand the following clichés – to be further used in writing your project proposal, and memorise them. Supply an opening phrase in Russian.

2.1. _____

For a long time / In the history of … the research on…	was concerned with/ linked to /tied up with/ clearly related to…
	has often served as stimulus /object /illustration of… ideas
	involved/ included/ addressed the question /comprised essentially the problem/ issue / (so many other) characteristics of [z]/ seemed to shade directly over into / bear directly upon

2.2. _____

Studies on [x] / [x]/ Recent investigations/ N's research	developed in part as…./ appeared in academic arguments/ root in the most elementary fundamentals of …
	disagreed with …(and instead) proposed/offered a new explanation for/ put forward new definitions / made (a similar) point /a strong case for…/ gave critical tools for… / rise to the critical literature on…/ ably criticised (the premises of …)/ critically reviewed… in the light of the data collected by R / in [x] and related works are /is a relatively new feature /virtually unknown today / are/is gaining ground/the privilege and status /command(s) wide support among../ challenge(s) /question(s) / has/ve called into question (the widespread belief)… were/was highly suggestive / promising/ fruitful
The idea/ view(point) /theory / (traditional) approach to [x]	has a widespread appeal (within a scientific context)/ rests on n basic ideas / fits into contemporary speculations / finds/receives/commands wide/strong support /has gained a number of followers/ has undergone a profound shift in…/root and branch transformation

2.3. _____

(Although) It / The issue / article/ subject/ question	can be found	in numerous (publications)…. / not only in [x] but in [z] as well	
	has been	dealt with/ analysed and discussed /at the heart of numerous discussions / hotly debated time and again	by the leading scholars /renowned scientists (of the past)/ theoretically inclined (readers)
		under increasing scrutiny/ incessant attacks	(in the works of a number) of chief theorists and intellectuals / authors of…
	inspired / couched	a great deal/ a lot of (substantive/ intense/ public/ animated) debate	among professionals not only in [x] but in [z] as well

2.4. _____

However, the problem [x] / this type of questions / the potential application/ role/value of [x]	has not yet/ so far	received all the attention it deserves /scientific support in the literature/ been subjected to conscious scrutiny /carefully investigated
	has / needs to be	further analysed in terms of [z] / investigated in greater detail / solved / answered on the basis of the [z] analysis / a scientific conclusion
	deserves/ requires/ needs	closer examination / a lot of further investigation/ joint and complementary efforts of different scholars/ to be encountered from (still) another perspective
	tends to be	rejected/dismissed/ overlooked/effaced/ little discussed in the literature
	remains	still uncertain/open/unsolved/questionable from the point of view of…
Our knowledge/ understanding of [x]	is	quite limited / far from being/ not yet comprehensive / powerless to provide answers to certain questions (since it depends / is based on [z])

Task 2. Paraphrase or give synonyms to the _italicised_ words and word combinations.

1. The study of [x] was _tied up with_ … and seemed to _shade directly over into_ …

_____

2. N _proposed_ a new explanation for… and _called into question_ the widespread belief…

_____

3. The issue is _repeatedly discussed_ and _receives wide support_.

_____

4. Those _factors_ have not _yet_ been _subjected to conscious scrutiny._

_____

Task 3. Give Russian equivalents for the following phrases.

1. The research addressed the question of…

_____

2. Developments of decisive and immediate consequence now occur

_____

3. The approach often appears in academic arguments…

_____

4. The discussion of issues gets more specific

_____

5.Little advance has been achieved in x

_____

6. The study of [x] bears upon the most elementary fundamentals of…

_____

7. The actual history of [x] studies can be paralleled by…

_____

8. It is worthwhile to dramatically narrow the focus of investigation …

_____

9. The problem has been subjected to scrutiny

_____

10. The approach has undergone a root and branch transformation

_____

Task 4. Match the beginnings of the phrases in the left column with their counterparts from the right one. (Different variants are possible).

1) The actual history of [x]	a) answered on the basis of the [x] analysis
2) The record of [x] studies	b) but the discussion of issues gets more specific
3) Previous studies	c) can be traced to considering [x]
4) Most of the doctrines, when elaborated	d) reached the point where the analysis became obscured
5) The findings from a range of [x]	e) developments of immediate consequence now occur
6) This is a branch of [x] in which	
7) These types of questions cannot be	f) emphasised that…
8) An extension/ a solution can be	g) few recent works on [x] have appeared
9) The list of questions can go on	h) has stalled
10) With some notable exceptions	i) indicates that little advance has been achieved in…
11) Unfortunately the research on [x]	j) is to be paralleled by a history of [z]
12) All the above review	k) made clear that…
	l) sought in (n) directions

Task 5. Fill in the gaps with *it* or *this*.

1. _____is not entirely clear in the literature reviewed what is meant by this concept.

2. _____is a vexed and troubling question that is unlikely to vanish under further scrutiny.

3. _____is relatively simple to disprove the latter assumption.

4. _____is exactly what I set out to do.

5. _____is the former statement that N failed to expand in his research.

6. _____is the domain where such investigations become relevant.

7. _____is simply a cover term for the key concept.

8. _____is part of a very general restriction on the analysis.

Task 6. Some nouns and verbs are typically followed by a specific preposition. Cross the odd word out from the list below and memorise the rest.

1. A basis for, case for, foundation for, need for, reason for, motive for, motivation for, rationale for, perspective for, prospect for, consequence for, implication for, point of reference for, preference for, impetus for, concern for.
2. To account for, deviate for, search for, call for, opt for, argue for.

Extension activities

Task 1. Render a corresponding paragraph from App.2; write a similar paragraph on reviewing the literature, both in Russian and in English.

Task 2. Find examples in App. 8 (or in the Internet, library or elsewhere) illustrating the use of clichéd expressions characteristic of reviewing literature and analyse them.

Task 3. Make up sentences to describe theoretical significance of N's studies

*It is difficult to…*_____	*because they offer*
*It is impossible to…*_____	*a*_____*analysis /*
*It is important to…*_____	*a*_____*description /*
*It is necessary to…*_____	*a*_____*approach*

UNIT 3. The literature review: critical evaluation

Warming up activities

Task 1. Make up a list of 10 verbs and nouns with the prefix *re–* (meaning *doing something anew*).

Use them in sentences of your own to illustrate an aspect of critical evaluation, e.g.:

> *N insisted on a complete revision of the existing theory.*

Task 2. In Britain, criticism is handled with care, and direct statements (especially negative) should be softened, *e.g.*

N offered no practical solution – N failed to offer any practical solution

Give your variants to paraphrase the following statements in a more tentative way.
N's method is inappropriate for the analysis.
The approach to study [x] is constantly changing.
The results obtained by N must be verified.

Task 3. Form the opposites for the following words using prefixes; give more examples.

Certain, leading, convincing, legitimate, guided adequate, helpful, conception advantage

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Language focus

Task 1. Make sure you understand the following clichés – to be further used in writing your project proposal, and memorise them. Supply an opening phrase in Russian.

3.1. _____

The hypothesis / N's approach (to treating the problem) / The theory offered by N	is not	universal /quite so neat/ one which can be settled in abstract
		devoid of some serious drawbacks/shortcomings/flaws/disadvantages
	seems to be/ is (somewhat)	vague and uncertain/diffuse /confusing/ambiguous/misleading / error prone/ unconvincing / illegitimate/ inadequate/ vulnerable/ contradictory / limited/ polemical (for n reasons)/ commonplace / prejudiced in favour of...
	is an evidence / signifies that	the fault line actually runs through the discipline / line of the fault is becoming more visible and vulnerable
		little advance in [x] may be achieved / (regrettably) [x] research is evolving in isolation from… studies

3.2. _____

(From the	seems	be theoretically challenged/ doomed to failure/no longer be assumed
point of view	proves/	suffer from the patent flaw /reveal an evident lack of (concern for) [x]
of...) The	appears/	lead us into a cul-de-sac/ operate in a roundabout way
approach /	turns out	reinforce the contemporary preoccupation with [x] at the expense of...
A focus on	to / can	render [x] less relevant/ run counter to the principle of
[x]	does not	be compatible with facts /judged as valid
	(appear	stand up to closer examination (especially within the framework
	to)	suggested)
		lend itself to easy visualization (in terms of any scale of [x])
		account for[x]/ provide sufficient explanation/ definitive guidance concerning [x] / have any explanatory power for the observed phenomena

3.3. _____

N	has not	fully realized/ elaborated /managed to explain	a vital point / an important factor
	fails to	see / grasp / realise	/the requirements for / possible
	(often)	underestimate/ overlook/ ignore /neglect / lack /	consequences / implications
	tends to	miss	
		displace the concern with [x] by a preoccupation with [z]/ place stress on the fault line	
		use the notion of [x] very broadly to refer both to [z] and [y] / (routinely) use the term [x] which now has lost any hint of connection to [z]/ have an unbalanced view of [x]	
		induce / provoke misunderstanding /confuse the symptom and the cause/ (n) separable elements	

3.4. _____

One of the possible ways/ The (best/only) way to deepen/ push forward/ broaden/understand [x]	lies (solely) in.../ is to reconceptualise [x] as a system /substitute an altogether different notion for N's concept of [x] / undermine traditional ideas about [x]/ insist that...
(There is, however, another view:) A better result/ explanation of [x]	can be attained by indicating the circumstances common to[x] / recognizing /accurately observing [x]
A better option / The alternative standpoint	is to pursue the politics of [x] to its logical conclusion / gain accurate theoretical knowledge on [x] / develop /investigate actively [x]/ shift the topic of theoretical concentration to [x]

Task 2. Give Russian equivalents for the following phrases.

1. This is an unhelpful way to theorise _____

2. within the framework suggested _____

3. these efforts are much needed but destined to fall short unless they address [x] _____

4. this analogy does not appear to stand up to closer examination _____

5. a focus on [x] seems to miss a vital point _____

6. N's approach fails to supply the rationale for x _____

7. the fault line actually runs through the discipline _____

8. to displace the concern with theoretical issues by a preoccupation with [x]_____

9. the approach can be theoretically challenged _____

10. instead of speculating on [x] it is possible to_____

Task 3. Match the beginnings of the phrases in the left column with their counterparts from the right one. (Different variants are possible).

1) Instead of using such analysis to speculate on [x]	a) about the existing notion of [x]
2) Instead of attempting to discover [x] as NN have attempted and which follows a tradition going back to RR	b) an unhelpful way to theorise
	c) at best limited support for the conventional wisdom
3) Only through this approach / with this type of research	d) by a preoccupation with supplementing explanation with a hypothesis
4) Focusing too narrowly on one angle of the problem can only partially explain	e) is viewed as prejudiced in favour of [x]
5) Frequently the analogy offered by N	f) it is possible to gain stable points of reference for [x] analysis
6) The formulated hypothesis	g) it is possible to obtain new insights into the process of
7) N often tends to displace the concern with theoretical issues	h) the lack of recognizing the historic scale of events
8) There is no clear evidence	i) of the partial reversal of the traditional view
9) There seems to be hardly anything natural	j) behind the rationale for all those approaches that deviate from the general emphasis on [x]
10) N's hypothesis lies	k) underestimates [x] explaining it in terms of [z]
11) The recent study reveals	l) we could completely explain the effect by modelling another way
12) The alternative standpoint provides	

Task 4. Paraphrase the following negative statements using the prompts below.

Beyond, elude, unparalleled, disregarded, failed, overlooked, lack, underestimate

1. N did not consider the importance of the time factor.

_____

2. N did not pay attention to a number of minor details.

_____

3. N's achievements have no rivals.

_____

4. N's latest article has not met readers' expectations.

_____

5. N's research does not reveal any new insights.

6. These errors though seemingly slight were not accounted for.

7. This issue is not within the scope of my interests.

8. This peculiarity was not thoroughly analysed.

Task 5. Make up 10 critical remarks using the following patterns with softening devices.

Verbal phrases: *XX (would) seem / appear / turn out / have a tendency/ tend*;
adverbial phrases: *X is generally/ commonly /presumably/ apparently/ probably /evidently / seemingly / allegedly/ reportedly considered to be devoid of/ liable to.../ somewhat / hardly / barely / not particularly /quite*;
probability phrases: *it might (well)/ may (not) / in all probability/ be the case that... / there is every/little likelihood / a tendency/ evidence that...*

Task 6. Some nouns and verbs are typically followed by a specific preposition. Cross the odd word out from the list below and memorise the rest.

1. An article on, book on, report on, lecture on, debate on, study on, research work on, project on, influence on, effect on, impact on, reflection on, decision on, consensus on, perspective on, view on, restraint on, constraint on.
2. To be based on, capitalise on, comment on, concentrate on, draw on, focus on, influence on, rest on, rely on, depend on, expand on.

Extension activities

Task 1. Render a corresponding paragraph from App.2; write a similar paragraph on critical evaluation (both in Russian and in English).

Task 2. Find examples in App. 8 (or in the Internet, library or elsewhere) illustrating the use of clichéd expressions characteristic of critical reviews and analyse them.

Task 3. Using the blocks above (and dictionaries) write out some examples of words which can be used to express critical attitude and group them in the table.

nouns	verbs	adjectives

UNIT 4. Methodology

Warming up activities

Task 1. Give Russian equivalents to the following.

A rigorous technique _____

a step-by-step procedure _____

a specialist approach _____

the method(ology) employed_____

within a unified frame _____

a measurement scale _____

the rationale for the approach _____

a reference system _____

a point of reference _____

a frame of reference_____

a representative/random sample _____

Task 2. Make up 5 word combinations (attributive or verbal) with each of the two words: *analysis* and *method*.

A _____ *analysis*

To _____an *analysis*

A _____ *method*

To _____a *method*

Task 3. In academic writing you can find quite a number of words rooted in Latin. To become more familiar with them, start adding those most frequently used to your list of Active vocabulary. Add different prefixes to form derivatives, make sure you can use them in word combinations.

–duce: _____

–fer: _____

–cur: _____

–tain: _____

–sume: _____

–stitute: _____

–tribute: _____

–scribe: _____

Language focus

Task 1. Make sure you understand the following clichés – to be further used in writing your project proposal, and memorise them. Supply an opening phrase in Russian.

4.1. _____

This part of the proposal / The empirical research / The field study will	explain the methods used in carrying out the study/ proceed through (n) stages give special emphasis to the analysis of data/ focus attention on / pinpoint the key features of…
	consider/ analyse [x] within a (functional) framework/paradigm /perspective confine /limit the investigation / discussion of the bases of [x] to…
In this section / In my study/ I aim / seek to / should like to	have under observation/examine in some detail the method of /approach to [x] rely on /try/ adopt/apply an innovative approach to modelling/testing offer/develop/ provide/work out/elaborate a new technique/procedure/ method of [x] that relies on [z]

4.2. _____

There is / are	a great variety of means at our disposal / different/ various approaches to / methods for/of	treating /investigating /analysing [x] / the solution of [x]
There is / are	an indefinite multiplicity of ways to treat [x] multiple systems for classification of [x]	which urges scholars to (work out / seek) a unified (empirical) framework
There is	an astonishingly broad contemporary consensus	on the need for a single framework for

4.3. _____

It will serve the purposes of the present inquiry/ help/ simplify the analysis if	[x] /the criteria for [x]	is / are/ can be	set upon a measurement scale / quite rigorously and consistently applied / subject to…
	divisions between [xx]		drawn in accordance with the standards of [x]
	all the components/ units of the (given) system / the properties		placed into one of the following categories / assigned/ allocated to a position in a system / located in positions in the hierarchy comprising the system / ranked in terms of [x] / classified as…
	the data /facts/ the bulk/ majority of questionnaires		analysed using several strategies
	several instruments/ techniques /the new / conventional method		used in data collecting / to study [x] /adopted for/ applied to

4.4. _____

This practice / Such a politics/ This framework / The approach / strategy / method(ology) used	takes us towards / brings us back to analysis of /arguments /concern about [x]
	has given rise to/ creates new sets of problems / poses a challenge to N's theory/
	raises the question/point of [x]/capitalises on/ employs /was evolved to make use of [x]/is usually confounded in the literature
	helps to investigate/elucidate/illuminate[x]/combine functional and formal explanation
	serves for/aids in organising/classifying the existing facts/ information/ knowledge
	is to a certain extent an evolving one and will take a more definite shape as the study is progressing/ a specialist approach within the broad field of [x]
	enables predictions/ allows decisions on [x]/offers a practical way to implement [x]

Task 2. Paraphrase or give synonyms to the *italicised* words and word combinations.

1. I will *limit* the investigation to… and *focus attention on* the key features of…

_____

2. I *aim* to *have under observation* various approaches to *treating* …

_____

3. *The majority of* the data will be *placed* into positions in the hierarchy comprising the system.

_____

4. The *strategy poses a challenge* to *the standpoint* usually confounded in the literature.

_____

Task 3. Give Russian equivalents for the following phrases.

1. I'll try to capitalise on this advantage…

_____

2. In order to account for the impact of N's theories research on [x] is required

_____

3. To examine the emergence of that change

_____

4. The research design foregrounds concern about [x]

_____

5. There is an astonishingly broad contemporary consensus on [x]

_____

6. The methodology will take a definite shape as the study is progressing

_____

7. The issues are many and actually have achieved a kind of urgency in our times

_____

8. Such a politics has given rise to arguments about…

_____

9. The method to a certain extent is an evolving one

_____

10. This practice urges scholars to seek unified approach …

_____

Task 4. Match the beginnings of the phrases in the left column with their counterparts from the right one. (Different variants are possible).

1) After taking into account /controlling/ correcting for…	a) differs from analogical approaches followed in…
2) What remains to be done alongside the scope of …	b) foregrounds questions of [x]
3) Considering these possible explanations	c) huge amount of intellectual energy is required
4) After making inferences from the data collected	d) is to contrive relevant quantifications …
5) In a theoretical /strict sense the answer to this question	e) is to correlate [x] with [z]
6) In order to consider [x] in terms of the descriptive survey	f) it remains the case that…
7) To neutralize the impact of N's theories	g) more research is necessary
8) To account for [x] and allocate it to a position in a system	h) the correlation between [x] and [z] needs...
9) The empirical research will be set within a frame	i) the research design should be…
10) The most common method of research provides / suggests that	j) there is a reasonably objective criterion for
11) The reason why I intend to use those methods	k) what has to be understood is how…
12) The research method advocated here	l) where X falls into one of the 3 categories

Task 5. Fill in the gaps with *it* or *there*.

1. _____ will suffice to introduce some basic terms here.

2. _____ is no point in distinguishing those terms.

3. To argue this, _____ is sufficient to accurately define the notion.

4. N's approach reveals that _____ is a certain mismatch between the two phenomena.

5. _____ is only realistic to expect certain dramatic changes in the contemporary state of the art.

6. _____ is a significant shift of perspective here away from 'competence' towards 'performance' in recent studies.

7. _____ is as yet no substitute for N's method.

8. _____ is no accident that the transformation predicted is due to occur in the nearest future.

Task 6. Cross the odd one out from the list of prepositional phrases below and memorise the rest.

1. In the process of, in essence, in effect, in turn, in most respects, in case, in the same way, in the language of, in the whole, in particular, in brief.
2. By means of, by no means, by analogy, by contrast, by parallel with, by far, by and large, by chance.
3. From now/then on, from (general) perspective, from the (point of) view, from the one hand.

Extension activities

Task 1. Render a corresponding paragraph from App.2; write a similar paragraph on the methodology used, both in Russian and in English.

Task 2. In the literature you are currently reading (or in App.8, or in the Internet sources) find some articles on methodology and analyse them.

Task 3. Choose 3 examples describing methodological approaches, identify the features they contain, the general structure of their presentation (the content of methodological part might vary with the methods chosen) and tick the appropriate columns in the table below.

the general research perspective, research type and specific subtypes	
the research context introducing a specification of time and place (access)	
the research participants and the criteria for their selection	
the instruments and procedures used in data collection	
the ways of analyzing the data	
a brief summary	

UNIT 5. The results anticipated

Warming up activities

Task 1. Give Russian equivalents to the following words and word combinations.

A dataset _____

an established fact _____

far-reaching effects _____

recent findings _____

contemporary evidence _____

logical implications _____

new theoretical developments _____

duly subordinated data _____

tentative conclusions _____

Task 2. Make up 5 word combinations (attributive or verbal) with each of the two words: *proof* and *data*.

A _____ *proof*

To _____ a *proof*

_____ *data*

To _____ *data*

Task 3. In academic writing noun phrases are often used instead of verbs. Make up noun phrases using verbs *give* or *make* with the verbs from the box, like, e.g.:

to decide – to make a decision.

> To assert, attend (=deal with), claim, contend, describe, explain, illustrate, imply, infer

To give _____

_____

To make _____

_____

Language focus

Task 1. Make sure you understand the following clichés – to be further used in writing your project proposal, and memorise them. Supply an opening phrase in Russian.

5.1. _____

The final part of the proposal will	report on the results which are likely to be obtained with the methods mentioned
	include (photo)graphs and drawings, all other results will be reported in the narrative text
	be organised in terms of the n specific research questions posed in part I: it first will report…, it then will examine … and finally…
In the part to follow	the presentation of the results will use an appropriate organisational pattern/ the results will be reported accurately and objectively
	some complex data / (nonlinear) relationships will be presented in tables/ shown in figures/ the text will be integrated with tables and figures

5.2. _____

The findings of this study/ surveys of [x]/ analyses of the data / several lines of evidence/examination of the facts/ the material to be obtained will (serve to)	bring [x] to the foreground /indicate/reveal/ show / point out to the existence of /correlation between /conclusion that… / confirm/lend/ provide support to the hypothesis/ model / establish a pattern/ challenge current thinking about [x] / suggest that…/ highlight/further elucidate the potential of [x]
(In general/Seen as a whole/Taken together) The temporary /interim results / The results anticipated are intended to	
It might be expected that this fact/ principle/ factor/ type of [x]/ condition/ pattern/the data-set	contains information on/ has no bearing on the case/ influences/ complicates / operates in [x] / determines/ supplies/ presents/ provides evidence for [x] / is not unrelated to/ constituent with what is known about…

5.3 _____

The facts obtained / The impact of [x] / The effects described / The explanations mentioned/ The data/ Background trends/ Observing… will	be carefully controlled /tested for…/ assessed by using a large dataset /measurements of [x] / rest on skill and care/ confirm the validity of my ideas/ contribute material for the testing of our claim/ provide/ constitute a test of the hypothesis/ theory
The testing /confirmation / validation/ of the hypotheses / results / My arguments will	be based on the data obtained in experiments/ carried out in (n) stages/ sought by analysing corpus data/ be (easily) exemplified/ borne out /confirmed by (other experiments)
Examples / illustrations of [x] / the method/ approach used/ (n) sample cases will	suffice to… / (be found to) help to demonstrate / provide (deeper/ better/ an initial) understanding of (the nature / objectives of…)

5.4. _____

To test /reliably assess the hypothesis/ gain /obtain more specific information on/ better understand [x] / bridge the gap in the knowledge about [x]	I will/ can / it is possible/ informative to	focus on / turn to/ shift attention to/ place the issue in another perspective/ re-examine/assess certain data/ observations/ estimates / calculations of [z] / impose constraints on [z] / conduct n experiments/ select items /samples among / from [z]
To supply evidence/ verify/ lend support to the hypothesis / base my position/elucidate the details		adduce / give/ consider/ take stock of/ comment on many/ some / few comparable / contrasting examples drawn from different sources/ discussed so far/ set by…

Task 2. Paraphrase or give synonyms to the *italicised* words and word combinations.

1. *The presentation will use an appropriate organisational pattern*… and some data will be *shown* in figures

_____

2. The *temporary* results *point to* the existence of…

_____

3. The *validation* of the hypotheses will be *confirmed* by experiments.

_____

4. To *assess* the hypothesis I will shift the *emphasis* to…

_____

Task 3. Give Russian equivalents for the following phrases.

1. This part of the proposal is organised in terms of n specific research questions posed in part 1

_____

2. As stated at the outset, the study reported here will examine in detail the problems encountered by

_____

3. The presentation of the results will use an appropriate organisational pattern

_____

4. The results will be reported accurately and objectively

_____

5. The text will be integrated with tables and figures

_____

6. The project will have some theoretical implications

_____

---

7. The examples disconfirming the existing theory abound

_____

8. The reliability/ validity of carefully collected data is high enough to support the sustained analysis

_____

9. Most data are revised each decade at the time of the census

_____

10. The facts obtained rest on skill and care.

_____

Task 4. Match the beginnings of the phrases in the left column with their counterparts from the right one. (Different variants are possible).

1) While a single case study cannot provide a sound basis for [x]	a) will permit a reliable assessment of variables
2) Devices used for the analysis of the data	b) will be exemplified where necessary in what follows
3) Most of the data considered	c) this study and other case studies with similar findings would suggest a different interpretation of the situation
4) Possible explanations for [x]	
5) The hypotheses and the description offered	d) show agreement with experiments
6) Those tests	e) range from simple descriptive measures to complex analytic schemes
7) To extend the previous example	f) it is possible to support/justify the idea of…
8) These most striking estimates	g) it is necessary to measure [z] and verify [x]
9) The validity of this conception	h) do partially explain and justify [x]
10) Considering the examples adduced above	i) could be drawn by returning to the case of [z]
11) The case in point	j) can be readily tested by contrasting examples drawn from different sources
12) The comparable example of [x]	k) are revised each decade at the time of the census
	l) are represented by (n) hypotheses, namely…

Task 5. Fill in the gaps with the adverbs from the box below (some variants are possible).

Definitely, especially, exactly, manifestly, peculiarly, regrettably, specifically, surprisingly

1. My observations provided _____ the same type of evidence as those obtained by N.

2. Those findings are _____ absent in most of the recent publications on the subject.

3. It turned to be _____ common to use those terms a bit too broadly.

4. This concept should be considered _____ from the point of the evolving theory.

5. N's recent study is _____ more informative than a number of his previous attempts.

6. The review will focus on social studies, _____ with respect to communication.

7. Recently N managed to advance a theory of a _____ superior status.

8. N's findings tend to be _____ biased towards modern technology.

Task 6. Cross the odd one out from the list of prepositional phrases below and memorise the rest.

1. In parallel with, in comparison with, in contrast with, in line with, in accordance with, in conjunction with, together with.
2. On general grounds, on the whole, on general, on the contrary, on a par with, on the safe side, on the basis, on time, on the one hand.
3. At random, at any rate, at any case, at this juncture, at this point /stage, at the outset, at the end of, at the same time.

Extension activities

Task 1. Render a corresponding paragraph from App.2; write a similar paragraph describing the results anticipated, both in Russian and in English. Consider the above clichés of exemplification and decide which of them can be used in written and in oral presentation of your project proposal.

Task 2. In the literature you are currently reading (or in App.8, or in the Internet sources) find some articles on presenting results and analyse them.

Task 3. Choose 3 examples describing results, identify the features they contain, analyse the general structure of their presentation (in the British tradition, there are several choices for presenting the results) and tick the appropriate columns in the table below.

Commonly[1], results are presented by:

hypotheses (1, 2…)	
research questions (1, 2…)	
research method (grouping the results in relation to the methods – *interview results, survey results*)	
chronology – if the time is important (*entry, middle phase, exiting*) or using a chronological pattern relying on testing (*pre-test results, post-test results*)	
variable – if variables are critical for the study (e.g. ordered by variable such as *age, self-concept, achievement, level…*)	

---

[1] The list of features below (and those selected for conclusions, abstracts and extended definitions in the units to follow) is based on British and American sources, for details see McCormack J , Slaght J English for academic study Extended Writing & Research Skills, University of Reading, Garnet Press, Reading, 2006

Part II. *INTRODUCTIONS AND CONCLUSIONS*

UNIT 6. *Introduction*: the background of the study

Warming up activities

Task 1. Give Russian equivalents to the following words and word combinations.

Advocates of the new approach_____

associates _____

fellow workers_____

co-authors _____

experts _____

renowned scholars _____

recognized authorities on the subject_____

critics _____

professionals _____

specialists_____

researchers_____

theorists _____

Task 2. Make up word combinations (attributive or verbal) with each of the two words: *change* and *concern*.

A _____ *change*

To _____ a *change*

A _____ *concern*

To _____ a *concern*

Task 3. Give synonyms to the following words and word combinations.

As stated at the outset _____

for this reason _____

due to _____

to a great/certain extent _____

with regard to_____

although_____

notwithstanding _____

for (all N's efforts) _____

so far _____

regardless (of) _____

let alone _____

Language focus

Task 1. Make sure you understand the following clichés – to be further used in writing your project proposal, and memorise them. Supply an opening phrase in Russian.

6.1. _____

There is currently / (At present) The advance of [x] is due to/ An increasing amount of publications in the sphere of [x] signify / Quite a number of scholars / register/ hold quite various views about	the growing /undeniable/continuous concern for / interest in [x] / the increased activity/expanded role of [x] in/ a shift in significance in studying [x]

6.2. _____

The major/main/ new /recent/ most promising/ significant / key/ fundamental	problems/ questions/ trends/developments/ issues/ changes/ blank spots in /points of reference for	the analysis of [x] (as a phenomenon) / (studying) the theory/ field of [x] / a wide range of contemporary studies	is /are impacting / surfacing in / to be found in [z]/concern(s) [z] /was / were brought about by N

6.3. _____

[X]/ This issue / idea / problem	is currently an active area of research/is highly charged by…/is of substantial significance for/ has come to occupy a central place in…/ has an obvious appeal among scholars/
	has become a worldwide problem/ an important topic of theoretical concentration / a hot issue in scholarly debates / an urgent priority
	suggests many answers/ raises different kinds of questions arising from serious reflections on/ exercises a decisive influence on… / generates /arouses a lot of interest

6.4. _____

While the debate over [x]/ this view / approach/ perspective/ standpoint	continues /remains popular/ seems to gain popularity / consensus among / has long interested professionals	it has not had much impact on [x]/ still generates controversy / is questionable from the point of view of../ provokes reflections/ reveals that additional research seems needed on…
		some vital aspects of [x] are omitted/poorly understood/ have eluded investigation/ many issues remain unresolved/several (theoretical) tasks are left unaccomplished
		there is a gap in our (theoretical) understanding of [x]/ there are good /several reasons to believe that [x] involves … / to focus more attention on [x] than has recently been the case

Task 2. Paraphrase or give synonyms to the *italicised* words and word combinations.

1. At present there is the increasing concern for…

_____

2. The *developing* trend *arouses a lot of interest.*

_____

3. This *issue* has become *an urgent priority.*

_____

4. N's *view* has much *impact* on…

_____

Task 3. Give Russian equivalents for the following phrases.

1. There is increasing continuous concern for…

_____

2. An increasing amount of publications in the sphere of…signify the expanded role of…

_____

3. Scholars register the increased activity in.

_____

4. There are few theories that share the emphasis on…

_____

5. Theorists hold quite various doctrines about…

_____

6. These developments are surfacing in most organizations

_____

7. Some conceive the scheme [x] to be a inappropriate for

_____

8. A point of reference for the analysis of [x] as a phenomenon was brought about by N

_____

9. Numerous blank spots in the field of [x] are to be found in…

_____

10. A wide range of contemporary studies is ultimately…

_____

Task 4. Match the beginnings of the phrases in the left column with their counterparts from the right one. (Different variants are possible).

1) At present, the advance of [x]	a) a kind of urgency in our times
2) Tempting, though/as it seems,	b) a theoretically insufficient basis for…
3) The issues are many and actually have achieved	c) it is hardly possible to consider their theory as an appropriate framework…
4) However some scholars conceive this scheme to be	d) brings to the foreground the issue of [z]
5) Much as N's opponents would like to	e) it has gained few followers so far
6) Although those issues have been analysed and discussed	f) little attention compared to [z]
7) Despite a great deal of scholarly disputation the problem [x] has received	g) much remains to be done in the field of [x]
8) Now our realisation is gaining ground	h) no one has made a careful inquiry into
9) Although now the research focus has shifted towards [x]	i) it is impossible to employ this procedure to…
10) In spite of numerous attempts at analysing [x]	j) notwithstanding the problem did not disappear
11) No matter how many renowned scholars investigated the nature of [x]	k) there is no comprehensive investigation of [x]
12) Although this method continues to be present in current studies	l) recent studies have reached widely differing conclusions

Task 5. Fill in the gaps with the following adjectives.

Actual, dramatic, marked, partial, particular, peculiar, special, specific

1. With reference to the field of stratification there is a _____ debt to N.

2. During his lifetime N managed to publish only _____ results of his experiments

3. N's methods brought about _____ consequences within the existing paradigm.

4. N was the first to point out the _____ difference between those notions.

5. Further I'm going to describe the procedure which is _____ to this innovative approach.

6. In this case, _____ motives of consumer behaviour have eluded researchers.

7. The list of questions can go on but the discussion of issues gets more _____

8. This _____ aspect of the problem is not within the scope of my research.

Task 6. Supply an appropriate preposition from the box to the words below.

From, in, of, over, with

A problem_____, typical_____, to root_____, a debate_____, identical_____

to result_____, distinct_____, characteristic_____, a difficulty_____

Extension activities

Task 1. Render a corresponding paragraph from App.2; write a similar introductory paragraph, both in Russian and in English.

Task 2. In the literature you are currently reading or in the Internet sources find some introductory articles and analyse them.

Task 3. Choose 3 project proposals presented by former students (see App.8), identify the features of the introduction listed below and tick the appropriate columns; give your evaluation of the introductions you've analysed.

Features	Examples	
Opening sentence	*Our present day life is unthinkable without [x]*	
Justification	*It is important to reveal the problems related to [x]*	
Structural outline	*The project will first demonstrate[x], then [y] will be considered by …*	
Thesis statement	*[x] is one of the solutions to the problem*	
Writer's purpose	*To show possible ways for solving the problem*	

UNIT 7. *Introduction*: the problem statement and scope of the study

Warming up activities

Task 1. Give Russian equivalents to the following words and word combinations.

A set of reasons _____

the full exercise of the principle _____

conceptual issues _____

goal-attainment processes _____

theoretical constraints _____

structural limitations _____

systematic restrictions _____

strong impositions _____

empirical requirements _____

Task 2. Make up word combinations (attributive or verbal) with each of the two words: *approach* and *hypothesis*.

A _____ *approach*

To _____ an *approach*

A _____ *hypothesis*

To _____ a *hypothesis*

Task 3. Make up noun phrases using the verbs from the box. There may be variants.

| Carry out, come to, conduct, make, provide, place, put forward |

1) *To analyse* – _____

2) *to argue* – _____

3) *to classify*– _____

4) *to conclude* –_____

5) *to contribute*– _____

6) *to emphasise* –_____

7) *to investigate* – _____

8) *to observe* –_____

Language focus

Task 1. Make sure you understand the following clichés – to be further used in writing your project proposal, and memorise them. Supply an opening phrase in Russian.

7.1. _____

For practical / theoretical / the following reasons (as will be explained / spelled out more fully in…) the present study / I	will be severely limited in the amount of information to be collected / have chosen to emphasise… /formulate the criteria of…/ admit the theory/ impose/ place / put restrictions /restraints /constraints on [x]/ resort to (retrospective/ practical…) questions will frame the extension of the paradigm /notion of [x] so as to…
The formulated hypothesis / research question / present investigation	is therefore about[x]/ refers to/describes /covers the proposed research study that will examine in some depth (certain aspects of)… can provide sufficient explanation for (the observed phenomena)/ be considered as (the elaboration of N's hypothesis) /

7.2. _____

Here the emphasis	is not (so much) on [x] but rather on [z]
This research /the present investigation	will not be aimed at [x] but rather at [z] / will largely be confined to
(At present) There is no question of	going into further details but rather on taking a broad view
I do not set myself the aim/ It is no part of my intentions/ not my purpose	to explore in any depth the problem/ alternative approaches to [x] advocated by various theorists/
I will make no (systematic) effort	review/ investigate/ touch upon the issues concerning
It needs to be no concern of / It is beyond /not within the scope of / irrelevant to the analysis of /the present research	[x] for (there are several recent and comprehensive studies / reviews of …)

7.3. _____

There is a number/ variety of	theoretical/ empirical / systematic / structural / strong / rigorous	constraints /requirements restrictions /impositions/ limitations to be	considered/ taken into account/ imposed on / attributed to [x]
Certain requirements / The constraints in question that few		come/derive from/ operate through should be	

7.4. _____

The general purpose/ ultimate/ overall goal of this project / proposal is/ will (simply) be to attempt to	explore the approaches to the problem that various theorists have advocated /further develop criteria for the definition and evaluation of.../contribute to the development
	provide a description of /a kind of logical reconstruction of the process/ greater depth of knowledge about a previously studied /recent /common/ phenomenon /an up-to date account of..
	reveal/ identify the structure of /underlying logic of the development of the concept
	show the necessity of considering...views / challenge/change prevailing beliefs
	test/ contribute to the (development of the) theory/ raise the question whether...
	extend/ make a link with the existing knowledge / a research methodology and instrument/establish new understanding / instigate/initiate new research work on...

Task 2. Paraphrase or give synonyms to the *italicised* words and word combinations

1. As it will be *spelled out* below I intend to *impose restraints on*...

_____

2. It is *not within* the scope of the present research to *touch upon* the issues concerning...

_____

3. The *overall* goal is to *identify* the structure of...

_____

4. To *deepen* our understanding of... and *instigate* new research work on...

_____

Task 3. Give Russian equivalents for the following phrases.

1. The general question subsumes several related questions

_____

2. The approach is effective from the perspective of

_____

3. I am compelled to rule out N's hypothesis

_____

4. My contribution, if any, to the debate will consist largely in ...

_____

5. The variability of constraints across theories is striking

_____

6. The constraints in question derive from the process of data gathered ...

_____

7. For practical reasons spelled out more fully in... I'll resort to...questions

_____

8. Thus considered [x] may be abandoned altogether

_____

9. Seen in their relations to goals [xx] can be understood in different ways

_____

10. to consider the mutuality of systematic impositions

_____

Task 4. Match the beginnings of the phrases in the left column with their counterparts from the right one. (Different variants are possible).

1) In conformity with the tradition of studies in [x]	a) [x] may be adopted /abandoned altogether
2) To take all possibilities into account	b) [x] will not be questioned
3) According to the traditional interpretations of..., including those of N, the project	c) but rather on the presumed effect of...
4) The point of view from which we approach [x]	d) circumstances of data gathered using the method of...
5) Here the emphasis is not so much on a literal chronological account of the development of that concept	e) complicity in perpetuating the theory
	f) constraints across theories is striking
	g) follows the lead of scholars who believe...
6) For further purposes of my research	h) I am compelled to rule out N's hypothesis and consider the following formulation of the research question
7) As a (practical) matter	i) involves a set of criteria in terms of which [x] may be ranked along a scale
8) The category is irrelevant	j) prescribes that analysis should focus on the common ... aspect
9) The constraints in question derives from	k) the initial research question can be stated as follows:...
10) There is no question of	l) to the analysis of [x] for n reasons
11) The point of view from which we approach [x]	
12) The variability in the strength of	

Task 5. Fill in the gaps with the adjectives and adverbs from the box below (some variants are possible).

Newly, noteworthy, notwithstanding, novel, seemingly, tangible, visible, worthwhile

1. Any field of knowledge has a number of issues about which there is unanimity of opinion, a few exceptions _____ .

2. N attempted to draw important conclusions from those _____ .conflicting studies.

3. The research gets more _____ .by dramatically narrowing the focus of investigation.

4. Some scholars claim that this _____.formed but previously existing trend should have an independent status.

5. In N's treatise there are two _____.features that influenced further study.

6. Unfortunately, numerous experiments failed to yield any _____.results.

7. The method employed helps elaborate _____.tests to check for the impacting factors.

8. With time the fault line of N's reasoning became increasingly_____.

Task 6. Supply an appropriate preposition from the box to the words below.

> *Among, in, of, from, with*

A shift_____, devoid_____, to rate_____, different_____, an advance _____, a deviance _____, synonymous_____, a variation _____.

Extension activities

Task 1. Render a corresponding paragraph from App.2; write a similar introductory paragraph describing the research problem and the scope of the study, both in Russian and in English.

Task 2. Find examples in App. 8 (or in the Internet, library or elsewhere) illustrating describing research questions and hypotheses, identify the features they contain (British sources offer several choices about the way the problem is stated, or framed) and tick the appropriate columns in the table below. State the problem of your research.

Problem statement	Examples
Theory-derived hypotheses	There is a positive relationship between / clear evidence that / a clear relationship to (x trends)
	There is no correlation between…
Research questions/ research hypotheses	Does [x] affect [z]?
	This … varies from… to / affects (only) [x]
General purpose of the study	The general question this study will attempt to answer can be formulated as follows /in terms of…/is this one: is [x] (effective/ reliable…) in the process/ from the perspective of
	The general question subsumes several related questions:…

Task 3. Make up sentences to describe blank spots in studying the research area.

Many issues remain (to be) _____

are left_____

UNIT 8. *Introduction*: the professional significance of the study

Warming up activities

Task 1. Give Russian equivalents to the following words and word combinations.

A matter of paramount interest _____

'Problems of Philosophy' (a journal) _____

an issue of utmost social concern _____

items/subjects/ topics for discussion _____

immediate aims _____

tasks to achieve _____

the governing principle _____

a crucial point/ factor _____

the case in point _____

Task 2. Make up word combinations with each of the two words: *purpose* and *issue*. In the latter case, first, give combinations with adjectives and next, instead of verbs use *past participles*; focus especially on supplying variants corresponding to *рассмотренная проблема / исследуемый вопрос*, like, e.g. an *issue considered /under consideration /study*.

A _____ *purpose*

To _____ a *purpose*

A _____ *issue*

An *issue* _____

Task 3. Make the words in the left column singular and in the right one – plural; use them in different word combinations.

plural	singular	singular	plural
hypotheses		formula	
criteria		basis	
data		focus	

Language focus

Task 1. Make sure you understand the following clichés – to be further used in writing your project proposal, and memorise them. Supply an opening phrase in Russian.

8.1. _____

In the framework of the project / Seen in their relations to the general purpose	a number of specific / immediate aims/ the first objectives to meet / tasks to achieve/ the governing principles in the analysis/ main interest and emphasis will	(obviously) be… / centre on…/ consist in… / could be confined to… / must necessarily be those of… / concern with…
The overall goal / The study of [x]	involves a necessity to…/ presupposes / requires…	an initial consideration of the general problems of [x]

8.2. _____

To reach / achieve attain the goal set / It seems / is/ will be	preferable /useful/ extremely / particularly important / worthwhile/ increasingly possible/ helpful/relevant to	identify a set of means employed/ To reach /achieve attain the goal set / characterise / consider/ investigate [x] in terms of / using / from a [z] point of view
		follow and develop certain of N's insights / work through the fundamental revolutionary consequences of N's innovations
		differentiate entities in a rank order of some kind / classify [z]

8.3. _____

The issue / question/ problem	posed /raised studied / discussed / under consideration/ considered	is /can be / is said to be / (normally) is	an urgent /top priority / a matter of paramount / utmost / great interest / importance / significance/ scientifically interesting from the viewpoint of	for all those who are engaged in [x] / various scholars investigating [x]

8.4. _____

(At a more general level) (In much of the literature) This problem/idea /view/ trend/perspective	is (increasingly) seen/ considered as / became	central/essential/ essentially relevant / currently significant	for understanding / to better understand [x] / in the theory of / in interpreting [x]

Task 2. Match the adjectives of importance with their definitions.

1) critical	a) decisive and important
2) crucial	b) important and original
3) integral	c) important and having potentially decisive consequences
4) intrinsic	d) necessary and important as a part of a whole
5) notable	e) extremely important and basically characteristic
6) pivotal	f) important and deserving attention
7) seminal	g) extremely important and decisive

Task 3. Give Russian equivalents for the following phrases.

1. the approaches advocated by theorists

_____

2. to provide greater depth of knowledge about a previously studied phenomenon

_____

3. an attempt at revealing the underlying logic of the development of

_____

4. to work through the fundamental consequences of N's innovations …

_____

5. to follow and develop certain of N's insights

_____

6. to map into standard classifications

_____

7. to change prevailing beliefs and set priorities for further analysis

_____

8. for analytical purposes the divisions should be drawn very precisely

_____

9. to set upon a measurement scale

_____

10. to extend a research methodology and instrument to…

_____

Task 4. Match the beginnings of the phrases in the left column with their counterparts from the right one. (Different variants are possible).

1) One of the specific aims of analysis in relation to [x]	a) [x] can be considered as…
2) Considering the interest in issues regarding [x] one of the tasks set is to	b) [x] can be understood in different though not incompatible ways
3) The purpose of my work is to	c) is powerless to provide answers to certain questions
4) My contribution, if any, to the debate	d) ascertain relative importance of the principles…
5) In the present investigation I	e) keep in mind that [x] is mapped into standard classifications
6) On the basis of N's findings it is simple to	f) must necessarily be that of…
7) This trend is seen as essentially relevant to	g) the study of [x] may also involve the creation of…
8) From a logical point of view	h) better understand the dynamics of modern society
9) Thus considered	i) examine and consequently to determine [x] more precisely
10) Looked at on another basis	j) verify and if possible amplify the knowledge of…
11) This limited type of inquiry	k) will be confronted with a number of complicated tasks
12) Considering such developments	l) will consist largely in submitting measurements and estimates of

Task 5. Fill in the gaps with the adverbs from the box below (some variants are possible).

> Immediately, inevitably, largely, necessarily, primarily, purely, radically, ultimately

1. At present the issue is still _____ unaddressed.
2. While the two concepts may often coincide they do not _____ do so.
3. N's innovative methods, acceptable though they are, seem _____ conventional.
4. I intend to introduce a model which can be _____ testable.
5. My last remark should not be taken as _____ negative.
6. N's description is _____ conditioned by specific experiments.
7. Those cases are _____ concerned with the pattern under discussion.
8. Those are two _____ diverse methods of evaluation.

Task 6. Some nouns and verbs are typically followed by a specific preposition. Cross the odd word out from the list below and memorise the rest.

1. An approach to, attention to, contribution to, interest to, relation to, response to, outcome to.
2. To attend to, react to, refer to, pertain to, address to, consent to, confine to, turn to, amount to, attribute, expose to, reduce to, trace to.

Extension activities

Task 1. Render a corresponding paragraph from App.2; write a similar introductory paragraph describing the professional significance of your study, both in Russian and in English.

Task 2. Find examples in App. 8 (or in the Internet, library or elsewhere) illustrating the use of clichéd expressions characteristic of describing contribution of the study to professional knowledge and analyse them.

Task 3. Make a list of possible items to be included in the appendices:

The appendices will include _____
_____

UNIT 9. *Conclusions*

Warming up activities

Task 1. Give Russian equivalents to and illustrate the use of the following adverbs.

Generally _____

Originally _____

Typically _____

Essentially _____

Naturally _____

Eventually _____

Accordingly _____

Admittedly _____

Task 2. Make up word combinations (attributive or verbal) with each of the two words: *conclusion* and *problem*.

A _____ *conclusion*

To _____ a *conclusion*

A _____ *problem*

To _____ a *problem*

Task 3. Give synonyms to the following words and word combinations

In effect _____

in essence _____

in a word _____

in terms of _____

in other words _____

in case _____

in any case _____

as a rule _____

at this juncture _____

in the same way _____

in general _____

to my very limited knowledge _____

Language focus

Task 1. Make sure you understand the following clichés – to be further used in writing your project proposal, and memorise them. Supply an opening phrase in Russian.

9.1. _____

It follows / appears from what has been discussed /the table /examples adduced that...	serious attention should be paid to [x] / (the ascertained) [x] can be explained by (the hypothesis) / recognized as the key to (understanding why...)/ the (only) common feature /shared ground of the diverse theories studied is...
From the evidence (to be) submitted/ findings of the experimental research / fact that...	it will follow / be evident / can be concluded /predicted that (the overall picture.../ the future is likely to be very different from the present)
On general (theoretical /practical) grounds / On the whole/In general / In summary/In conclusion	it is/ will be possible / most reasonable to conclude/ state/ establish that [x] can be explained by...
It has been / will be found by experience / demonstrated / proved that...	a great many of the problems of [x] analysis can most effectively be handled / treated by .../ this field / [x] has an independent status /its own (intellectual/ historical/ social) background

9.2. _____

The baseline results of the present research/ analyses/my investigation	will indicate/ that... / illustrate/ demonstrate the.../ allow/ enable me to conclude/ make an important generalisation / to draw/ come to/ arrive at / permit the following conclusion...
My efforts / findings /experiments	might be generally in line with... / have some (major/largely) theoretical/practical implications / succeed beyond /surpass all my expectations / anticipations in actually showing...
The evidence / hypotheses / suppositions considered/ contemporary trends/ changes/ major points covered by my project	will give rise /lead to the following conclusion / could be perhaps best summed up in the idea of... / be summarised as follows /amount to the following:...

9.3. _____

The most important conclusion / result obtained will /might	become /provide a guideline for studying other aspects / concern [x] (which in terms of [z] means...) / be contrary to the one found by N / rather unexpected / remarkable considering...
In the final/last analysis / Finally/ In some/most instances / In the absence of any constraints I believe / assume that the approach/method employed could / is likely/ seems to	become preferred for analyzing.../ prove superior to those tried before / be very productive / fruitful in the long run / seem to open up a whole range of new opportunities / have many unexpected practical benefits

9.4. _____

To sum up/ To conclude/ To bring the project to a close / To recapitulate (the research findings) / To put it briefly / Stated briefly	it is possible to / I can state that (my predictions if valid ensure that) the project will be an attempt to	present some evidence/confirm the existing theory of.../ further /advance our understanding of.../ stimulate (theoretical) research into.../ help to develop rigorous techniques /procedures for measuring [x]/ provide a relatively firm ground/ fertile area for further examining/ analysing...

Task 2. Paraphrase or give synonyms to the *italicised* words and word combinations.

1. It *appears* that [x] is the only *shared ground* of the diverse theories...

2. The evidence *submitted* will enable me to *arrive at* a conclusion... and to *illustrate*...

3. *Finally*, I *assume* that the technique employed *seems* to be very *promising*.

4. To *recapitulate*, the project is an attempt to *advance* our understanding of...

Task 3. Give Russian equivalents for the following phrases.

1. The ascertained fact can be explained by the hypothesis

2. the problems can most effectively be handled by treating more than one system at a time

3. In the worst case scenario we may state that ...

4. In the absence of any constraints deriving from circumstances of

5. contrary to popular belief

6. to consider the strong effects ...

7. my efforts have succeeded beyond all my dreams

8. my findings are generally in line with...

9. on general theoretical grounds it can be explained by...

10. [x] can be recognized as the key to understanding why...

Task 4. In academic writing reporting verbs are used in certain structures. Cross the wrong options in the sentences below and memorise the rest.

1. N *argues / asserts / assumes / believes / claims / comments / considers / contends / declares / implies / maintains / notes / observes / points out / states* that the results obtained are valid.

2. N *declares / holds / maintains /notes / observes / proves / points out* there is no consensus on [x].

3. N *advanced / presented / proposed / proved / put forward* a ground breaking theory.

4. N *argues / casts doubt on / challenges / questions* the necessity to verify the criteria.

5. N *demonstrated / explained /showed / suggested* how the procedure can be changed.

6. N *describes / emphasises / highlights / maintains / pinpoints / stresses* the key factors of the prospective study.

Task 5. Fill in the gaps with the adverbs from the box below (some variants are possible).

| Actually, adequately, clearly, effectively, extremely, mainly, obviously, perfectly |

1. Recent studies _____cover the gap left by N' theory.

2. In this case, current notions about stereotypical behaviour stem _____from N's works.

3. There is _____a great deal to be done in elaborating N's hypothesis.

4. I am not convinced that those studies _____count as evidence.

5. It is _____misleading to identify this term with [x].

6. N was unable to _____define the new concept.

7. There seems to be no _____clear criteria for testing N's hypothesis.

8. N's classification is based on a system with an _____large number of component parts.

Task 6. Some nouns and adjectives are typically followed by a specific preposition. Cross the odd word out from the list below and memorise the rest.

1. An attitude towards, tendency towards, means towards, move towards, drive towards, progress towards.

2. Appropriate to, common to, integral to, identical to, equivalent to, synonymous to, peculiar to, prior to, subject to, relative to, relevant to, similar to, specific to.

Extension activities

Task 1. Render a corresponding paragraph from App.2; write a similar one, both in Russian and in English. Find examples in App. 8 (or in the Internet, library or elsewhere) illustrating the use of clichéd expressions characteristic of writing conclusions and analyse them.

Task 2. Consider 'skeletons» of possible conclusions grouped below. Choose a block, reconstruct a conclusion using the clichés presented.

I. Whereas the aim of this project was to evaluate[x] it has become a kind of summary of...
Although [x] has many positive effects there are also some problems, namely...
A possible reason for... is..., although....
The original idea that...seems to have been an idealistic theoretical concept...
However if the situation does not change, the future...
Fortunately, ... and recently (describing positive changes)
It is to be hoped that this trend will continue

II. [X] has received a considerable number of...
However, as discussed above, there are (problems...)
In order to solve them... several technologies could be employed.
Although only two kinds of technologies have been examined in this work those methods have been accepted in some areas as... When this technology is applied ...
Nevertheless even if..., it is not easy to establish an optimal technology and the concept of an appropriate technology is extremely important
The designer needs to grasp ..., think of (n) characteristics of...
Only [x technology] that takes these factors into consideration will work in solving serious problems in [z]

III. In the spate of (...) crises [x] suffered the hardest time in its history.
The project has discussed the features of [x].
It has emerged that [x] is often applied to [z] but not in (real life situations).
As [x] is such a complicated process it is necessary to explore the influence of n factors in order to understand it more fully.
Future prospects are good... there are a number of factors contributing to success; of these success factors the following seemed to be key: first... second... Eventually,...
It would be interesting to examine how these factors can influence [z]

Task 3. Identify the features of conclusions (listed in the table below) in your variant, and tick the appropriate columns. Since some 'skeletons» need improvements, introduce your own variant (both in Russian and in English).

Features of conclusions

Generalising statement			
Brief summary of the principal features of the study			
Outline of the main findings, key concepts and theories identified in the literature			
Comments on ideas (the practical and theoretical implications involved)			
Limitations and recommendations for future research			
Predictions and, possibly, suggestions to influence further practice.			

UNIT 10. Abstracts

Warming up activities

Task 1. Give Russian equivalents to the following words and word combinations.

To enrich our knowledge (in) _____

elucidate the issue _____

provide/gain give new useful insights (into) _____

yield useful predictions (about) _____

become a topic of theoretical concentration _____

bring about improvements (in) _____

offer opportunities for further investigations_____

Task 2. Make up word combinations (attributive or verbal) with each of the two words: *result* and *understanding*.

A _____ *result*

To _____a *result*

A _____ *understanding*

To _____ *understanding*

Task 3. Form derivatives with *under-*, *over-* and *out-* from the words below and use them in different word combinations; give more examples and make sure you can translate them into Russian.

Lie, go, stand, come, balance, lap, line, date, mine, look, view, value, estimate, state, number, score, rival, put, set, take, due

under-	*over-*	*out-*

Language focus

Task 1. Make sure you understand the following clichés – to be further used in writing your project proposal, and memorise them; think of other words to fit in appropriate columns. Supply an opening phrase in Russian.

10.1. _____

(The topic of) My / This /The (present) research/ investigation/ study / project proposal	belongs / pertains / refers to / ranks among	(a branch of) traditional/ quite modern/ newly evolving investigations/ studies of [x] (originating) in the sphere / domain of [z]
	deals with /touches upon / is about /connected with / devoted /intended to cover/ aimed at investigating / an attempt at studying	(a wide range of) problems of …/ some (key / most essential…) questions concerning…/ major issues pertaining to the domain/ sphere of [x]

10.2. _____

The presentation / The project/ The objective of this presentation/ The general purpose of this project	will explain / attempt /help to illuminate [x] / is to describe/ demonstrate/reveal/highlight/analyse/examine / investigate / consider [x]
The approaches used/methods utilised / techniques employed / databases	could be applied in addition to/ in combination with [x] / directly/ gradually/partially/ be developed much further to…/ are powerful tools for comparing/pooling information about../ are those of…
The results anticipated / the merits / benefits of the approach considered	could lead to better estimates/ measurements/ advance our understanding of the nature of [x]/ serve as a basis for (further studies)/ highlight the potential of the technique applied/ be helpful for (practical) purposes/ cannot be an exclusive list

10.3. _____

Studies of [x] are intended to	be easily adapted for practical purposes /enrich our knowledge in… / (continue to) elucidate the issue of [x]/ shed more light on [x]/ yield more definite results/ new insights /useful predictions about [x] / become an important innovation / bring about improvements/changes in treating [x]/ fulfil the needs of…/ bring economic profits / success in…/ offer opportunities for further investigations / stimulate others to come closer to understanding [x]
[X] /This issue / premise/problem	presupposes /needs /requires /demands / warrants/ awaits /merits / deserves closer examination/ deep study/ understanding/ further investigation/ empirical research/ theoretical explication/ formalisation/ detailed/overall analysis/ continuous theoretical/ practical emphasis

10.4. _____

In future it seems appropriate/ possible / worthwhile to	employ this method/ approach/ technique more widely/ avoid problems / prevent a crisis in [x] / put theory into practice / succeed in studying [x] / develop new technologies /update information / shift the focus/ central concern of... to[x]
Further research in this area of studies	would be fruitful / is urgently required/ could probe fundamental /other important aspects /major tasks of.../ raise our awareness /provide impetus for the development of [x] / lead to new thinking about [x]/ be the key to control [x] / incur / entail finding a mechanism to explain / unravel essential factors [x]

Task 2. Paraphrase or give synonyms to the *italicised* words and word combinations.

1. The *topic refers* to traditional studies in the *sphere* of ...

_____

2. The *methods utilised* are powerful tools for *collecting data...*

_____

3. The research is intended to lead to better *measurements* of... and *elucidate* the issue of...

_____

4. Further research would *provide impetus for...* and *incur...*

_____

Task 3. Give Russian equivalents for the following phrases.

1. The project is intended to cover some major issues pertaining to the sphere of [x]

_____

2. It ranks among quite modern investigations stimulating others to come closer to understanding..._____

_____

3. It pertains to a newly evolving branch of studies originating in the domain of [x]

_____

4. A flawed but necessary method of evaluation.

_____

5. To make an informed decision on...

_____

6. The criteria must be flexible to account for ...

_____

7. The factors that affect [z] result in ...

_____

8. The results suggest that [z] can help effect greater...

_____

9. The results need ratification through further research

_____

10. Due to advances in technology [x] can provide...

_____

Task 4. Fill in the gaps with the adverbs from the box below (some variants are possible).

Basically, fundamentally, customarily, commonly, normally, practically, typically, totally

1. The approach opens the way for employing _____different experimental devices.
2. The advocates of N's theory are _____in disagreement with this view.
3. The evidence submitted is _____observational.
4. The pattern is more frequent than _____assumed.
5. The presence of this factor is characteristic of _____all descriptions of the process.
6. The above feature is _____designated as [x].
7. It should be admitted that this concept is _____self-sufficient.
8. The modification observed is _____the result of different side effects.

Task 5. Some nouns and verbs are typically followed by a specific preposition. Cross the odd word out from the list below and memorise the rest.

1. A research into, investigation into, contribution into, inquiry into, insight into.
2. To divide into, include into, shift into, integrate into, translate into, incorporate into, fall into, group into.

Task 6. Using the blocks above (and dictionaries) write out some examples to be used while describing difficulties and further efforts in studying the problem [x] and group them in the table

This problem/	needs/	further investigation /	is still.../ beyond.../ difficult to

Extension activities

Task 1 Render a corresponding paragraph from App.2; write a similar abstract, both in Russian and in English. Find examples in App. 8 (or in the Internet, library or elsewhere) illustrating the use of clichéd expressions characteristic of writing abstracts.

Task 2 Consider the features of an abstract listed below and compare them with those of an introduction. What features coincide? What approach is needed to appropriately treat and organise them? Write a short variant of an abstract, spot its key features and explain your choice.

General statement				
Essential background information				
The aims of the project				
Reference to a particular topic or subject area				
Practical significance				
Outline of the structure of the project				
Details of the research carried out by the writer				
The results and their implications				
A thesis statement				
A definition				

Task 3 Consider 'skeletons» of abstracts grouped into four blocks below. Choose a block, write an abstract using the clichés presented and analyse it with reference to the above key features. Identify those features and tick the appropriate columns. In case you'd like to make improvements, you might also introduce your own variant.

I. [X] is viewed in general by NN as... (a flawed but necessary method of evaluation)
The nature of [x] means that (criteria must be flexible) to account for diverse [z] / the observer should be provided with the guidance to make an informed decision on [z]
Inevitably, however, there are (x factors) that affect [z] resulting in (inconsistency of [y]
The results suggest that [z] can help effect greater [x] (but) the limitations of the study mean that the results need ratification through further research
It was found that the discussion raised issues such as the need for (clearer criteria/ limits)

II. [X] takes place in...
In order to meet the expected standards [x] has to be ...
Therefore, to demonstrate ... and to... [x] should...
The investigation looks into [x] to see whether (it has the level needed to perform / function effectively in the field)
The results of analysing [z] along with [y] will be incorporated into...

III. The project describes [x] while analysing (its shortcomings)
It also discusses some recently proposed solutions
During the last decade significant progress has been made in a very short time in terms of [z]
The project describes the main achievements in the field of [x]
However there are certain problems/ drawbacks such as...
To deal with these problems several methods are being considered including [z]

IV. [X] has developed over the last ... years
Due to advances in technology [x] can (provide a variety of...)
It is very important therefore for [x] to (develop the understanding of ...)
The project will begin with..., then describe...; secondly, (recent developments in [y]) are addressed, and finally [z] is discussed.

Section II. Debates and oral presentations

Introductory comments. Preparing an oral presentation

Stages of an oral presentation

Oral presentations are structured along the same lines as written ones and include the following stages to be considered below.

I. Opening	greeting (1–2 sentences[1])
II. Feedforward	stating intentions: introducing in the form of a plan what you are going to do (up to 3 sentences)
III. Main body	presenting the topic of the project proposal, making your point and supplying necessary explanations and illustrations
IV. Feedback	brief (up to 3 sentences) generalising, confirming understanding (1–2 sentences /questions), inviting comments and questions
V. Closing	general conclusions, expressing gratitude (1–2 sentences)

The organisation of a presentation reveals certain structural symmetry. The initial stage, *opening* is aimed at establishing contact with listeners and commonly includes the following forms of addressing the audience: greeting (and introduction – if necessary) and expressing (positive) attitude to the 'forthcoming event' (and *small talk* – on informal occasions). Similarly, the final stage signifying the task's completion, presupposes the same reversed: (positively) estimating the act of communication (often preceded by *small talk* – on informal occasions) and expressing gratitude to those present (and invitations encouraging further contacts – if necessary) and parting proper.

The second stage is commonly treated as *feedforward* (by the Americans), or as an *advanced organizer* (by the British). It is a sort of a *plan* intended to 'set the stage' for further verbal exchange by providing listeners with certain information. By analogy with *an introduction* (say, to a monograph), or *an abstract* (in written presentations), this information is specially organized to preview future messages contained in *the main body* and to promote better understanding. To serve these functions you could employ a number of speech formulae called 'previewers'. They are quite useful if you need to specify some points in your presentation (the length of some parts, or their sequence, or your unwillingness to be distracted) or there are some potentially 'problem' spots in the project (vaguely stated hypotheses, very limited generalizations, scarce results etc.). Previewers can be varied with respect to various tasks (as is illustrated in unit 14) and you won't panic if the weak points indicated are revealed during debates.

Effective presentations are based on a set of verbal, interpersonal, physical and communicative strategies which are needed to interact confidently and effectively with a range of audiences. Skilful presenters draw on a number of different means (e.g., graphical, visual, statistical, audio-visual and technological) to get the point across. However, apart from those, developing communication skills presupposes certain degree of flexibility not only in choosing the strategies mentioned but also in creating a comfortable psychological atmosphere of communication.

In the English-speaking world people are particularly keen on this psychological aspect since it helps presenters to 'tune in' their listeners and facilitates grasping the purport of their message

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[1] The length of the presentation is determined by the time allotted and could be varied respectively, here the time limit considered is about 10 minutes.

the way it is intend to. To establish mutual understanding (and to save face – if necessary) they often turn to numerous *disclaimers* which can be used by analogy with previewers – with respect to form and content of the presentation – and express apologies, promises, appeals etc. *Disclaimers* can be used both at the feedforward stage (if necessary) and further, in handling questions.

The counterpart of the stage just considered is a brief review of what has been said. It is called *feedback* (stage IV) and aimed at some generalizations essential for 'winding up' oral presentations as – apart from summarizing – it serves to facilitate contacts with listeners (feedback proper), to confirm understanding and invite comments and questions.

It should be borne in mind that *opening* and *closing* (stages I and V) are considered as *separate* structural units, and also that all the stages mentioned should be delicately balanced: in terms of duration, *the main body* is – obviously – the lengthiest and the four other are proportionally the same.

Preparation

I. *Planning.* In terms of preparation, the *beginning* is exceedingly important – and commonly is planned last. It could be a very clear statement of the problem significance, or (depending on the audience and the content) a challenge, a topical reference, a striking visual. No less important is the *end,* it should be flexible and largely determined by the content and the general effect produced by the previous parts of the presentation.

The content of *the main body* is in its turn determined by individual peculiarities of the project and also depends to a great extent on the time factor. In other words, the time limit imposes certain restrictions on what you choose to present. If you supply too much information (and speak rapidly) you are almost sure to fail. It is proper to carefully select only most essential elements with respect to both – key ideas and illustrative material. What you report should be brief and to the point, your explanations and examples – relevant and proportional, demonstrating familiarity not only with the topic explored but also sufficient depth of general subject knowledge. On the whole, your presentation should be easy to follow, reveal clear logic and cohesion throughout and within the parts.

Moreover, flexible time planning is very important. Presentations commonly run back to back in series and if you are not the first person in the series the previous speakers might not finish on time and you will have to introduce changes in your plan. Also you should think in advance what could be cut if you run out of time for some other reasons. While preparing you should not forget to time your talk and leave a couple of minutes for discussion.

And finally, a few comments on what is looked for in a good presentation. It should
- give a good first impression (aspects of form are important),
- have a logical structure with clear signposting (to show where the ideas are leading),
- be done in good English,
- meet the audience's expectations and answer the questions in their minds,
- be at the right level for the listeners (some of whom might have an in-depth knowledge while others may lack specialised background),
- make no assumptions about the listeners' understanding (all presenters need to apply the '*so what*' test, to explain why something is a good idea).

II. Delivery
Public speaking is always a challenge – even for an experienced orator. It is quite a trial for non native speakers of English since if they intend their message to reach the audience; they should do their best to maintain an appropriate balance between fluency and accuracy. While using a

foreign language it is vital that your ideas are clearly expressed, so special care should be taken, e.g., to pronounce terms in a conventional fashion. The way you speak should not interfere with comprehension, nor do errors impede communication.

To establish contact with listeners it is worthwhile to use an appropriate volume and speed, rhythm and intonation that could be varied where necessary. You should avoid speaking too fast or too slow – no matter how nervous you might feel. Some pauses are quite useful though in this respect: they help you draw the attention of the audience and give you time to recapitulate (only you should not stop between phrases for too long, otherwise it might turn awkward). Many presenters – especially beginners – think it proper to rehearse the talk (often, aloud, possibly in front of a couple of friends) to make it sound as realistic as possible.

You should also bear clearly in mind that the written variant of your project proposal can by no means be simply abridged and rehearsed – for at least one important reason rooted in the underlying stylistic peculiarities. What you have written differs greatly in terms of style from what you are going to present orally. The most obvious points you need to remember are as follows: on the one hand, longish statements should be shortened, or split and simplified, clichéd expressions altered appropriately to sound less formal; on the other hand, colloquial phrases and fillers (like *you see, you know, so, well, now*) and contracted forms (like *I'd say, won't, hasn't*) which are largely out of place in the written variant are quite acceptable while speaking; the same refers to the more frequent use of the pronoun *I* (compared to impersonal structures).

III. *Handling aids.* It is equally important to consider how you are going to 'perform', what aids to use and the way to handle them. What you need here is an appropriate balance between reading from notes and speaking. Just 'retelling' your 'story' like a poem learnt by heart or reading from notes, however skilfully you could do it, might either produce a funny effect, or have negative consequences depriving you of establishing an eye contact with the audience so crucial for any presentation. Watching the listeners' reaction is always an additional prompt to speakers helping them find the right pace or alter the focus, explain or repeat (if/where necessary). The latter is especially relevant when you introduce something new or unusual, since your audience will be listening, not reading, and repeated presentation of ideas (using oral explanation, visual support, illustrative handouts etc.) could help to create a sort of variety and promote better understanding.

Another point to consider is what to put on handouts or OHTs. Mind that when a presenter tries to be too 'clever' turning every now and then to the laptop as a prompt and then reading from notes the same text that is used for an OHT, the effect produced is rather poor and the audience soon gets bored and frustrated. Mind also that too much focus on Power Point rather than basic content might be considered as inability to deal with questions. PowerPoint and OHP when used as aids proper – to illustrate, to explain something difficult, to save time from going into details, to generalise or summarise – are invaluable and enhance the positive effect. Thus, for instance, OHTs might contain key points or sets of data to be further commented on, complicated issues (in tables or graphs), a brief summary, and bibliography.

Before you start presenting, make sure your visuals could be seen from the back of the room and while speaking leave OHTs or slides long enough for everyone to consider (unless the information is on handouts); also try to avoid white printing on dark background and fancy visual effects (the latter could be reduced to gradually building up diagrams; however, features other than '*appear*' for a normal text might distract the audience's attention). To sum up, 'use the PowerPoint presentation – don't let it use you', as Dr. C.Walter, an expert presenter puts it, – after all, you have something to say, you need to say it with calm confidence in a way that is accessible and interesting.

Debates

Typically, project proposal presentation is followed by its discussion (which is termed here as *debates* – not to be confused with the discussion of the results as a chapter of the written project). During this stage you need to be ready to answer questions, give arguments to support your point, supply examples and definitions. In academic discourse it is essential that the terms are quite explicit. While writing or presenting a project proposal you cannot restrict yourself to simply listing the terms frequently used and supplying definitions from a dictionary, since quite often those definitions are not much helpful or informative. The so called extended definition – detailed and explanatory – proves more useful. The extent to which you need to extend you definition largely depends on the 'shared knowledge' of your reading audience and your purpose for writing. The same applies to oral presentations: if definitions are not included in the *Introduction* to your proposal, or you've chosen not to mention them while speaking, you might be asked to supply definitions to clarify your point or be more specific with respect to terminology.It is also common knowledge that academic reasoning presupposes skills of argumentation, and handling questions is another issue that needs skilful and flexible approach. This is a crucial session in any presentation. If you handle questions badly you, risk undoing all the good that you have done. Somewhere in the Internet I chanced to come across the following *stop* strategy.

S	**Share** the question (where appropriate) with the rest of the audience who won't have heard it because they were all too busy thinking about the questions they wanted to ask.
T	**Think** about how you are going to answer the question.
O	**Only** answer the question – don't get side-tracked and don't go into too much detail.
P	**Politely** check that your answer was okay.

And what if you don't know the answer to a question? In this situation there are two options: you can either offer a partial answer to the audience (and hope this will create a discussion), or you can admit that you don't know – but offer to follow it up and find out if appropriate. Anyway, you are to be psychologically ready how to react in cases of 'disaster' and be aware of possible consequences of silence. Long pauses are often embarrassing and to avoid complications there are various speech devices known as time fillers. If you organise them in short logical sequences as if to preview your chain of reasoning (and learn by heart) they might prove quite helpful: while 'reciting' a filler (and, mind, no one knows it is one) you'll gain the precious time to concentrate and find an answer.

Section II opens by two units on terminology and argumentation – merely for the sake of convenience (they are structured along the same lines as those in Section I). The patterns offered are somewhat marginal – in the sense that they could be used in both written and oral presentations; however when it comes to choosing particular clichés, possible stylistic differences should be taken into account.

UNIT 11. Dealing with terminology and defining key concepts

Warming up activities

Task 1. Give Russian equivalents to the following words and word combinations.

A proper conceptual distinction_____

terminological ambiguity_____

conceptual confusion_____

a cumbersome expression _____

a dramatically differing level_____

an appropriate explication _____

close similarity_____

Task 2. Make up word combinations (attributive or verbal) with each of the two words: *definition* and *term*.

A _____ *definition*

To _____a *definition*

A _____ *term*

To _____a *term*

Task 3. Paraphrase or give synonyms to the following word combinations.

Aside from_____

whereas _____

for want of (a better word) _____

by means of _____

by analogy _____

in contrast to _____

on the contrary_____

in a strict sense_____

in the (historical/ general) context_____

on a par with _____

Language focus

Task 1. Make sure you understand the following clichés – to be further used in writing your project proposal, and memorise them. Supply an opening phrase in Russian.

11.1. _____

The concept [x]	is quite distinct / has to be distinguished from that of [z]
Those concepts [x] and [z]	differ within and across theories/ should be distinguished terminologically
It is essential /necessary to	draw a proper distinction /discriminate between the terms
The mode, in which the elements are used / In common usage the term [x]	is a source of terminological ambiguity/conceptual confusion / differs significantly according to variations in…/ can have dramatically differing levels of…

11.2. _____

The concept / the term [x] (that figures in scientific theories)	might /could (equally) be/ employed to refer to…/ held to imply / used to (attack…)/ has often been treated / conceived of as synonymous with… / shown to bear close similarities/understood in similar terms
	means/ indicates / point to / refers to/ is associated with/ reserved for [z]/ used in its general / N's sense
	was originally devised to rationalize/contrasted with (the virtues of…)
	is constantly being undermined (by the … progress) / became devoid / stripped of any critical implications

11.3. _____

By the term [x] N seeks / tends to	terminologically indicate the difference between [x] and [z] / restrict the term [x] to…and thus to speak of/avoid cumbersome expressions / polemical terms
I shall use the term [x]	only in this more specific sense (here) / to refer to…/ in the sense of [z] appropriately explicated/ as a synonym /cover term for [z]

11.4. _____

However it is / will be (perhaps/ obviously) misleading/ unnecessary / (rarely /still) possible / confusing/ illegitimate/ not enough to	identify the term with/ maintain / note that…/ use terms such as …/ speak of / regard [x] as…
It is necessary/ extremely important to / Care has been/should be taken to	distinguish clearly between [x] and [z] / [x] from [z] /draw theoretical or conceptual distinctions

Task 2. Paraphrase or give synonyms to the *italicised* words and word combinations.

1. It is *vital* to *discriminate* between those two *notions*.

_____

2. The term has often been *conceived of* as… became *stripped* of any critical implications.

_____

3. The term is *often treated* as *synonymous with*…

_____

4. It is *misleading* to *associate* the term with…

_____

Task 3. Give Russian equivalents for the following phrases.

1. The concepts can be shown to bear close similarities

_____

2. The mode of…differs significantly according to …

_____

3. The main source of conceptual confusion seems to reside in terminological ambiguity of [x]

_____

4. The frame of reference employed for the analysis of [x]

_____

5. N tends to avoid cumbersome expressions

_____

6. This fact acts to terminologically distinguish [x] from [z]

_____

7. While the two concepts may often coincide they can be dramatically differing …

_____

8. This concept is constantly being undermined by the … progress

_____

9. The term [x] was originally contrasted with the virtues of [z]

_____

10. In less than a decade [x] and [z] became devoid of any differentiations

_____

Task 4. Match the beginnings of the phrases in the left column with their counterparts from the right one. (Different variants are possible).

1) According to N's article, the fact that …	a) acts to distinguish [x] from [z] terminologically
2) The point is that the differentiations	b) analytically separated and distinguished from the others
3) While the two concepts may often coincide they do	c) are inherent in the frame of reference employed for the analysis
4) It is obviously not enough to regard consumption patterns as…	d) but rather intend to focus upon ()
5) In an age of bureaucratisation and rationalization it is rarely possible to	e) I do not in any way wish to question the legitimacy of N's insight
6) In arguing for the necessity of conceptualising the…	f) mean the concern with [x]rather than [z]
7) I n using the latter phrase I do not refer to…,	g) moved from the margins of discourse to its centre
8) By the former term I	h) not a demonstration of its irrelevance
9) Referring to what N has observed, this case should be	i) not necessarily do so
10) In the above statement care has been taken	j) rather, it is necessary to drop the conception of…
11) To be more exact, it is a special case of evaluative judgment	k) translate personal values directly into routine public actions
	l) to use the very general term [x] as…

Task 5 Fill in the gaps with the adverbs from the box below (some variants are possible).

Absolutely, broadly, markedly, merely, nearly, simply, solely, vigorously

1. Studies in this area are very _____ lacking.

2. Professor N's hypothesis _____ advances our understanding of this complex phenomenon.

3. The evidence offered seems _____ reliable.

4. The evolving trend is being _____ debated in academic publications.

5. The task could be accomplished by _____ accumulating the data.

6. Those elements are _____ different aspects of experiential process.

7. My scheme is _____ consistent with the empirical evidence provided in the project.

8. I am _____ responsible for the specific formulations which are here set forth.

Task 6. Some nouns and verbs are typically followed by a specific preposition. Cross the odd word out from the list below and memorise the rest.

1. An analogy between, similarity between, comparison between, contrast between, difference between, distinction between, discrepancy between, conflict between, contradiction between, relation between, relationship between.
2. To arise from, depart from, benefit from, consist from, emerge from, exclude from, deviate from, differ from, stem from, spring from, derive from.

Extension activities

Task 1 Render a corresponding paragraph from App.2; write an extended definition of a term pertaining to your subject area, mind that your target audience (including fellow students and language teachers) does not entirely consist of experts in the field. Think of your own examples of terms and be able to answer questions giving explanations and comments on their use and meanings.

Task 2. Consider 'skeletons» of extended definitions grouped below. Choose a block; reconstruct a definition using the clichés presented.

I. Some scholars treat [x] as…
A factor which makes a difference to (users) is often referred to as …
Though difficult to define in concrete terms, [x] is understood as…/ not necessarily [y] but rather…(N, 1988)
While some writers argue that [x] is (NN,2000)   N believes that [x] …; he also insists that [x]
That implies that [x] is not …
This may sound (unconvincing/ demotivating) however NNN suggest [x]…

II. The term [x] holds considerate interest / refers to… (OALD, 2001); it can also refer to…
[x] implies …(N, 1988)/is frequently used in…/ can assist to grasp the meaning of
Generally, [x] could be treated as / presupposes …

III. [X] can be defined as…(N, 1988)
[X] is different from [z]; there are two main differences between [x] and [z]:…

Task 3. Identify the features of extended definitions in your variant, analyse it with reference to those listed in the table and tick the appropriate columns. Since some 'skeletons» need improvements, introduce your own variant (both in Russian and in English).

Features of an extended definition:

formal definition			
expansion			
comment			
references			

UNIT 12. Handling arguments and examples

Warming up activities

Task 1. Give Russian equivalents to the following words and word combinations and illustrate their use.

Above all _____

altogether _____

in some part _____

alongside _____

widely at variance with (the pattern) _____

at the opposite extreme _____

deviance from the standards _____

across theories _____

with no regard for _____

when elaborated _____

beyond debate _____

Task 2. Make up word combinations (attributive or verbal) with each of the two words: *example* and *argument*.

A _____ *example*

To _____ an *example*

A _____ *argument*

To _____ an *argument*

Task 3. Paraphrase or give synonyms to the following adverbs.

Similarly _____

Alternatively _____

Conversely _____,

Relatively _____

Consequently _____

Therefore _____

Exactly _____

Obviously _____

Presumably _____

Mainly _____

primarily _____

directly (opposite etc.) _____

constantly _____

finally _____

Language focus

Task 1. Make sure you understand the following clichés – to be further used in argumentation; most of them can also be used in writing your project proposal – if necessary. Supply an opening phrase in Russian.

12.1. _____

In this type of / In (many of) his (numerous) / fundamental / theoretical / empirical pieces / studies/ works on [x]	N (in collaboration with NN, and a research staff)	believes /argues/ asserts/ assumes /claims/ declares/ maintains/ contends/ concedes/ reports/ states/ notes /reminds us/ encourages us/ attends / draws /points / refers frequently to/calls our attention to/ accepts the fact / supports the perspective taken by R / invokes R's (1999) argument that...
		(has come to) see [x] as.../ started to realise (the connection between)/ has taken a different tack / managed to overturn the dominant view / attempted to inject new meaning into...
		does not see any contradiction between ... / is convinced / quite convincing (when he tries to...) / is/ was anxious to stress / places stress on...
		has (over a considerable period) been engaged in a study of [x]/ yields the foundation of (a basic system) / provides the opportunity to

12.2. _____

(However) To say that... /To admit this much/ To compare.../ To apply this technique/ method to.../ To use this procedure It would be (one thing if)...	is /would simply be/ imply/ mean to say that.../ to do.../ wouldn't suggest to... / offer a plausible explanation of... (it is another thing) to realise that...

12.3. _____

(In these/ recent studies) It is / was / has often been / has come to be unanimously/ rather widely/ generally / commonly	held to include/ recognised/ claimed/ ascertained/ accepted/ agreed /argued / taken for granted (the case) that...
It is (increasingly) common practice (for...)/ concern/ knowledge/experience/ use /more and more common/ well known/ has become a matter of common observation / a commonplace (of recent publications)/ something of a cliché	to encounter the argument /argue that... / raise arguments against /take issue with (N's interpretation) / consider [x] as .../ think of [x] in absolute/ broad/ relative/ general / practical terms

12.4. _____

While debate over (the nature of) [x] remains/ this approach deepens/broadens our theoretical understanding/ the standpoint is not questioned/ no explanation is found for [x]	it has not had much… impact on [x]/ there is considerable confusion about the diversity of…/ the case/ problem seems to be much more complex/ [x] (the observed phenomena / changes) can only slightly be explained by…
If there is (no)…/ [x] is viewed as / it is accepted that..(as it is necessary to do if..)/ the research is limited to n questions/ this is the case, however…	why consider [x] / theorise in terms of… / this means that…/ it follows / becomes obvious that (there is)… / is difficult to…
Provided / Given that…/ Given the scheme / pattern /assumption…	it is possible to maintain that… / the questions continually raised in one form or another are..

Task 2. Paraphrase or give synonyms to the _italicised_ words and word combinations.

1. N _came to see_… and _call_ our attention to…

_____

2. To _apply_ this _technique_ would _imply_ to…

_____

3. It has become a matter of _common practice_ to _encounter the argument_…

_____

4. _Provided_ that… the _case_ is much more _complex._

_____

Task 3. Give Russian equivalents for the following phrases.

1. N has called into question the widespread belief about [x] and made a strong case for …

_____

2. One case in point is that which N called…

_____

3. NN make a similar point in [z] and related works.

_____

4. N managed to overturn the dominant view …

_____

5. N has taken a different tack, he challenged [x] and ably criticised the premises of [z].

_____

6. N tends to think such inference unwarranted.

_____

7. It has become something of a cliché to argue that…

_____

8. While N's standpoint is not questioned the observed changes can only slightly be explained by…

_____

9. N supports the perspective taken by R and invokes R's (1999) argument that…

_____

10. Given that…, the argument could just as easily be reversed

_____

Task 4. Match the beginnings of the phrases in the left column with their counterparts from the right one. (Different variants are possible).

1) As NN consider [x] as…	a) [x] easily integrates into… and reveals numerous links to…
2) Many of those who share this view assume	b) a researcher is expected to question a structure…
3) The scholars who believe that…	c) that taken literally this formulation is far from a solution.
4) Other things being equal,	d) but I think such inference unwarranted.
5) When studied carefully and conceived as a system	e) I believe with N and M that…
6) When it comes to classifying the items it becomes clear	f) that when testing I should always expect [x] to be..
7) To compare	g) that without concrete examples it is doomed to remain safely suggestive and academically abstract
8) As a result of incessant probes it has emerge	h) it omits vital aspects of (), notably…
9) It would be easy to identify my present analytic interests with those of theorists	i) it requires…
10) Although I am attempting a description of [x]	j) rest their argument upon…
11) Although it is a useful starting point	k) they infer that…
12) But compelling though/as it is at first sight	l) wouldn't suggest to probe all possible meanings and implications of…

Task 5. Fill in the gaps with the following words and word combinations.

> As yet, beyond, despite, even though, ever, however, nevertheless, once, regardless of, still, whatever, with respect to

1. The perspective – important though it is – would go _____ the subject-matter of the project.

2. No plausible result in this area is _____ likely to emerge without thorough assessment.

3. The working hypothesis could be formulated more briefly _____.

4. _____ the procedure has not become widely used and only partial results were verified.

5. The process of searching databases would be simplified _____ the basic techniques are mastered.

6. _____the problem has been under increasing scrutiny, no grounded conclusion has been drawn.

7. _____ much you are confident in the new version, it cannot be taken for granted; moreover, it is always a good idea to check through your work.

8. N's method is currently one of the most efficient; _____it is informative to compare it to another one.

9. _____the outcome of all the efforts of N's successors, I believe that time is right for broader implementing his approach.

10. Most contemporary typologies, _____ how subtle, can destroy the complexity of experience.

11. _____a great deal of effort it has proved difficult to find enough evidence for this assumption.

12. Further investigation is intended to provide substantial evidence _____the role of respondents.

Task 6. Some nouns and verbs are typically followed by a specific preposition. Cross the odd word out from the list below and memorise the rest.

1. An assumption behind, logic behind, rationale behind, principle behind, hypothesis behind.
2. To associate with, provide with, couple with, equip with, consent with, confuse with, correlate with, coincide with, identify with, be connected with,concerned with.

Extension activities

Task 1. Render a corresponding paragraph from App.2; write a similar paragraph on argumentation, both in Russian and in English.

Task 2. Find examples in App. 8 (or in the Internet, library or elsewhere) illustrating the use of clichéd expressions characteristic of argumentation and analyse them.

Task 3. Make up a few challenging statements or questions pertaining to the sphere of your research and practice expressing your standpoint. Quite often handling questions is structured along the following lines:

- an opening statement, or – possibly – a question/ comment reformulated (if you are asked to specify something or your standpoint is questioned),
- arguments and counterarguments,
- a generalizing statement (summing up what has been said and expressing your attitude).

UNIT 13. Stages of an oral presentation: *opening* and *closing*

Warming up activities

Task 1. How are you going to start and to wind up your presentation? How do you intend to plan it? What elements of your project proposal seem most effective in this respect? How are you going to make acknowledgements and/or express gratitude?

Task 2. What aids are you going to use during your presentation? Will you need handouts or OHTs? What information will be selected? What difficulties could you foresee in handling them?

Task 3. Match the phrasal verbs below with their equivalents common for formal academic writing and make up phrases to illustrate their use.

1. be made up of	a) constitute
2. make up	b) effect
3. bring about	c) conduct
4. carry out	d) consist

Language focus

Task 1. Consider the following examples for the initial and final stages, for acknowledgements and expressing gratitude. Think of other possible variants appropriate to modify the procedure (imagine the reaction of your listeners if every second presenter uses the same clichés!).

13.1. Opening (stage I)

Greeting	Good morning /afternoon /evening!	
	Hello everyone / everybody!	
Expressing (positive) attitude	I'm happy / so glad	to see you all /so many... scholars here /to have the chance of you found time to come and...

13.2. Closing (stage V)

That's practically all	I intended to say... / I have to say
I'll stop/ finish here as	I've run out of time /my time has run out/ is (running) short
It was great pleasure to	present my project /discuss results / speak to such understanding audience
Thank you	(for listening /your kind attention / being so patient)

13.3. Expressing gratitude

The project/ The study of / research on... has	received support in the first instance from... whose numerous contributions to the preparation of [x] are greatly appreciated
(In the work, in general theory) I am grateful/ particularly / greatly indebted	for pointing out/ discussing with me the idea / their assistance /criticism / comments on the first draft / various / earlier versions of the project
Gratitude also goes to NN	
(In conclusion) I would particularly / especially like to	acknowledge with gratitude/ express gratitude to/ say a few words of thanks to /thank sincerely all ...

It has become commonly accepted that one of the safest ways of 'neutrally' addressing people in English is in terms of time related phrases. However, when your audience is actually restricted to your teachers and fellow students more 'democratic' options could be appropriate while the widely recommended (in various books on the subject) *Ladies and gentlemen* might sound rather out of place. Equally strange might sound invitations at the final stage of a presentation encouraging further discussions *over a cup of coffee* (also often recommended for future businessmen). Thus, not to sound artificial and ridiculous, it is essential to consider the real communicative context you are going to be in; sometimes in a Russian audience it is quite natural to skip some phrases altogether. And, finally, if you might like to express particular gratitude to some of those present try to follow the same rules of appropriateness – otherwise too formal expressions could sound insincere and be treated as flattery.

Task 2. Paraphrase the following sentences and make them less formal.

1. I would like herewith to express gratitude to N.

2. Research on [x] has received support in the first instance from N.

3. I owe sincere thanks to N whose assistance I deeply appreciate.

4. With reference to the field of [x] there is a special debt to N.

Task 3. Arrange the words from the box appropriately in the table below. There are some synonyms. The first has been done for you.

> *Although, another thing is, as far as... is concerned, as long as, as regards, besides, concerning, however, if, in addition, regarding, so, still, then, what is more, with regard to, yet.*

Formal	Neutral and informal
1. *in terms of* (how to approach…)	*as far as* (how to approach) *is concerned*
2. albeit	
3. furthermore, moreover	
4. none/nevertheless, notwithstanding	
5. therefore, as a result, consequently	
6. with reference / respect to, in respect of	
7. provided (that)	

Extension activities

Task 1. Using the above examples (and dictionaries) write out some of words which can be employed to express gratitude and group them in the table.

I (do…)	N's
I am	for

Task 2. Write a 'thank you' paragraph that might be used in your project; be also able to express gratitude informally.

Task 3. Get ready to practice establishing a contact with listeners, expressing gratitude and 'winding up'.

UNIT 14. Stages of an oral presentation: *feedforward* and *feedback*

Warming up activities

Task 1. Make a list of words you might use to state intentions (before your presentation)

verbs _____

(discourse) markers/ connectors _____

Task 2. Think of some opening phrases you might use to generalise, confirm understanding and invite comments and questions (after your presentation).

Task 3. Match the phrasal verbs below with their equivalents common for formal academic writing and make up phrases to illustrate their use.

1. go back to	a) revise
2. go into	b) check
3. go over (prepare for a test)	c) return
4. go through	d) discuss

Language focus

Task 1. Consider the following clichés that could be used during the *feedforward* and *feedback* stages; make sure you could give Russian equivalents for them.

14.1. Feedforward (stage II)

stages	examples
initial	First (of all) / It might be wise/ appropriate to / I intend to/ should begin/ start with / What I'm going to *do* now/ this morning is to give a brief outline / overview of (the current situation with regard to…) /I consider…as a useful starting point
central	Second / In the second place, I'll make a point about /look at/see/confront/ face the issue that/ examine whether [x]...
	After those general/preliminary remarks/this short comment/outlining [x] /I'll introduce … / I'll return to the question of… after (first explaining /discussing…)
	Next I intend to turn to/ pass on to/ cover (a number of aspects)/ [X] will be addressed further (within the context of…) / I'll take up/ demonstrate/offer explanations in due course / later
	At the same time/ At this point /juncture / I want to review [x] / introduce some terminology
	Before I go into the problem of … I'd like to raise the issue of … in order to…
	In addition/ Apart from that/ Besides, it seems appropriate to…
	Then I'll go on to/ move on to/take the case/make a point about/ end/finish/ close with/ by…
	In the rest of my presentation / In what follows I'll reflect /speculate on [x] / establish [x]/ support my hypothesis…

| final | In short/brief.../ In conclusion/ In closing / To sum up/ Above all / And finally I intend to ... This is how I'm going to finish / I'm going to finish by (demonstrating/ postulating/ repeating/emphasising/noting that...) |
| | I'll try not to go over time and keep to n minutes / I'll speak for about n minutes / I'll try to leave time for questions and comments at the end/ Feel free (infml) to interrupt if you have any questions or want to make a comment /There are handouts going around and more spare copies here if you want them |

14.2. Stating intentions.

In this talk/ my presentation	I'd like to focus on recent developments in... (since it is where the problem is well defined) /to present the results of the research I did on
The / My project	will address the problem /is concerned with/ divided into / consists of (3) parts / sections, each part describes a different set of ... which contribute to the final results / contains an important extension.../introduces (n /new) types of...
The aim/purpose is to	explore/ investigate x with a focus on.../ establish new understanding / application of... / challenge the hypothesis(-based research methodology) / initiate new work.../ develop criteria for the definition and evaluation of.../ contribute to...
My research question was:... ;	in answering this question I'm going to draw most frequently upon N's work on...; it is the (same) survey which I will quote later to provide evidence of...
For the purposes of my research	I'll pursue a strategy that.../ expand on articles by N / scrutinise 2 opposing approaches, namely, I'll refer to N's and R's studies respectively; with this background it is possible to recognise...
In this project / Within the research	further attention is paid to.../an attempt has been made to give a broader... basis to the study of ... /(n) hypotheses are formulated and (going to be) tested for explaining the...

14.3. Feedback (stage IV)

To recap / To bring the talk to a close	I'll summarise/ (simply) list the main points / hypothesis findings of the present project / the features/ characteristics of [x]
So far, I tried to	minimise the presentation of methodological detail / avoid describing (the methods...) although I believe these are interesting in their own right
I took the deliberate decision to	keep the project small/ focus on the rationale and interpretation (of my model) including comparisons with other ways of looking at [x] that seem likely to point up the properties (of the model). (Still) I do hope I've made myself clear on...

I'll be glad to answer your questions – if there are any/ Now, if you have any comments, you're welcome

Task 2. Paraphrase or give synonyms (informal or neutral) to the *italicised words* in the following sentences.

1. *Recently* N *delivered* a lecture on the subject of oil supply *diminishing*.

2. There is a handout *being distributed* and there are some *extra* copies here if you *need* them.

3. *Hence* I'll *omit* the next item on the handout to *allow* time for questions.

4. *Nevertheless* I *admit* I'll have to *return* to the point I made earlier.

Task 3. Arrange the words from the box appropriately in the table below. There are some synonyms.

Almost, indirect, lately, mainly, more or less, mostly, only, open, right, wrong.

formal	neutral and informal
1. correct	
2. explicit	
3. implicit	
4. improper	
5. primarily	
6. recently	
7. solely	
8. virtually	

Extension activities

Task 1. Reconstruct 'skeletons' of intentions given below to make an example of feedforward (you might introduce changes where appropriate).

I. The work on the project presupposes the following steps:
Analyzing [x] is the first step... Describing [z] will be another one, aiming at... Following this[z] is explained...[X] is further discussed with reference to... For completeness it should be added that... Finally, [y] is used to illustrate...

II. In my research I intend to make the following claims.

First, that there is [x]. Second, that [x]… Third… And finally…/

As stated at the outset, the study I'm going to report here will examine in detail the problems encountered by…

I plan to start off by arguing in favour of [x] to prove that it is inappropriate to treat cases of [x] as [z]. Next I intend to look at [y] in order to suggest that... Then I will compare [x] to [z] and put forward the view that… In this case [x] is claimed to be…

The view utilised here is one which considers [x] as… While my analysis might leave many questions open, it could serve to provide an explanation for [x] which is usually left unexplained.

Thus the analysis proposed will show / explain [x]. / Thus I've outlined in some detail the origin and causes of…

My presentation could be fittingly concluded with a word or two about [x] /My conclusions will focus on/ In conclusion, I'd like to be allowed to add a word on my own share…

Task 2. Think of other possible variants of establishing feedforward and feedback and practice them.

Task 3. Write a brief paragraph summing someone's intentions (you might extend the pattern below):

N begins his argument / explains /describes /makes it (very) clear… /concludes…

UNIT 15. Handling questions: *previewers, disclaimers* and *time fillers*

Warming up activities

Task 1. Give examples of possible excuses to be made during your presentation when you:

- are not sure about something you might be asked,
- made a mistake,
- broke some rules.

Task 2. Think of some phrases that could be appropriate to use when you want to avoid answering questions.

Task 3. Match the phrasal verbs below with their equivalents common for formal academic writing and make up phrases to illustrate their use.

1. look into	a) establish
2. point out	b) highlight
3. point up	c) observe
4. put forward	d) aim / describe
5. set out	e) examine // investigate
6. set up	f) present, advance

Language focus

Task 1. *Previewers* and *disclaimers* can be used at different stages of your presentation. Consider the following examples of and think of your own.

15.1. Previewing future messages

Tasks set	examples
form/style	I'll be rather brief / It won't take me longer than…
content	I'd say, I haven't made extraordinary discoveries yet, I'm afraid, but…
importance	I'll ask you to listen to… before you form any final impression
quality	You're not going to appreciate all my results, but here's what I …

15.2. Disclaimers

Types of disclaimers	examples
hedges	I'm no psychologist, but that irregularity seems…
'credentials'	Don't get the wrong idea, I'm not a specialist in marketing, but…
'sin licenses'	I realise that this may not be the time to speak about … but…
cognitive disclaimers	You might think I'm a layman but let me explain the logic of the case…
'appeals'	Please, could we delay questions till the end?

Thus, disclaimers can be used when you

- intend to limit (or to *hedge)* the scope of your study, and shift the burden of responsibility, giving your listeners the chance to express their (negative) attitude to the facts (and not to you): *I didn't read the entire monograph, but...; I may be wrong here, but...* (hedges)
- are not sure in discussing something and refer to 'the authorities': *Some of my research advisers are experts in...; I'm not purely theorising, but...* ('*credentials*')
- are going to or have already broken some rules and turn to arguments or appeals: *I know you'll think this statement is sort of out of place, but do consider...* ('sin licenses') *If you allow me a few more minutes, I'll tell you exactly what chain of reasoning applies...* ('appeals').

15.3. Time fillers[1]

This question lies beyond the realm of [x] research.
I planned to do just that: to develop my ability to look at... in non-traditional ways, but not to...
I don't think this question is worth taking into account since...
Your question gives a strong impulse for further investigation in this field /sphere/area.
This problem is still at the heart of numerous debates of chief theorists /intellectuals/ authorities on the subject...
The problem you raised should be subjected to conscious scrutiny. Unfortunately, I don't think there is enough time to discuss it now in detail.
The question mentioned is rather controversial. As far as I know there are a number of ways for treating this matter.
This question relates to the area in which much work remains to be done but a tentative conclusion seems to be that...
Ruminating on your question I should say that it seems extremely interesting. As far as I can judge, investigations in this field could prove quite promising, since I believe this is a good way to contribute to the future of society.

Task 2. Paraphrase or give synonyms (informal or neutral) to the *italicised words* in the following sentences.

1. The arguments I'll *present somewhat contest* the view *characteristic* of contemporary researchers.

_____

2. This *inappropriate* way to *treat* the term could *incur* its further misinterpretation.

_____

3. The *substantial* body of data which *rest on* skill and care will *serve* to *demonstrate* the efficiency of the method *utilised.*

_____

4. To *recapitulate*, I'll *attempt* to *catalogue* most relevant disadvantages and disadvantages of this view.

_____

---

[1] The examples were submitted by О. Нарышкина, a former HSE graduate (for more examples see App.3)

Task 3. Arrange the words from the box appropriately in the table below. There are some synonyms.

> *Actually, as far as... goes, briefly, finally, higher than, in all, in fact, in more detail, in short, in the last analysis, over, strictly speaking, summing up, to conclude, to sum up, together with, unlike.*

formal	neutral and informal
1. in a strict sense	
2. in conjunction with	
3. in contrast to	
4. in effect	
5. in excess of	
6. in greater detail	
7. in respect of	
8. in sum(mary), in conclusion	
9. in the final analysis, ultimately	
10. in total	

Extension activities

Task 1. Think of possible previwers and disclaimers using the following clichés based on time related expressions (*italicised*).

	is enough merely to indicate	*at this point/stage*	that...
It	should be	*initially*	specified
	will be discussed	*later*	
	has been indicated/ pointed out	*previously*	
This case	will be discussed in more detail	*below /in later chapters*	
I	shall have occasion	*further below*	to consider...
	shall attempt to...	*in what follows*	
As I	have	*already*	suggested

Task 2. Practice using your variants in appropriate contexts: make mini-dialogues for previewing, and handle or avoid answering questions your fellow students ask.

Task 3. Using clichéd expressions already discussed prepare a paragraph that might help you to gain time.

Appendices

Appendix 1. The list of possible opening phrases

The phrases below are ordered not the way they appear in the book but to form a kind of a plan for your project proposal. To test yourself there are the following tasks:
- make sure you can relate each block to that of the clichés in a corresponding unit,
- supply appropriate headings for the blocks (similar to those in the *Contents*) and number the phrases respectively,
- translate those incomplete opening sentences into English and finish them using the ideas of your research (there is one 'extra' opening phrase to be translated using the expressions of the corresponding unit)

I._____

Настоящая работа относится к… исследованиям в области [x]
Данный проект является попыткой рассмотреть/ изучить…
Исследования такого рода направлены на…
Рассматриваемая проблема заслуживает пристального внимания
Представляется целесообразным в дальнейших исследованиях использовать…

II._____

В настоящее время наблюдается рост интереса к X…
Необходимость изучения X обусловлена… причинами
Основные проблемы в данной области связаны с…
Исследования X становятся все более актуальными…
Несмотря на возросшую популярность обсуждения [x], проблема все еще…

III. _____

В своих трудах N указывает…
Однако это (было бы) равнозначно…
Общеизвестно / часто считают, что…
Недавние исследования свидетельствуют о том, что…
Если…/ Тогда как…/ При условии, что…

IV. _____

Эти понятия существенно различаются…
Данное понятие может трактоваться как…
Используя термин [x], N имеет в виду / я буду обозначать…
Однако (не)возможно различать / использовать термин [x] как…
Очень важно строго разграничивать понятия…

V. _____

В **силу** ряда причин мы сосредоточимся на…
Наша гипотеза позволит объяснить… /относится к…
Акцент в работе будет сделан не на…
Имеется ряд ограничений, которые будут учтены
Основная цель исследования будет заключаться в…

VI. _____

Поставленная цель предполагает необходимость рассмотрения…
В рамках проекта предполагается решить ряд конкретных задач
Необходимо /Представляется важным исследовать / рассмотреть…
Поставленные вопросы представляют значительный интерес для…
Эта проблема является ключевой для понимания…

VII. _____

В данном разделе рассматриваются различные теории исследования в области [x]
Для объяснения… предпринимались многочисленные попытки
Суть подхода N состоит в / Основная мысль основана на…
Выдвинутые теории существенно повлияли на …
Вклад N трудно переоценить…, поскольку…

VIII. _____

Долгое время исследование проблем [x] было связано с…
Современные исследования являются /представляют собой…
Такой подход завоевывает признание / привлекает внимание ученых…
Эти вопросы находились в центре внимания ученых
Однако проблема [x] требует дальнейшего рассмотрения

IX. _____

Предложенный N подход представляется небезупречным…
При таком подходе не учитывается…
Представляется, что N упускает из виду / недооценивает…
Один из возможных способов улучшить ситуацию…
Альтернативный подход позволяет /состоит в том, чтобы…

X. _____

В данной части проекта будут рассмотрены используемые методы
Существуют различные подходы к исследованию…
Множественность подходов побуждает ученых к поиску единообразия в…
В соответствии с поставленными задачами будет целесообразно
Такая методика имеет свою специфику / позволяет…

XI. _____

В заключительной части будут представлены ожидаемые результаты работы
Предполагается, что проведенное исследование позволит обнаружить /определить…
Полученные данные / Ожидаемые результаты будут тщательно проверены
Приведенные примеры будут способствовать / облегчат восприятие…
Для обеспечения достоверности данных/ подтверждения гипотезы предполагается…

XII. _____

Из рассмотренного выше следует, что…
Суммируя, можно утверждать, что проведенное исследование …
Основные результаты позволят сделать вывод о том, что…
Учитывая наиболее значимый результат/ В ряде случаев можно констатировать, что…
В целом проект можно рассматривать как попытку …

Appendix 2. Tasks for rendering

In your notebooks, arrange the fragments you have rendered according to the plan offered in the *Introduction* so that by the end you get a complete variant of possible fragments for a draft project proposal. Mind that you can change the word order or sentence– and noun or verbal structures where appropriate (e.g. replacing personal *мы*-sentences by impersonal or passive.) The fragments offered are deliberately based upon structures characteristic of Russian academic writing which are to be rendered into English (rather than merely translated word for word) using the clichéd expressions that correspond to the underlined elements and vocabulary considered in the units.

Unit 1. The literature review: positive comments

Предлагаемый обзор будет строиться на системном изучении обширной литературы по предмету. Поскольку понятие *культура* чрезвычайно сложно и многогранно, представляется целесообразным ограничить его, сосредоточившись на *коммуникативной культуре*. В недавних работах были предприняты многочисленные попытки расширить теоретическое обоснование этого явления и пересмотреть традиционные идеи/ взгляды на его природу. Новое современное направление отражает это потенциально важное стремление углубить теоретическое осмысление общего поля исследования.

Unit 2. The literature review: the theoretical and empirical parts

Настоящая история развития данной области науки началась с работ западноевропейских ученых прошлого века. Длительное время исследования такого рода в основном ограничивались рассмотрением общих вопросов и были преимущественно теоретическими. Исследователи изучали главным образом наиболее простые характеристики, и лишь совсем недавние работы, которые частично развивались как вышеуказанное направление, обнаружили необходимость сузить спектр исследования и сделать их более конкретными. Будучи относительно новым явлением, эта позиция тем не менее получает широкое одобрение и часто появляется в научной полемике, что свидетельствует о глубоких изменениях в расстановке акцентов и попытке сократить разрыв между теорией и практикой. В целом, развивающееся направление требует более детального изучения и будет рассмотрено ниже в данном проекте.

Unit 3. The literature review: critical evaluation

При внимательном изучении большинство современных положений (доктрин) в этой бурно развивающейся области представляются, с теоретической точки зрения, спорными. Более того, при ближайшем рассмотрении некоторые из них не выдерживают никакой критики, особенно в рамках предлагаемого подхода. И в настоящей работе мы не хотим

никоим образом усомниться в правомерности трактовки западных ученых, а попробуем сконцентрироваться на практической стороне данного вопроса.

Unit 4. Methodology

В данной части проекта мы поясним, какие методы будут использованы при проведении исследования, уделяя особое внимании анализу полученных результатов. С самого начала следует пояснить, что использованная методика является в определенной степени развивающейся и окончательно оформится в процессе исследования. Точнее, это специализированный подход в русле широкого социокультурного направления. Поскольку на этот предмет среди ученых нет единого взгляда, в настоящее время необходимость выработать унифицированный методологический подход становится действительно актуальной.

Unit 5. The results anticipated

Данная часть проекта выстроена в соответствии с задачами исследования, сформулированными в главе 1, и представляет результаты, которые предполагается получить с помощью вышеупомянутых методов. В связи с этим одной из поставленных целей является обеспечение достаточно высокой степени надежности и достоверности собранных данных для подтверждения проведенного анализа, особенно когда представленные в проекте материалы (факты) опровергают существующие теории. Поскольку результаты одного отдельно взятого проекта не позволяют сделать фундаментальные обобщения, настоящее исследование (и другие, содержащие аналогичные выводы), видимо, могло бы свидетельствовать о необходимости дополнительных исследований поставленной проблемы.

Unit 6. Introduction: the background of the study

В настоящее время ученые выдвигают весьма различные положения относительно роли культуры в современном обществе. Есть теории, авторы которых рассматривают это понятие преимущественно с позиций социологии, которые разделяют точку зрения, акцентирующую внимание к ее общественной составляющей. В таких исследованиях все чаще и чаще встречаются рассуждения о социально обусловленных культурных нормах. Тогда как дискуссии о природе этого явления продолжаются, следует тем не менее отметить, что всеми признается право на существование и иного подхода. Его сторонники шире рассматривают культуру и утверждают, что понимаемая только как система общепринятых в конкретном социуме норм и моделей поведения, культура лишается ряда значимых черт.

Unit 7. Introduction: the problem statement and scope of the study

Согласно традиционной трактовке культурных норм, учитывающей работы НН., наша гипотеза находится в русле исследований тех ученых, которые признают их вариативность –

таким образом ставя под сомнение концепцию культурной универсальности. Поэтому мы не предполагаем заниматься системным обзором обширной литературы в области исследования культуры; более того, категория культуры в широком смысле слова нерелевантна для предпринимаемого нами анализа. В настоящем проекте основным организационным принципом анализа, очевидно, будет сопоставительный, и наше внимание сосредоточится на том, чтобы добавить к исследованию проблемы коммуникативного поведения некую структурную составляющую. В данном случае акцент будет делаться не столько на разработку классификации как таковой, сколько на углубленное исследование проблемы культурной вариативности.

Unit 8. Introduction: the professional significance of the study

В соответствии с(о сложившейся) традицией культурологических исследований непосредственными целями, заявленными в рамках настоящего проекта, являются: изучение различных подходов к решению проблемы, предлагаемых современными теоретиками, и выявление логической подоплеки того или иного поведения людей – носителей исследуемых культур. Учитывая неослабевающий интерес к общению, представляется целесообразным придерживаться и развивать некоторые открытия профессора Н. в данной области. Более того, поскольку вопросы межкультурного общения сегодня, без сомнения, чрезвычайно актуальны, еще одна конкретная задача нашего анализа предполагает необходимость учитывать традиции – фактор, который в более общем смысле все чаще признается исключительно значимым в теории коммуникации.

Unit 9. Conclusions

В нашем сопоставительном исследовании коммуникативных моделей во главу угла будут вынесены следующие положения. Вначале мы будем исходить из необходимости сделать выбор в пользу радикального изменения метода бинарных оппозиций, который был рассмотрен ввиду его популярности/ широкого распространения. Мы, однако, считаем его непригодным для объяснения 'типично русского' поведения, так как при таком подходе многочисленные случаи остаются необъясненными. Используя результаты экспериментального наблюдения, мы предполагаем показать, что для решения задач типологического анализа лучше подойдет иной набор критериев. В заключение мы попытаемся сделать некоторые обобщения и наметить теоретические предпосылки для предстоящих исследований.

Unit 10. Abstracts

Настоящий проект является попыткой рассмотреть некоторые проблемы, относящиеся к сфере общения. Основной вопрос исследования можно сформулировать следующим образом: является ли подход Н единственно возможным при анализе коммуникативных моде-

лей. Для ответа на этот вопрос мы предполагаем выяснить, возможны ли альтернативные методы исследования, и первая часть проекта стала своего рода обзором существующих направлений. Выяснилось, что, современные подходы, пожалуй, лучше всего объединяет общая для них идея вариативности. Ввиду того, что проект главным образом сопоставительный, мы решили сделать основной акцент на отсутствие сходства между британскими и русскими коммуникативными моделями. Соответственно мы предложим ряд новых критериев анализа. Предполагается, что основные результаты позволят сделать некоторые обобщения, что может послужить (для других) стимулом глубже осознать некоторые особенности сопоставляемых коммуникативных культур.

Unit 11. Defining key concepts and terminology

При использовании термина класс одним из источников терминологической двусмысленности и смешения понятий является тот факт, что класс часто используется для обозначения и экономической категории, и специальной совокупности социальных группировок. Так, Вебер употребляет данный термин в обоих этих случаях, хотя и старается отразить терминологическое различие между 'классом' (как последовательностью 'классовых положений') и 'социальным классом' Однако, чтобы утверждать, что исследование класса и классовых конфликтов должно непременно рассматривать взаимозависимость экономики и общества, необязательно отождествлять термин класс с конкретными отраслями и интересами, порождаемыми рынком как таковым. Соответственно, в настоящей работе я буду использовать данный термин в значении веберовского социального класса – с надлежащими разъяснениями.

Unit 12. Handling arguments and examples

Н длительное время занимался проблемами межкультурной коммуникации и в своих многочисленных теоретических трудах подготовил почву для системного сопоставительного подхода. Сегодня общим местом научных публикаций стало обсуждение различных типологий, сопоставляющих и противопоставляющих культуры исключительно в рамках бинарных оппозиций. Согласиться с таким (безоговорочным) допущением и распространить эту методику на рассмотрение всех культур, независимо от их исторического фона и традиций, было бы сверхупрощением, поскольку критерии сопоставления неизбежно ограничиваются бинарными рамками и указанный подход не может дать достоверного системного объяснения множественности расхождений. Хотя позиция Н и не оспаривается, представляется, что выработать подходящую типологию гораздо сложнее.

Appendix 3. Time fillers[1]

1.

I do think it's a question worth taking into consideration. The problem you raised leaves lots of room for debate. As far as I know there exists quite a number of ways for treating those delicate matters. Various scholars viewed the problem from different perspectives. It has been discussed time and again on the pages of scientific literature but unfortunately no single theory was put forward.

2.

Though the problem mentioned has been thoroughly examined by the leading authorities on the subject it still seems to offer lots of room for debate. Due to its growing popularity even laymen are eager to throw some light on it viewing the key ideas from different perspectives. Since the discussion has not so far reached its limits it can be pushed forward in order to receive more detailed analysis.

3.

The question you asked is extremely interesting for me, especially, from the theoretical perspective. Moreover, it has great practical significance. It should be borne in mind that although the problem proper has been analysed rather thoroughly, many aspects seem controversial and also reveal a range of quite shallow arguments. I think it would be an exaggeration to say that this sphere of investigation can be characterized as constantly changing. It's common knowledge that it is influenced by the global tendencies. Taking into consideration all mentioned above I'd like to say that …

4.

The issue you raised could be interesting for quite a large audience – in a number of aspects. Moreover it has a great practical significance especially for the Russian society with its intensive changes and transformations. As far as I know there are various ways for treating those phenomena and various scholars thoroughly examine the problem from different and even opposite perspectives. Due to this fact the question posed leaves lots of room for debate. However as far as I can judge no single theory has been put forward so far. I think it wouldn't be an exaggeration to say that this sphere of investigation can be described as constantly changing and influenced by the global social tendencies. Unfortunately the limited framework of my research didn't allow me to thoroughly examine this problem in detail. Since I'm not an expert on the subject I can't offer you a profound analysis. Still, bearing in mind a number of sociological investigations I'd like to say that…

5.

The question you've asked is particularly interesting for all those who study sociology. The problem is very controversial and can be viewed from different perspectives. It has been discussed time and again by lots people including both laymen and professionals ranging from founders of the science to contemporary scholars. Evidently, however, nobody was able to account for all the aspects, because the key issue can't be considered in isolation. To understand it deeply the problem should be studied in relation to other branches of sociology and other social sciences. Since I am not a broad specialist in all those spheres of knowledge, it's impossible for me to give a profound analysis, but I think…

[1] The time fillers were submitted by former HSE sociology students

6.

The question you propose to discuss is not so easy to answer, despite the fact, that many scholars have studied it rather thoroughly. The analysis of former investigations makes it clear that much remains to be done and it could be called an open question. Hence, if we attempt to seek any conclusions, we should first of all consider the context. As far as I can judge it might have a decisive role. We should go outside the bounds of a limited analysis because otherwise we are in danger of missing the point altogether.

7.

I admit that this question was a subject of various debates in the (long) history of (social) sciences, and sociology in particular. It has become common knowledge that quite a number of renowned authorities on the subject scrutinized the concept at different scientific gatherings. They viewed it from different perspective intending to decrease the discrepancy between the theory and reality. This process accounts for the fact that those attempts at conceptualizing and institutionalizing the notion cannot be taken for granted. Consequently, it has become a must for contemporary scholars to use the existing critical tools to reveal some aspects of the problem. Hence we are going to trace briefly the dynamics in treating this notion from this standpoint …

8.

I've never considered this problem before, and judging by the evidence at our disposal, I can hardly draw any conclusions about the existing approaches. The data reveals a combination of contradictions which the issue comprises. It seemed to be controversial, and no single theory has finally been put forward – even the standpoints settled have been reconceptualised. If we have an observant eye for the data, we'll be able to make some conclusions. But we should remember that the role of sociologist is that of an impartial witness who watches but doesn't judge or interfere. Thus, there is no doubt that apart from what has already been done in this sphere much more remains to be investigated, and I'd rather not be involved in making further conclusions if you don't mind.

9.

The problem has been at the heart of numerous discussions. Actually, I'm not an expert – as far as this particular aspect is concerned – and even after having carefully analysed great amount of literature (by authorities on the subject, like NN) who studied … the best I can do is just to make an assumption…

10.

The issue you raised is very important nowadays because it's closely connected with a wide range of sociological problems. And it is remarkable that a lot of scholars viewed this problem from different perspectives and discussed it time and again. But – as a matter of fact – this particular aspect pertains to a new sphere of social studies. Moreover it can be an interesting point for other humanities.

Appendix 4. Criteria for assessing written projects[1]

Aspects	points to consider / evidence of:
Organization	logically structured and easy to follow, well-paragraphed, cohesive and coherent (throughout and within the parts)
	well-organized submission, ideas effectively linked together, lines of thought clearly discernible, connection between sections and sub-sections well-reasoned
	parts proportional, no structural elements missing, headings appropriate, references faultlessly presented
Content	appropriate to the purpose and relevant to the subject: clearly focused, relevant to title; length, scope and level of detail appropriate/ relevant; supporting material suitable
	adequate subject knowledge, (critical) evaluation of ideas and awareness of complexness of the topic, results specified
	argumentation effective, clear and logically expressed (arguments well-presented and developed, supported and relevant, conclusions following from premises)
Language	the effective use of an adequate range of grammatical structures, errors do not impede communication, complex ideas clearly expressed
	control of vocabulary and stylistic awareness (appropriate academic style, with good grasp of hedging etc.; a wide range of connectors used to link ideas at paragraph and sentence level)
	the adequate range of terms and common clichéd expressions corresponding to a particular section
Academic writing skills' acquisition: the initial variant and final products	certainty in / focus on independent work and ability or willingness to follow directions in academic writing skills' acquisition
	the level of the drafting techniques and academic writing skills mastered
	clarity of thought, accuracy and logic in expression
Overall	clarity of message (conveyed with /without difficulty)
	achievement of objectives
	the desired effect on the target audience (reader should be able to easily apprehending the general line of the argument)

[1]The criteria in App. 4 and 5 are based on British and American sources and adapted to the needs of the Russian audience

Appendix 5. Criteria for assessing oral presentations

Aspects	Points to consider / evidence of:
Organisation	coherence and careful preparation
	planning the presentation with respect to the 5 stages
	logical structure within the sections
	time planning
Content	relevance to the subject
	appropriacy to the audience
	sufficient depth of general subject knowledge, familiarity with the topic explored
	independence of research
Delivery	enthusiasm and confidence
	contact with the audience and establishing feedback
	an appropriate balance between fluency and accuracy
	pronunciation hardly interfering with comprehension; volume and speed, rhythm and intonation varied and appropriate
	ability to handle questions, to use notes / aids and Power Point / OHTs to enhance presentation
Language	ability to express complex ideas using a wide range of appropriate vocabulary
	an appropriate balance between GE and terminology (stylistic awareness)
	the use of common clichéd expressions corresponding to a particular section (introducing examples and terms, arguments and criticism etc.)
	sufficient degree of grammatical accuracy
	the use of cohesive devices contributing to fluency
Overall	clarity of message
	achievement of objectives
	the effect produced (interesting/dull etc.) is based on the introduction / abundance/ lack of variety of examples, new approach/topic, humour etc.
	relevance (practical, informative, theoretical etc.)

Appendix 6. References[1]

Details to record	examples
Quoting references (in the text)	Single quotation marks are commonly used: 'Recently those highly important facts were investigated (Jones, 2007)'; if several works were published in one year – 2007a, 2007b. If the author's surname is part of the sentence: 'Jones (2005) submitted some highly important evidence'. If a book/article is written by more than 3 authors use (Jones *et al* =*and others,* 2007*)* – in the text and in full – in the bibliography. When you refer to the work mentioned earlier write *op.cit.* (=in the work cited): Jones, *op.cit.*, p 2; or *Ibid* (=in the same place) – for the same source.
A textbook	Luhman, N. (1979) *Trust and Power*. New York: John Wiley and Sons.
A paper in a periodical	Vassilieva, I. (1998) Who am I / who are we in Academic Writing. *International Journal of Applied Linguistics*, Vol. 8, pp.163-190.
A book with every chapter written by a different writer	Begley, P.A. (2000) Communication with Egyptians, pp. 99-105 in Samovar, L.A. and Porter, R.E. (eds.) *Intercultural Communication.* New York: Wadsworth Publishing Company.
A thesis	Brown, B.G. (2006) The Meaning of Messages. PhD thesis. Kent University
A report	Hicks, N (2006) *Management Development. The Working Party Report.* Corby: The Institute of Management. If the authorship is uncertain – the report was prepared for an official organisation – its name is used.
Unsigned articles	*Anon(ymous)* (2001) Values in America. *The Economist* Vol. 18, No.7945 (7 March), p.67
e-mail correspondence	Sender, sender's e-mail address, subject, date.
Electronic journal	Author, date, title of article, journal title, volume, location, URL.
Internet site	Author/editor, date, title, location of server, publisher/maintainer of site, URL.

[1] The examples below are based on the *Harward system*, one of the most popular and universal methods in current use

Appendix 7. Punctuation

Commas	before items in a series or list; *semicolons* (not as common as commas or full stops) are used to separate grammatically complex items
	before *and, but, for, or, nor, yet, so* to connect two independent clauses (unless they are very short, e.g.: *I'll speak and he will take notes)*
	after a subordinate clause in the *beginning* of a sentence, e.g.: *if* clauses; there are *no* commas before *that* clauses and question-word clauses
	after an introductory expression or before an afterthought at the end (those range from a word, e.g. *moreover,* to a dependent clause, e.g.: *When* studied carefully, [x]…)
	around an expression that interrupts the flow of a sentence (e.g. *however, therefore, of course, by the way, on the one hand, I think*)
	around nonessential material; there are *no* commas after nouns followed by identifying expressions (cf. *Mr N, who heads the department, will deliver a lecture today.* But: *The professor who heads the department will deliver a lecture today.*)
	around the name of a person spoken to
	before and after a piece of direct speech (e.g.: *He said, 'That's true.',* or: *'That's true,' he said.)*
Inverted commas	Single quotation marks ('…') are more common in BrE, and double («…») – in AmE; for quotations inside quotations double quotation marks are used inside single, or visa versa.
Colons	after a name before a piece of direct speech (as in the text of a play), or a quotation of a famous saying[1] (e.g.: *In the words of Murphy's Law. 'Anything that can go wrong will go wrong.')*
	before explanations and subdivisions of a subject, e.g. in a heading (*Advertising :a new way to,,,)*
	before lists; a colon can be followed by a capital letter (in AmE more often than in BrE) if the list consists of several separate sentences, e.g.: *The objectives are as follows: First of all…* *Secondly….)*
Semicolons	between grammatically separate but closely connected sentences

[1] For more details see Swan M. Practical English Usage, OUP, 1997.

Appendix 8. Some examples of project proposals

The project proposals below are intended to exemplify the 'theory' offered in the book. They **cannot** serve as models to be copied since there is no ideal project and requirements vary from university to university. It proves more worthwhile to critically approach them and find merits and demerits – there are examples of efficient use of the material considered alongside with numerous stylistic and structural deficiencies. Applying the above criteria for evaluation try to work out recommendations to improve them – that could help you with your own variant.

1. Social Stratification and Social Mobility in Modern Russian Society (1994–2006)

Abstract

This project is intended to cover the major issues of social stratification and social mobility. Though the topic ranks among traditional studies – there are numerous theoretical and empirical works on the study in question – it seems to be always of interest. The social structure of the society changes in time and it is very important therefore to bring investigations up-to-date. This study attempts to become one of these investigations and aims at considering the modern Russian society – the newest (up to 2006 year) data available will be used to analyze social stratification in Russia.

Social stratification concerns the unequal distribution of various resources and the process of status attainment. This project will review some of the classical and contemporary approaches to understanding the social stratification. Following this, author's own approach to dividing the society will be advanced and the social structure of Russian society over the period 1994-2006 will be presented. The results of analyzing the social structure will be incorporated into evaluating the level and directions of social mobility.

Introduction

Any society is characterized by social inequality – unequal access to various resources such as wealth, education, information, power, etc. In course of time inequality becomes more complicated and expresses unequal distribution of the resources between the groups. Social stratification differentiates social groups according to level of access to the resources and represents the society in a hierarchically layered structure.

Social mobility expresses the changing in the position – moving up or down through the social stratification system. Upward social mobility is a change in a status resulting in that an individual/group receives a higher position. Downward mobility results in a lower position. Social stratification occupies the central position in sociological discourse as it is the core organizing feature of modern societies. Many social thinkers have tackled the question of how and why a society is divided; as a result various approaches to dividing society emerge.

In the field of social stratification there are two major approaches – formulated by Karl Marx and Max Weber. Marx formulated the theory of class structure – a relatively permanent economic hierarchy comprising different social classes, where the main class forming factor is unequal access to means of production (wealth). Max Weber agrees with Karl Marx, yet he broadens this theory and adds two more factors – power and prestige. Along with these ones the functionalist approach seems to gain a great importance. This approach is presented by works of Tolkott Parsons, Kingsley Davis and Wilbert Moore. According to this approach the positions are ranked by the functional importance and the requirement of special trainings or talent are needed to occupy this position. These classical approaches and contemporary ones will be observed in the literature review in more detail.

Besides exploring the literature to the problem advanced by various theorists, this study aims at considering social structure of the modern Russian society. Therefore the specific purposes of further analysis in relation to social stratification must necessarily be those of:

1. Elaborating an approach to dividing society – offering criteria for segmentation. Taking into consideration the fact that nowadays there numerous approaches exist, this procedure seems to represent choosing one or combining several approaches appropriate to carry out the study.

2. Identifying and defining the social groups

3. Evaluating the level and directions of social mobility

Putting forward hypotheses at this stage of research seems inexpedient, because of the complexity of predicting final results. However in the part to follow some ideas will be presented:

1. Social groups are characterized by a range of features, which could be divided into several clusters:

a. Material resource features – current income, savings, level of material wealth

b. Non-material resource features – the level of education, professional and qualification status, occupational position

c. 'Self-identification' – self-evaluation in the society

2. The social groups are characterized by a different concentrations of features mentioned in the previous notion.

3. According to the history of the 1990s socioeconomic reforms in Russia it can be supposed that in the early 1990 social mobility was downward predominantly and by the end of the 1990 it has changed into upward.

The problem posed is of great interest for those engaged in social sciences, and dealing especially with issues of social stratification and mobility. This study will involve the newest data available data and hence represent the contemporary Russian social structure. At the same time this study might be useful for laymen who are not indifferent to the problems of the society they live in.

Literature Review

This part of the project is meant to examine theoretical studies in the field of social stratification. The study is provided by a large body of literature on the subject, yet, in this project light is going to be shed only on the major schools. Inequality and its roots have intrigued scientists from ancient times. An attempt to explain social stratification was made by a number of scientists – Plato and Aristotle, Machiavelly, Thomas Hobbes, Jean-Jacques Russo and many others. Yet it is assumed that the fathers of social stratification as it is nowadays are Karl Marx and Max Weber.

The key ideas of Karl Marx could be defined as the following: the classes are inherent in society, and vary with the type of economy (mode of production), which is characterized by:

- Means of production: technology, capital investments, raw materials used in production
- Social relations of production: relationships between main classes involved in production.

Capitalism, the most recent economic development has given rise to a unique class structure dominated by two major classes: bourgeoisie and proletariat. The bourgeoisie consist of those individuals who own the means of production, property, factories, and etc, and exploit the proletariat who only own, or can sell their labor to the bourgeoisie. Between bourgeoisie and proletariat there is an inherent conflict which Marx predicted would intensify and eventually lead to revolution.

Erik Olin Wright analysis preserves the basic structures of the Marxian theory of class. Wright argues that all class positions are contradictory, but certain positions in the class structure constitute doubly contradictory locations: they represent positions which are torn between the basic contradictory class relations of capitalist society. For Wright, there are three primary

classes within the capitalist system of organization: the capitalist class, the working class and the petty bourgeoisie. The three contradictory class locations are: small employers, managers and supervisors, semi-autonomous employees.

Max Weber introduces the idea that there are several dimensions to the inequality existing in a society. He essentially agrees with Karl Marx on the economic basis of class social inequality, however he does not limit his interpretation to a dichotomy as did Marx. The main factors of social stratification determined by Max Weber are: wealth, power and prestige. Thus three dimensions are identified:

- wealth (economic class) is the value of all individual economic assets, including income, personal property, and income-producing property.
- power (political power group or 'party') is the ability to influence others, to influence decision making, to achieve goals despite opposition
- prestige (status group) is respect or regard with which an individual or his status position is regarded by others.

Weber's discussion of class, status and party gives an idea of how markets affect people, and how people form themselves into groups, partly as a result of markets and partly on the basis of other factors that are socially important. To some extent, Weber's status groups would appear to be ways in which people in capitalism protect themselves from the effects of markets, but at the same time using the market as they can, and using the means of power they have at their disposal.

Neo-Weberian approach is presented by works of Frank Parkin. He developed a concept of social closure – methods used by more powerful groups to maintain their unequal access to status and resources, and to exclude others from such access. From his point of view, there are two types of closure strategies:

- Exclusion: an organized effort of the privileged, more powerful groups to maintain their advantaged position (e.g., lawyers, members of trade unions)
- Usurpation: an effort of excluded groups to gain advantages and power at expense of more powerful groups (e.g., women)

The functionalist approach advanced by Tolkott Parsons and advocated by Kingsley Davis and Wilbert Moore has influenced significantly thinking about principles of social stratification. According to this approach social differentiation is not only an inherit feature of the society, but also is necessary for successful operation of the society as it motivates and controls individuals.

The essence of the approach could be grasped as the following: individuals occupy various socio-professional positions. The highest ranks get those positions which

- have the greatest functional importance – this is a matter of relative significance and is a necessary but not a sufficient determinant of rank
- require the greatest training or talent – this is a matter of scarcity and is a sufficient determinant of rank.

As a result individuals occupying the positions with the highest ranks get the highest income, power and prestige.

Since we are limited in space the literature review will be stopped here. Therefore it is necessary to mention the scientists not observed in this project proposal, but contribution of which can't be exaggerated: John Goldthorpe, David Glass, Robert Erikson, Peter Blau and Otis Dunkan. Works of these scholars and some others will be discussed in the full project.

Methodology

This part of the project gives special emphasis to the analysis of data. Here it is necessary to describe the data to be analyzed, and the methods to be used in carrying out the study.

The Russia Longitudinal Monitoring Survey (RLMS) data will form the base of empirical data to be used. The study is intended to consider individuals aged 16-60 over the period 1994-2006. This data appears to be appropriate for the study due to the following:

- it contains information on a number characteristics of households and individuals, necessary for identifying the classes, relevant for the study
- it has a panel nature – permits monitoring the dynamics over the years;
- it covers all Russian regions.

Still the data base has some drawbacks – it does not contain any information about the highest (substantial owners, elite) and the lowest layers (bums, criminals) due to their inaccessibility.

The data will be analyzed with the help of a mainstream statistical package – SPSS, enabling to produce all procedures necessary for this study:

- to create a massive corresponding predetermined conditions – to match the files to get data over years in question (1994-2006) and to select cases to get proper age category (16-60 years)
- to analyze social structure the method of cluster analysis will be used. It will serve our purposes and to divide general population into clusters. As a result each cluster will involve individuals with similar characteristics on a number of preset factors – e.g. similar level of education, income, etc.
- to evaluate social mobility it will be required to create a transfer matrix. This matrix will represent the changes in social structure – quantifications of individuals that moved from one cluster to another.

Conclusion

It follows from what has been discussed that there are various approaches to social stratification and different criteria for segmentation exist. This project has discussed the approaches of Marx, Weber, the functionalists and of some their advocates. Undoubtedly the contribution of these scientists can not be questioned, yet it is necessary to explore some contemporary approaches in order not to lose recent developments in the field of social stratification. At the same time the stress should be put on empirical works – to decrease the discrepancy between theory and reality.

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2. Barriers for Development of the Contemporary Art Market in Russia

Introduction

Abstract. The project proposal of the socio-economic research is devoted to studying of the modern art market[1] in Russia, and to revealing of the barriers of its development in particular. The problem of the research is based on the statement that the art market in Russia exists only at a rudimentary level and is poorly developed due to social, cultural and economic barriers interfering in its development. The research is focused, mainly, on the theoretical approach of Pierre Bourdieu and operates with such categories, as a symbolical exchange of the creative «production» allocated with the symbolical capital within the limits of a symbolical field of art. The goal of the project is going to be achieved via development of qualitative sociological method, namely semi-structured interviews with art market experts.

Background of the study. Today art market in Russia is attractive enough for both Russian consumers and investors and international consumers and art-dealers[2]. However there are certain social and economic barriers which brakes development of the Russian art market – both Russian and western experts emphasize this state of affairs. Moreover numerous blank spots in this field are to be found within the frame of the analysis of the modern Russian art market.

It should be admitted that one of the fatal difficulties of any study of the modern art market is almost insurmountable confusion of meanings. One of the basic errors is the identification of the art market with the market of commercial art, i.e. with such categories as : «benefits of sale and purchase», «a rigid competition», «aspiration to business and a profit», «thirst for the greatest money benefit», etc. The art market is a notion of another level, primarily because this is a later invention based on the rationality of postindustrial society.

The problem statement. What are the barriers for the development of the modern art market in Russia in relation to the commercial art market? The first important problem is that the real artworks share market place with so-called «consumer goods». Here we deal with the «art in the market» [2] phenomenon, in which semi-artistic «production» can stand out for art. Furthermore this is such a «field» where art is subordinated to tendencies and fashion, produced and set by gallerists and art-dealers. Thus, in such a situation the art is swallowed by the market, its value is defined by price. It is a great problem since the true art market should be based on values which in turn define artworks prices. This is the case because pieces of art are special «products» possessing certain symbolic capital; their price is defined on the base of their value they receive in the symbolic world of art. The problem with the commercial art market is a structural one which makes some experts from the art-world state that the art market does not exist in Russia. However I tend to trust the other part of experts who believe that the art market exists in Russia at a rudimentary level.

Here we can proceed with the internal problems in the art market. According to the experts one of the basic complexities within this area is the lack of venues for artists to conduct personal exhibitions, «even despite of construction of new premises for The State Tretyakov Gallery on the Krymskyi Val». It is forbidden for modern artists to allocate personal halls there. Museums do not draw attention to the modern art and that is another reason why it cannot receive further development and join the world art market at last». At the same time experts I conducted interview with argued that in the Tretyakov Gallery there is a huge collection of the modern art, but they do not expose it.

[1] Modern art market = contemporary art market

[2] Frame of the research suggests to focus on products of fine arts, as one of the «branch» in the market of the modern art

Hence this is not only the problem of «cultural» elites arises – elites that form the cultural policy for a society – but also a problem of mentality and general development of the majority of the Russian population. And the reason for this conclusion is the fact that in comparison to Moscow, more advanced in terms of development of the art market opportunities, in other parts of Russia there are very few of such opportunities. Indeed, today the majority of citizens do not aware much of the modern art (=contemporary art) and do not have precise comprehension of what it is. It can be proved by many observations I made, a few interviews taken with simple visitors of exhibitions and analysis of publicist literature. The majority of people when facing the modern art in galleries often do not have any sufficient background (it implies at least some knowledge and experience of dealing with the modern art – at exhibitions, in media, etc) to understand the modern art «products», to get esthetical satisfaction. Consequently, the question connected with education and formation on the modern art arises. Today there are very few projects and practices created for the wide public in the realm of modern art (and they mostly concentrated in Moscow). We can name projects at the Tretyakov gallery, the NCCA, the Museum of the Contemporary Arts. These are lectures on the modern art, practical classes, creative studios for children, a few media projects for teenagers and youth people. But still it is important to mention that there are very few of these projects in comparison for example with an average European city.

It is necessary to admit the complexities concerning the lack of prominent modern art artists in Russia. Generally speaking the culture of the organization of various art events lags behind the western experience and culture, because the Russian young art market has not built up yet the necessary background and experience and has not been differentiated. Quite often even that small number of centers and galleries of the modern art which we have in Moscow, being the main agents of the Russian art market at present time, face the problem of filling their spaces with something interesting and fresh. This is another barrier for development.

Let us take a look at some empirical data demonstrating that the art-market in Russia could develop and grow faster: according to different sources (2007 year) the volume of the Russian art market cost about 1,5 milliards of US dollars which includes conditional assessed value of open art collections (including the modern art). In comparison with Western art market, for instance American (1,322 mlrd.) this figure seems to be extremely tiny. Some Russian experts argue that 90% of all pieces of art located in state funds and only 10% of them (7% in 2005 year) circulate on the open market. These percentages explain that there strong background for the sustainable development of the Russian art market has not been developed and they show absence of the necessary «infrastructure» for the complex system of producing, popularization and selling of arts. The problem needs to be further analyzed. At this juncture it is worth mentioning recent establishment of the Institute for Studying of the Problems of the Modern Arts.

In summary we state that the problem of the research can be explained by the following: the modern art market in Russia develops slowly, it is inconsistent and the reasons for that are cultural, social and economic barriers. The main goal of the study is to reveal these barriers.

Professional significance. Speaking about a novelty of the study, it is significant to mention that although the Russian state policy on «transition to market» has almost a twenty-year-old history of different practices, neither theoretical nor empirical research have been conducted on the development of local and international art markets. Therefore I believe that the present research will deepen an understanding of problems which take place in the modern Russian art market.

Main body

Literature review. The basis for the present study is provided by a large body of literature on the symbolic capital and symbolic exchange. Thus the whole research is conducted mainly in categories of Pierre Bourdieu. The theoretical review starts off with the explanation of his key

concepts. According to Bourdieu the totality of all social relations has its definite structure. And this has the reflection in the «field» concept which is a relatively self-centered and autonomy subsystem of the system of social relations. In this field there are agents who are defined through the positions they take in this field which differ from each other by the combination of capitals they posses and, as a consequence, they differ by specific authority and influence, material and symbolic profit they receive and have to pay for taking their positions. The most important capital – symbolic capital – can be referred to as the possession of resources based on honor, prestige or recognition, and functions as an authoritative embodiment of cultural value. There is a system of representations, dispositions and interests which is connected to each position in the field. That is why the agents struggle for the right to receive more substantial symbolic capital. Specifically in the frame of the field there are two antagonizing fields – a field of limited production and a field of mass production. The field of mass production depends on external requirements and its dependence is expressed within the production process; it is played by the rules of competitive fight and market penetration; its structure is a socially insignificant [2] product that is deduced from economic and social conditions of its production. In a field of limited production everything goes according to values. When the field of mass production prevails under the field of limited production, the system of symbolic exchange (exchange of the symbolic capital) faces barriers of actualizing the symbolic capital within its field. If even one of the components of the system of the symbolic exchange fails to work, the system's development is slowing down. The components of a symbolic field of the art market are the following:

1. Creative «production» in the market of art should possess symbolical capital.

2. In order to belong to the system of art consumer of symbolical production should possess certain competences, knowledge and experience.

3. System of art, or if speak in categories of Bourdieu, «field» should exist. The capital has a value, only with respect to some field, and, hence, within the frame of this field, and only under certain conditions it can be turned into another type of the capital. One of its major characteristics is the autonomy, i.e. its relative independence from the fields that operate from the external compulsions.

4. Establishment and further management of the art market should be provided by the cultural elite belonging to the art-system and possessing the greatest symbolical capital; or in the categories of Bourdieu – the symbolical authority should be based on the possession of symbolical capital.

5. Presence of an interactive field linking the independent art-system with the wider system of economy.

6. Readiness of a society to distinguish clearly, on the one hand, various types of symbolical consumption in the art-system fixed by esthetic designs (constructions) and financial acknowledgement, on the other – parallel forms of commercial manipulations with artistic, semi-artistic or souvenir production on a public commodity market.

7. The art market presents not only manufacture and selling, but also, speaking in terms of Horkheimer and Adorno, «the economic mechanism of selection», applying to the regular reassessment of the art-system's values [10].

Let us give a more detailed illustration. In reality a picture of the Post Soviet proportion of goods from a limited production field and their commercial realization is polarized. The first pole comprises a huge spectrum of production exposed on sale and those successfully sold: from antiques and a various sort of modern «salon products» [2] (offered by the majority of Moscow and Russian galleries) to the handmade industry of folklore souvenir products sold in the streets and parks. This pole is an art on the market. The second pole is represented by a small number of commercial, semi-commercial and nonprofit galleries working on propaganda of the modern art. And as far as the price in such galleries is defined by the value, formed in the frame of the non-

commercial instances system, these galleries are that rudimentary art market. And in addition these galleries look extremely fragile, insufficiently embedded, and dependent on the support of foreign funds.

Thus, in terms of Bourdieu I would define a problem of the research the following way: it is a problem of barriers for transferring the symbolical capital, preservation and its enrichment that exist within the symbolical field of the art market.

There is not much empirical data on the topic of my study that could provide an opportunity to estimate the number of the barriers of the art market in Russia. As it was already mentioned at the outset there is no either theoretical or empirical research conducted on the issues of the modern art market in Russia. The empirical base of the project proposal consists of the analysis of the literature, focused on art and art market and different media information and articles, of practical experience and specific information taken from lectures on the modern art, a few conferences and discussions, exhibitions, etc; and of taking two interviews with the experts held some time ago (on 10.02.2008 and 14.02.2008) at the stage of writing the project proposal.

Methodology. The goal of the research will be achieved by the deployment of a qualitative sociological method, particularly semi-structured interviews are going to be conducted. Interviews will be held with experts who work on the modern Russian art market. Experts will be chosen randomly from the list formed according to the certain profile:

• people having a direct relation with the Russian art market, whose professional work is connected with spheres of the modern art market;

• people of the following professions: artists of the modern art, gallerists, curators of exhibitions, art-dealers, art-producers, art-critics;

• social-demographic characteristics do not matter;

Before the start of expert interviews I took 2 introductory interviews. These were two experts from the National Center for Contemporary Arts (NCCA) in Moscow. First expert is a young curator, came from England to work in Moscow, he specializes on media arts and organizes exhibitions working in the department of audio and visual arts in the NCCA. The second expert is a modern artist working in the NCCA in the department of educational projects, he manages his own project which is a studio of modern arts for children; he also organizes exhibitions and works as an artists out of the NCCA.

Introductory interviews let me gather broader information on my research topic, analyze the problem of the research deeper, formulate main hypotheses and modernize the structure of the guide for the future expert interviews.

Structure of the guide:

1. Russian art in a context of globalization: a place of Russian culture in the world, positions on the international art market, popularization of Russian culture.

2. Modern situation on the market of the modern art in Russia: tendencies and problems, barriers for development.

3. Analysis of an institutional environment: social barriers.

4. Institutional economic barriers.

5. Specificity of the modern art in Russia in comparison with the Western modern art.

6. Prospective development of the Russian art market.

Results anticipated. Speaking about the future results of the study it should be stated that at the stage of preparing the project proposal there is a number of hypotheses which most probably are going to be proved. These hypotheses are about an opposition of the emerging art market to the market of «mass art» or the phenomena of «arts in the market» where the exchange is caused by particularly commercial interests; about prevalence of a commercial market over the real art market where the exchange and the whole system bases on values; about insufficient support (in-

cluding financial) of the art market (by the state in particular) and a lack of recognition of the modern art in the society.

By accomplishing the research project it would be extremely interesting to receive information which is hardly presented in media sources and literature – the information concerning differentiation of the Russian art market. The matter is that the backwardness of the art market in Russia affects its qualitative structure. Due to this situation nowadays many opportunities exist in the field of art in Russia, many foreign artists and curators come to Russia to work and receive interesting experience. Since in the West the whole art market is already differentiated and all the niches are already defined, hence there are unique opportunities for the Russian art market and unique ways of its development. And, thus, a big research interest lies in determining of the future structure of this market and studying not only obstacles, but also qualitative tendencies of its development.

Conclusion

In conclusion I would like to indicate briefly the main ideas of the research. The problem of the study concerns development of the modern Russian art market which is very small at the present moment and faces lots of barrier factors. The project is devoted to the study of social, cultural and economic barriers interfering in the modern Russian art market development. The punch line of the study follows directly from Bourdieu's works and bases mainly on representation of the two antagonizing fields – that of mass and limited production, where the mass field dominates and what, in combination with another external factors, results in difficulties with the symbolic exchange in the limited production field and in the society in general. It should be added that it is hardly possible to underestimate Bourdieu's contribution to the study of symbolic exchanges as in postmodern society his theoretical approach is of high importance.

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3. Psychological determinants of professional competency in innovation management

Introduction

Abstract. Innovativeness and creativity, as well as particular ways of adoption and modification ideas of the others should be treated as important determinants of successful managerial activity, including innovation management area. This study presents an empirically validated model for eduction and evaluation of managerial innovativeness, showing its' connection with intelligence and creativity. An additional point is determinating factors which promote definite innovation managerial style. The results of the performed analysis can be applied to various procedures and stages of innovation management. These results may also basis of the assessment for different types of managerial innovativeness. The findings appear of the evidence of significant relationships between personal innovativeness and creativity parameters could set a task to differentiate these psychological concepts in further depth. The results can be used in the practice of generating novel ideas and in the sphere of innovation management as well.

The background

Innovation is defined as generation of a new idea and its implementation into a new product, process or service. It can lead to national economic growth, increased employment, and creation of profit. Innovation is a cumulative process of numerous decisions, ranging from the phase idea conception to the development of technology. In a sense, innovation is an economic concept coined by Joseph Schumpter. However it may be supposed that significant technological invention doesn't constitute innovation in case it creates no growth and profit. Individuals can be creative in their jobs by generating new ways of performance their work, by coming up with novel procedures or innovative ideas, and by reconfiguring known approaches into new alternatives. The ability to adopt and apply new original novel ideas is closely connected with innovativeness, which is an important determinant of business development and increase of public policy effectiveness.

Interacting model of innovation process developed by Rothwell and Zegueld displays innovation as a sequential process that can be divided into functionally separate but interacting stages. Bringing technological capabilities and market needs together describes the innovation process concisely. Innovation includes technical, design, manufacturing, management, and commercial activities involved in the marketing of a new or improved product or the commercial use of a new (or improved) process or piece of equipment. One of the most important points in the research on innovativeness is exploration of particular ways of the new ideas adoption and their further implementation.

The view point to innovativeness managerial activity has a widespread appeal in many parts of the whole field of innovation: strategy innovation, new product development, creative approaches to problem solving, idea management, suggestion systems, etc. In the field of systemic innovation there is one major approach. Exploring the literature to this problem there is a statement that leaders must design firm's innovation process holistically. Moreover business innovation involves a wide spectrum of original concepts, including development of new ways of making business, new business models, business application of technology and communications, new management techniques, environmental efficiency, new forms of stakeholder participation, telecommunication, transport and finance. In some cases innovation rests not in technology or product or service, but in the business model itself. Business model is a broad-stroke picture of how innovative concept will create economic value for the ultimate user, for the firm and its shareholders and partners. It con-

siders the infrastructure required to move the product or service onto the market in a manner that is both easy and convenient for the customers and profitable for the firm.

The problem statement

The general purpose of this study is to work out a link between the existing knowledge in different innovativeness approaches, revealing psychological developing determinants of individual innovation managerial style. The present investigation will largely be confined to going into finding and evaluating personal characteristics connected with innovativeness, such as creativity and intelligence. Additionally this investigation will reveal some specific innovation managerial skills, which are partially considered in scientific literature.

The main purpose of this study establishes on the statement, that innovation is the lifeblood of an organization. Knowing how to lead and work with creative people requires knowledge and action that often goes against the typical organizational structure. This practice is usually taken up as the necessity for the innovativeness leader to protect unusual people from bureaucracy and legalism typical of organizations, demand for unreasonable personal or corporate loyalty, because creative people are strictly loyal to the idea and appear to be nonjoiners. Another main rule mentioned in the literature concerning the leading of the innovative team is to be wary of incremental changes in case they replace creativity and real innovation.

The professional significance

New original ideas, technologies, and solutions can be the basis for innovation in organizations and industry. In order to be creative, these creative products must be useful in the organizational context. The ability to adopt and apply new original novel ideas is closely related to innovativeness, which is an important determinant of business development. Innovations are necessary for protection against menace, even if in medium-dated perspective the future comes not splendid as well as fastening the success in prosperity organizations. By leading innovation managers use to have some specific skills and personal characteristics to make business profitably.

There is a variety of theoretical justification that establishing the culture of innovation requires a broad and sustained effort. Though changing a company's culture is never easy, with the right leadership, cultures can be reshaped and amazing results may occur. There are number of impositions of managerial activity performance, which can be constrained into several dos and don'ts of successful innovator leader: dos include analyzing the opportunities, going out to look, ask and to listen, keeping it simple and focused, starting small – trying not to do one specific thing and thinking big – aiming at market leadership, while don'ts implicate don't trying to be too clever, no diversity, not splintering, not trying to do too many things at once, not undershooting and no innovations for the future.

Literature review

The basis for the present study is provided by a large body of literature on symbolic capital and symbolic exchange. The theoretical review starts off with the explanation of key concepts of innovativeness in the context of different approaches. According to the theory of diffusion of innovations, there are 5 categories, differentiated by the innovativeness level, which all persons belong to: a) innovators, b) early adopters, c) early majority, d) late majority, and e) laggards [6].

The second theory, which has made an important contribution to the innovativeness research, is the Adaptation-Innovation Theory. Kirton has developed a 32 item self-report scale named the Kirton Adaptation – Innovation Inventory [4]. According to the Inventory, each person can be located on a continuum ranging from highly adaptive to highly innovative.

Gauvin and Sinha have found three definitions of the personal innovativeness in the scientific literature: 1) characteristics of those who are the first to adopt new technology; 2) the force that increases the probability of being first to adopt new technology; 3) the force that enhances adoption of new technology [2].

Some authors distinguish between cognitive and sensory innovativeness. Cognitive innovativeness is a subject's predisposition to be engaged in new activity and experiences, and to enjoy them. This activity stimulates cognitive abilities. Sensory innovativeness is a tendency to «...enjoy internally generated experiences, such as fantasy and daydreaming and externally available thrilling and adventurous activities, such as sky diving» [7]. One of the most important points in the research on innovativeness is exploration of particular ways of the new ideas adoption and their further implementation.

In the special literature relationships between the concepts of «innovativeness» and «creativity» are also discussed. Creativity is closely related to the production of new, original and potentially useful ideas. But these creative products are only the first step to future innovations. Novel ideas and solutions could be considered real innovations only after their adoption and subsequent implementation [8]. In the context of innovative development we consider a role of local authorities as a very important one. According to F. Malmborg, the analysis of their innovative activity could be framed by the following points:

- roles of local authorities in the transfer of information and ideas to partnership networks;
- particular forms of influence of the local authorities on the process of learning and implementation of innovation;
- types of innovation;
- comparison of different local authorities' activities.

It is exceedingly important to consider the outlook of innovation's leader in the context of present business clause. Developments of decisive and immediate consequence now occur in today's knowledge– and innovation-driven complex economy, denoting business architects in growing demand. They are cross-functionally excellent people who can tie several silos of business development expertise together, lead business innovation, create synergies, design winning business models and a balanced business system and then lead people who will put their plans into action [5]. In fact in today's technology-driven world, business life cycles have accelerated exponentially, but good innovation management basics always apply. The challenge is to keep a step ahead of changing market conditions, new technologies and human resources issues. Innovation used to be a linear trajectory from new knowledge to new product. Now innovation is neither singular nor linear, but systemic. It arises from complex interactions between many individuals, organizations and their operating environment. Firms which are successful in realizing the full returns from their technologies and innovations are able to match their technological developments with complementary expertise in other areas of their business, such as manufacturing, distribution, human resources, marketing, and customer service. Innovation tends to be the key driver of competitive advantage, growth, and profitability.

Methodology

The goal of the research will be achieved by the deployment of a qualitative sociological method, particularly semi-structured interviews are going to be conducted. Interviews with experts in real estate market (as an example of business development) and with art developer as an illustration of art business trend will be held. In this study it would be presented as a comparison of managerial activity in different innovativeness spheres to disclose some specific peculiarities concerning required personal and professional characteristics. Both experts provided a broad informational review to their types of business, what let us analyze the problem of the research deeper, formulate main hypothesis and expand the vision to innovativeness management overall.

Structure of interviews:
1. Specificity of innovation management in Russia in comparison with other world leading countries
2. Everyday difficulties of innovation manager
3. Required personal characteristics of successful innovation manager
4. Required professional characteristics of successful innovation manager

In capacity of quantitative method, semantic differential is used to reveal a vision to innovativeness manager in case of his personal characteristics. This inventory was given to 58 persons who are representatives of R&D and manufacturing departments. The same people were given intelligence tests, Kirton Adaptation – Innovation Inventory and tests of verbal and non-verbal creativity. As

Possible outcome of the research positive correlation between some branches of the results would be carried out.

Results anticipated

Speaking about the future results of the study it should be stated that at the stage of preparing the project proposal there is a number of hypotheses which most probably are going to be proved. These hypothesis are about an opposite inclinations to being innovative among people who represent R&D and manufacturing departments.

By accomplishing the research project it would be extremely interesting to receive information which is hardly presented in media sources and literature – the information concerning differentiation of innovativeness in Russia in comparison with other highly developed countries.

Conclusion

In conclusion I would like to indicate briefly the main ideas of the research. The problem of the study concerns determination of managerial innovation style which is getting clued nowadays in modern cross border and local literary sources. The project is devoted to the exploration of personal innovativeness and its' connection with creativity and intelligence. The punch line of the study bases mainly on the necessity of division in various spheres of innovation management and it following thence performing specific managerial style.

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4. Critical success factors for customer relationship management implementation

Abstract. The present paper describes a proposed study that will examine the interrelationships of critical success factors (CSFs) for customer relationship management (CRM) implementation using primarily multiple case studies of several CRM projects. More precisely, the future research will be concerned with some essential steps of CRM strategy execution and corresponding organizational aspects. It is anticipated that the results of this study will help to bring certain improvements into existing conception of CSFs according to the specific nature of national business environment, thus making it more applicable to most Russian companies.

The proposal includes four sections: introduction to the study, review of the literature, methodology, report on the results anticipated and summary.

I. Introduction

The first part of the proposal introduces the background of the study, states the problem, indicates the professional significance, determines the scope of the research and presents the definitions of the key terms.

Background of the study

Within the present environment of increasingly aggressive competition, customers are becoming the key to successful business for many firms in different industries. Customer loyalty is regarded as one of the most important competitive advantages, since it helps to reduce costs and protects acquired market segments through high rates of customer retention. Thus, there is nothing special about the fact that many firms have claimed themselves «customer-oriented» and are currently trying to adopt a sort of CRM strategy. Still, not so many companies really understand what customer relationship management truly means.

The emergence of CRM as a modern concept was primarily connected with the evolution of technology in the information sphere. Therefore, CRM is usually regarded only as a software tool which provides systematization and storage of relevant data concerning customer needs and behavior. Such attitude forms the main fallacy surrounding the term «relationship», since the latter suggests some king of mutual involvement of two parties (company and customer) in the communication process (Gamble, Stone and Woodcock, 1999). This involvement derives from social and psychological aspects of communication which can't be achieved only through information accumulation. Consequently, CRM should be based not just on new technological opportunities (though they are also extremely important), but rather on advanced way of thinking, which puts customer in the centre of organization performance and regards him as a long-term business partner.

But still understanding the nature of CRM does not guarantee its successful implementation within the bounds of certain company. According to statistics, only 30% of all CRM projects meet the expectations of managers, who tried to achieve proposed benefits of this customer-centric approach. The problem here is that many executives underestimate the degree of changes that a company should «suffer» in order to re-orient its activities in line with the chosen strategy.

Customer relationship management includes three essential organizational factors: technology, people and processes. All these components should be integrated and properly managed in order to implement CRM in the right way – clear objectives and cross-functional coordination are the primary elements of such integration (Mendoza et al., 2007). And definitely major shifts in corporate culture, procedures or even structure should be anticipated not to become the unforeseen trouble. To aid managers tasked with implementing CRM and to provide them with guidelines of actions, a number of studies have outlined the list of critical success factors (CSFs)

of CRM adoption, which were theoretically developed and then empirically tested in many scientific works.

However, despite the sufficient amount of studies on CRM CSFs, most researchers treat CSFs as «static», without linking them to outcomes or understanding their interrelations (King and Burgess, 2007). And although several models were developed to include all these factors into one universal scheme, some further research based on practical cases is needed to verify and improve current theoretical works.

Problem statement. The primary aim of the proposed study is to observe and improve a conceptual model of CRM innovation using different sets of CSFs and their interconnections, as well as investigating their linkage to outcomes and underlying organizational aspects.

Within this broad purpose the following questions will be addressed:

1. What is the most universal list of critical success factors for CRM implementation?

2. In what way do these factors interact with each other and how do such interactions affect the final outcomes of chosen strategy?

3. How do social relations within the organization influence the process of CRM adoption?

4. How is it possible to extend the existing model to make it more relevant and viable?

Professional significance of the study. The research study will be of primary significance to organizational development managers, marketing managers, project managers and middle managers in corporations. Project managers and organizational development managers may use the findings to better understand the organizational context in terms of CRM and to coordinate different departments more efficiently when executing this strategy. In addition the improved conceptual model of CRM innovation will serve them as an advanced tool of implementation process diagnostics or even as a vehicle for predicting its future outcomes, which will be greatly appreciated by marketing managers.

Moreover the research will contribute to the development of theoretical works concerning CRM by providing deeper analysis of such constructs as dynamic CSFs or social dimension of organizational change.

Delimitations of the study. The study findings will be limited by the selection of involved companies due to their national apartness and size. Generalizability, the extent to which the results can be applied to other populations, will be limited to large and medium Russian organizations. Conclusions about CRM implementation may not be applied to other types of companies.

The further limitations will be provided by the method of data collection. The usage of secondary data which will generally include non-quantitative information will constrict the bounds of the research.

Finally, there will be limitations concerning theoretical framework of the study. The initial model will include only fixed amount of CSFs, received from the literature. Extending this pool of factors may result in the enhanced validity of the findings.

Definitions of the key terms. CRM – a cross-functional, customer-driven, technology-integrated business strategy that maximizes the value of company's relationships with its clients and encompasses the entire organization.

II. Literature review

A large body of literature on customer relationship management provides a basis for the present study. This section will observe both theoretical and empirical studies in the field. The general theoretical framework of the research has been derived from several works concerning holis-

tic questions related to CRM. Gamble, Stone and Woodstock (1999) outline the term «Customer Relationship Management» through the comparison of adjacent concepts – for example, they have shown the differences between relationship marketing and transactional marketing, as well as between customer-oriented business and market-oriented business, in this way eliminating common misbeliefs about CRM. Moreover their book describes the main factors, preventing the success of CRM implementation, and proposes a set of questions, which may be used to analyse the organizational readiness for such change and act as a prototype of CSF.

More precise problems of CRM are addressed by Heinrich (2005) who tries to reveal the nature of relationships, using the idea of repeating contacts, caused by system effects, which provide additional value to customers over the series of transactions. He also suggests a scheme of designing relationship activities and processes based on strategic goals of CRM.

In addition to Heinrich's study, Gordon (1998) provides deeper insight into the problem of relationships by presenting the classification of various customer types and levels of connection with them – for instance, he distinguishes potential buyers, testers and shoppers as three forms of future perspective clients.

But it is more importantly to consider studies which examine the process of CRM implementation itself as well as its critical success factors. Ko et al. (2008) analyse the relationships between different firm characteristics (such as size, general strategy or past experience) and level of CRM adoption. And, what is more significant, they state that company's perception of potential CRM benefits also greatly affect the development of CRM strategy.

Different sets of CSFs have been worked out and tested by Croteau and Li (2003) and Wilson, Daniel and McDonald (2002). These sets include such factors as knowledge management capabilities, technological readiness, user involvement or flexibility in project management.

One of the key works found during the literature search for the proposed study is the article by Mendoza, Marius, Perez and Griman (2007). The authors suggest the most acceptable definition of customer relationship management, which will be used in the research. They also mark out the essential components of CRM implementation and formulate the list of 13 respective CSFs. These components, factors and their definitions are shown in Appendix A.
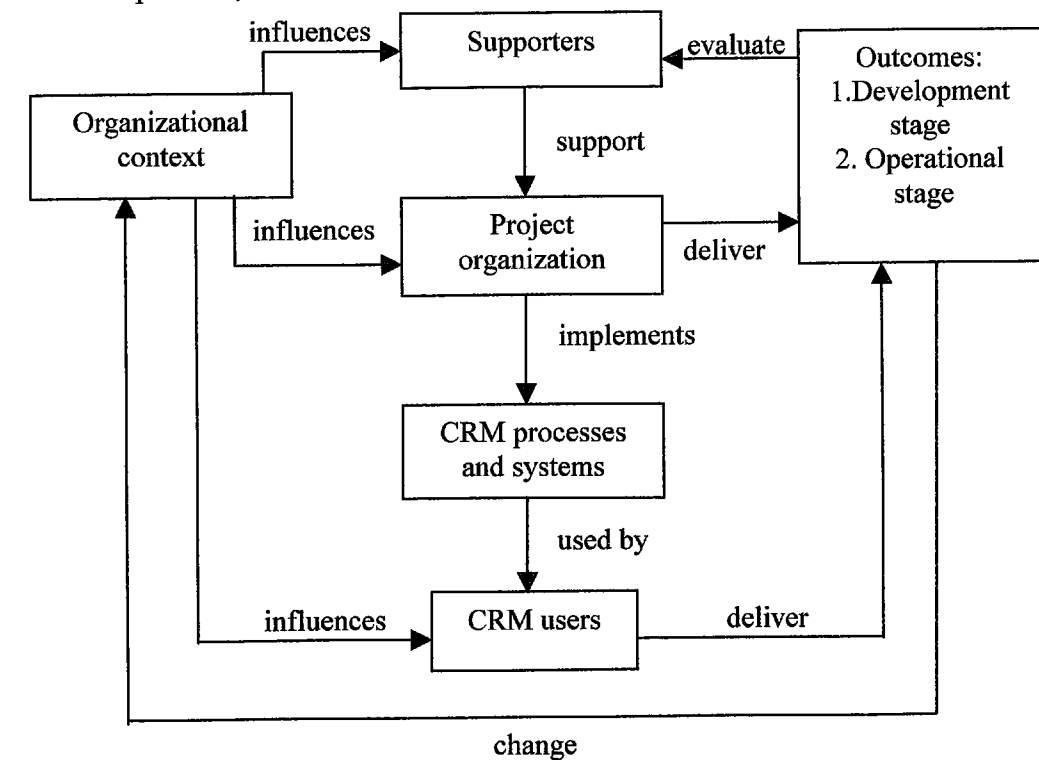

Fig. 1. The model of CRM innovation

Finally, the recent study by King and Burgess (2007) requires examining. The researchers present the conceptual model of CRM innovation and the ways of making it dynamic. The model is shown in Figure 1.

Each block (except «outcomes») represents the bundling of various CSFs, taken primarily from the previous studies, while their interactions are demonstrated with arrows. Another issue touched in the article is the possibility of applying a social capital and social exchange perspective to the process of CRM implementation.

The last two works will form the foundation for the future study providing the pool of appropriate CSFs within the relationships stated in the innovation model.

III. Methodology

This part of the proposal explains the methods that are going to be used in carrying out the study, giving special emphasis тo the analysis of data. It should be noted at the outset that the methodology тo a certain extent is an evolving one, which will take definite shape as the study is progressing.

The general research perspective is qualitative – it will primarily focus on soft primary and secondary data which will include interviews with executives, company overviews and expert commentaries. At this stage the number of companies has hot been identified, but it is expected to consider approximately from five to seven organizations representing different industries and types of business. The final list of participating firms will consist of companies, which have some recent experience of CRM implementation and are able to evaluate its outcomes. For each of them the details of innovation process and organizational characteristics will be found through the monitoring of print media and Internet sources. The information collected will be systematized in order to form several full cases to be studied during the research.

Since the proposed work will combine theory testing with theory generation, the appropriate research method is needed to fit both these aspects. The choice will be made in favor of the analytic induction approach to qualitative analysis, which meets this requirement. Analytic induction is a widely used logic or theory development across multiple case studies. The application of this method involves certain steps. Firstly, the formulated hypothesis (in our case – the initial variant of CRM innovation model) is compared against the first case, and if it does not fit, some necessary changes are done to make the model consistent with the data in the first case. Then the revised model is compared against the second case, and the operation repeats. The procedure continues until any universal results are established.

IV. Summary of the results anticipated

The following part of the proposal reports on the results which are likely to be obtained with the methods mentioned. As stated in part 1, the study reported here will examine in detail the problems concerning the process of CRM implementation within the organizational environment. This part of the proposal is developed in terms of the specific research questions posed in part 1. It first will report the ultimate list of relevant CSFs; it then will examine their interconnections and social (national) context; and finally it will suggest the improved model of CRM strategy execution.

The presentation of the results will use an appropriate pattern. The results will be reported accurately and objectively. Some complex data will be presented in tables. Some nonlinear relationships will be shown in figures. All other results will be reported in the narrative text. For instance the correspondence between CSFs and information from cases (including the significance of each factor and its suggested improvements) will be presented in a big summary table, while

the relations between factors will be demonstrated using a diagram. The appendix will include some raw data that will be collected during the interim stage of the research.

The study will have some major theoretical implications, confirming and expending the existing model, and, along with other similar studies, it may provide some useful basis for practical activities. However, additional research seems needed on quantifying the suggested factors by developing appropriate metrics in order to describe the problem in a more systematic way.

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Appendix A

CSFs classification according to human factor, processes and technology

ID	CSF	Conceptual definition	Human factor	Processes	Technology
1	Senior management commitment	Guaranteeing the commitment and participation of the organization's senior executives in the CRM project	X		
2	Creation of a multidisciplinary team	Creating of a multidisciplinary team responsible for implementation of the CRM project	X	X	
3	Objectives defnition	Defining the objectives to be achieved with the implementation of the CRM project	X		
4	Inter-departmental integration	Integrating the different areas of the company so as to meet the general CRM objectives of the company and of each of the areas	X	X	
5	Communication of the CRM strategy to the staff	Publishing the objectives, benefits and implications of the project to all the company's staff	X	X	
6	Staff commitment	Guaranteeing the staff's commitment to the CRM strategy	X		
7	Customer information management	Handling key information on the company's customers			X
8	Customer service	Providing a pre and post-sales customer service independent of the means the customer uses to communicate with the company		X	X
9	Sales automation	Automating the company sales process		X	X
10	Marketing automation	Automating the activities and handling of marketing information in the company		X	X
11	Support for operational management	Implementing mechanisms to support operational management	X	X	X
12	Customers contacts management	Developing adequate channels of communication with customers	X		X
13	Information systems integration	Integrating Information Systems (IS) for consistency and availability of information related to customers in the company			X

5. Career development of modern top-managers

Theoretical approach. Every student dreams about an excellent career and welfare after graduating. In most cases students consider that the lifestyle of celebrities or oligarchs is the ideal one. And that's why they try to reach that level of welfare as soon as possible. Students used to pose such king of goals which they can't achieve because of their personal hereditary qualities or different complicated life situations. There are only few of them who manage to become successful.

We should mention that this situation was not typical for soviet society. It has become typical only approximately ten years ago. During the period of Soviet Union the term *career* was negative and people who managed to develop their career were called enemies. It is a common knowledge that a student can't become a top manager at a time. The beginning of any career is always a position of temporary employee, trainee or somebody's assistant. We should pay particular attention to the phenomenon that some of students get their chance to take up an attitude of top manager, but some are not. It leads us to a conclusion that there exist specific parameters which influence the career development of each person. It should be subjected to the analyses to find out what specific parameters usually obtain a top manager of international company.

It is known far and wide that the core component of any top manager is qualitative education. It makes possible to think in a specific way and to put into life various theories. One way or another, many people with a qualitative level of higher education stay at the same positions with witch they began their way or change it slightly, and only few people achieve top positions. We may argue that in this case a very important thing is hereditary features such as: strong motivation, high learning ability, ability to work in a team, strong ability to work, communicability, leadership attitudes. It is essential to understand if mentioned facts (education & hereditary features) influence each other and if it is so, in what way do they influence.

Most of the society envy successful people for their achievements, persistence because they have possibility to attend theatres, cinemas, restaurants, travel to have rest in hot countries, ski mountaineering resorts. Often top managers have not enough time to spend the money which they earned during their working time. Job becomes part of their life, some kind of lifestyle because their main interest for them is only job. According to data from Russian «Levada-center», 16% of top managers have never been on holidays during previous year. A larger proportion of top managers say that if they leave there office for holidays they try not to distance from job problems at all[1].

No doubt that successful people also have their own problems, and in one or other way they have to cope up with them. It should be mentioned that there is a plenty of various services which make top managers life easier, but nevertheless they find themselves lonely for such features as competition and hypocrisy is widely spread inside their external environment. A number of books were written like «Упразднение права на отдых»[3] to help successful people to overcome hardships but as for me, I think that the best remedy is their own family.

Operationalisation.

Top-manager – a person who appears to be the head of a department, who manages the organization in fact, in other words he is usually not the owner of the organization, but a person who takes final decision in doing business.

Career development – the most spread interpretation of this term is the job promotion from lover to the higher stage in the «career stairs».

Professional experience – here we will talk about specific human resources gained during all period of working life of top manager.

[3] http://headhunler.coni.ua/contents/publication/print.do7publicationId-297

Extended education – this notion includes all kind of specialized courses, trainings, next higher educations, upgrading skills, learning languages and so on.

Time – one of the most significant term for creating career. In this paper we will lay special emphasize on time, which top managers spend on extended education to achieve results in career development.

Working day – here we consider that it is time since 9:00 a.m. till 18:00 p.m., when top manager solve his professional problems.

Object & Subject matter. Object: top managers of modern international companies. Subject matter: career development: education: educational structure (bachelor degree, specialist, master degree), number of educations, extended educations, gained degree (Doctor of Philosophy, Doctor of Science). Job: Time period of working in one company, Previous Job positions, Number of companies where top manager worked. Reasons for changing previous company, Career development inside company. Professionalism: Professional experience, Personal value (if it is easy to replace top-manager), Personal achievements during all professional life.

Purposes & targets of my approach

Purpose: to bring to light a number of parameters which influence the career development of modern top-managers, who are at the head of business in international companies in Russia. Targets: 1. to built up a value system of modern top managers and to indicate the situation of the career development; 2. to find out in what way gained education affects the type of career development; 3. to draw out the distinctive features of modern top managers.

Core hypotheses:
1. the value system of modern top manager is: family, job, material values, health.
2. Job is situated at the top of the value system mentioned above.
3. Modern top managers usually have at least two higher educations
4. The frame of reference of modern top managers used to match together (merge) with his first higher education.
5. Modern top managers oblige to take trainings to improve their skills.
6. Modern top manager can not leave his professional problems for a long time.
7. Quality of higher education determines the possibility of successful career development of modern top manager.
8. It is possible to suggest that cross functional features of modern top managers of international companies are: result oriented, strong motivation, high learning ability, ability to work in a team, strong ability to work, introvert, communicable.

Informational basis

To solve the raised problems and to check hypotheses we have to hold a qualitative interview. Context analyses of Internet pages, forums and TV conferences Private in-depth interview with top managers of international companies. The method of snowball will be used during the research. The number of interviews would be about 30–35.

6. The dynamics of social capital in the post soviet area

Contents

Introduction

1.1. Abstract

Studies of social capital are intended to make useful predictions about economic behavior. The general purpose of this academic project is to examine correlation between social capital and subjective well-being. The empirical database is presented by 2000 and 2005 samples of Russia, Ukraine, Moldova and Belarus from the World Value Survey. The results anticipated could advance our understanding of the nature of social capital. This issue requires further investigation and theoretical formalization. In future it seems worthwhile to shift the focus to other former Soviet republics. Further research in this area of studies could provide impetus for the development of concept of cultural conditioned social capital.

1.2. Background

There is currently the growing interest in the problem of trust. There is a general consensus among contemporary social scientists that social trust is important, for both social and political reasons. Trust is also said to be at the centre of a cluster of other concepts that are as important in social science theory as in practical daily life, including life satisfaction and happiness, optimism, well-being, health, economic prosperity, educational attainment, welfare, participation, community, civil society, and democracy. And, of course, social trust is a core component of social capital, and is normally used as a key indicator of it, sometimes as the best or only single indicator.

Social capital is a concept developed in sociology and also used in business, economics, organizational behavior, political science, public health and natural resources management that refers to connections within and between social networks as well as connections among individuals. Though there are a variety of related definitions, which have been described as «something of a cure-all» (Portes, 1998) for the problems of modern society, they tend to share the core idea «that social networks have value. Just as a screwdriver (physical capital) or a college education (human capital) can increase productivity (both individual and collective), so too social contacts affect the productivity of individuals and groups» (Putnam, 2000).

The major problems while analyzing a wide range of contemporary studies studying the theory of social capital concern nonhomogeneous and inwardly contradictory theory of social capital, tautological predictions and explanations and roughly measurable concepts.

1.3. Problem statement

The issue raised in this proposal is currently an active idea of research aimed at get empirical data about causal relationship between social capital and subjective well-being in the former Soviet Republics.

Theoretical hypothesis: the dynamics of the integral value of social capital in Russia, Ukraine, Moldova and Belarus correlates with the dynamics of subjective well-being in those countries

Subject of inquiry: social capital

Subject of investigation: dynamics of social capital in the post soviet area.

Key concepts:

• Social capital – connections within and between social networks as well as connections among individuals. The core components are: tolerance, identity, interpersonal and institutional trust.

• Subjective well-being – emotional and cognitive assessment made by people about their satisfaction by their own life.

Sample:

Russia (2000): 102 men (49.28 %), 105 women (50.72 %)
Russia (2005): 103 men (48.37 %), 110 women (51.63 %)
Ukraine (2000): 105 men (49.07 %), 109 women (50.93 %)
Ukraine (2005): 108 men (49.77 %), 109 women (50.23 %)
Moldova (2000): 101 men (49.27 %), 104 women (50.73 %)
Moldova (2005): 103 men (49.52 %), 105 women (50.48 %)
Belarus (2000): 104 men (50.49 %), 102 women (49.51 %)
Belarus (2005): 105 men (49.53 %), 107 women (50.47 %)
Total: 1683 (831 men (49.38 %), 852 women (50.62 %))
Source: World Values Survey

1.4. The professional significance

Methodological aim: to examine causal relationship between social capital and subjective well-being.

Practical aim: to broaden the scope of index of social capital as an indicator of economic development and quality of life.

Theoretical aim: to make a contribution into the theory of social capital.

The objective of research: according to the theory of social capital there should be positive correlations between core components and integral value of social capital and subjective well-being

Scope: each sample represents the whole population of the country in the indicated period of time as socio-demographic profile is standardized under the required criteria of household composition, sex, age, type of area, education & occupation of respondent, partner, parents, union membership, income, marital status

1.5. The literature review

A considerable amount of valuable work on social capital in the field of social and economic sciences has been done to accomplish the revision of the notion «capital». The most important works have been made by Pierre Bourdieu, Robert Putnam, Francis Fukuyama, James Coleman.

The concept that underlies social capital has a much longer history; thinkers exploring the relation between associational life and democracy were using similar concepts regularly by the 19th century, drawing on the work of earlier writers such as James Madison («The Federalist Papers»), Alexis de Tocqueville («Democracy in America») to integrate concepts of social cohesion and connectedness into the pluralist tradition in American political science. John Dewey

may have made the first direct mainstream use of «social capital» in «The School and Society» in 1899, though he did not offer a definition.

The first known use of the notion was by L.J. Hanifan, the state supervisor of rural schools in West Virginia. Writing in 1916 to urge the importance of community involvement for successful schools, Hanifan invoked the idea of «social capital» to explain why. For Hanifan, social capital referred to: «those tangible substances that count for most in the daily lives of people: namely good will, fellowship, sympathy, and social intercourse among the individuals and families who make up a social unit....The individual is helpless socially, if left to himself....If he comes into contact with his neighbor, and they with other neighbors, there will be an accumulation of social capital, which may immediately satisfy his social needs and which may bear a social potentiality sufficient to the substantial improvement of living conditions in the whole community. The community as a whole will benefit by the cooperation of all its parts, while the individual will find in his associations the advantages of the help, the sympathy, and the fellowship of his neighbors» (Putnam, 2000).

In the history of evaluating the concept various aspects of it have been approached by all social science fields but some scientists trace the modern usage of the term to Jane Jacobs in the 1960s. However, she neither studied social capital nor explicitly define this term but used it in an article with a reference to the value of networks. Political scientist Robert Salisbury advanced the term as a critical component of interest group formation in his 1969 article «An Exchange Theory of Interest Groups» in the Midwest Journal of Political Science.

Pierre Bourdieu was the first sociologist, who in his work «The Forms of Capital» distinguishes between three forms of capital: economic capital, cultural capital and social capital. He defines social capital as «the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition» (Bourdieu, 1983). His treatment of the concept is instrumental, focusing on the advantages to possessors of social capital and the «deliberate construction of sociability for the purpose of creating this resource» (Portes, 1998). In his approach to the understanding of society social capital was regarded as emotional positive trusting ties which have noneconomic nature and the struggle for which between social actors causes the social differentiation and forms the social structure.

Early attempts to define social capital focused on the degree to which social capital as a resource should be used for public good (Robert Putnam) or for the benefit of individuals (James Coleman).

Specificity of Robert David Putnam's approach is in his distinction between two kinds of social capital: bonding capital and bridging capital. Bonding refers to the value assigned to social networks between homogeneous groups of people. Bonding occurs when you are socializing with people who are like you: same age, same race, same religion, and so on. But in order to create peaceful societies in a diverse multi-ethnic country, one needs to have a second kind of social capital: bridging. Bridging refers to that of social networks between socially heterogeneous groups. Bridging is what you do when you make friends with people who are not like you, like supporters of another football team. Putnam argues that those two kinds of social capital, bonding and bridging, do strengthen each other. Consequently, with the decline of the bonding capital inevitably comes the decline of the bridging capital. According to Robert Putnam, social capital «refers to the collective value of all 'social networks' and the inclinations that arise from these networks to do things for each other» (Putnam, 2000). According to Putnam and his followers, social capital is a key component to building and maintaining democracy. Putnam suggested that social capital would facilitate co-operation and mutually supportive relations in communities and nations and would therefore be a valuable means of combating many of the social disorders inherent in modern societies, for example crime. Putnam believes that social capital can be meas-

ured by the amount of trust and «reciprocity» in a community or between individuals. Critics argue that Putnam concentrates on organizational forms of social capital, and pays much less attention to networks of interpersonal social capital; neglects the emergence of new forms of supportive organizations on and off the Internet.

It is difficult to overestimate the extraordinary importance of Fukuyama's contribution in popularization of the concept of social capital. Specific innovations of Francis Fukuyama were undoubtedly that he described social capital as the existence of a certain (i.e. specific) set of instantiated informal values or norms shared among members of a group that permit cooperation among them. He propagated this concept in political philosophy and political economy. Fukuyama considered social capital to be a form of human capital essentially important to estimate and forecast the economic and political structure of the postindustrial society. In his work «Trust: The Social Virtues and the Creation of Prosperity» Fukuyama items trust and spontaneous sociability as core components of the social capital. Social trust between citizens, he says, contributes to a very wide range of phenomena, including economic growth and efficiency in market economics, stable and efficient democratic government, the equitable provision of public goods, social integration, co-operation and harmony.

Another conception based on empirical tradition in American sociology and Becker's theory of human capital was offered by James Coleman in his article «Social capital in production of human capital» (1988). Social capital is a public welfare, but it is created by a free and rational individual to achieve his own profits. This process implies social contract, the set of social norms, social exchanges and, consequently, the basic level of trust. James Coleman defined social capital functionally as «a variety of entities with two elements in common: they all consist of some aspect of social structure, and they facilitate certain actions of actors...within the structure» (Portes, 1998) – that is, social capital is anything that facilitates individual or collective action, generated by networks of relationships, reciprocity, trust, and social norms. In Coleman's conception, social capital is a neutral resource that facilitates any manner of action, but whether society is better off as a result depends entirely on the individual uses to which it is put (Foley & Edwards, 1997).

It is also worth saying that debates over approaches to measurement of social capital demonstrate that many issues remain unsolved. There is no widely held consensus on how to measure social capital, which is one of its weaknesses. One can usually intuitively sense the level/amount of social capital present in a given relationship (regardless of type or scale), but quantitatively measuring it has proven somewhat complicated. This has resulted in different metrics for different functions. In measuring political social capital, it is common to take the sum of society's membership of its groups. Groups with higher membership (such as political parties) contribute more to the amount of capital than groups with lower membership, although many groups with low membership (such as communities) still add up to be significant.

The level of cohesion of a group also affects its social capital. However, there is no one quantitative way of determining the level of cohesiveness, but rather a collection of social network models that researchers have used over the decades to operationalize social capital. One of the dominant methods is Ronald Burt's constraint measure, which taps into the role of tie strength and group cohesion. Another network based model is network transitivity.

How a group relates to the rest of society also affects social capital, but in a different manner. Strong internal ties can in some cases weaken the group's perceived capital in the eyes of the general public, as in cases where the group is geared towards crime, distrust, intolerance, violence or hatred towards other. The Ku Klux Klan and the Mafia are examples of these kinds of organizations.

Sociologists Carl L. Bankston and Min Zhou have argued that one of the reasons social capital is so difficult to measure is that it is neither an individual-level nor a group-level phenome-

non, but one that emerges across levels of analysis as individuals participate in groups. They argue that the metaphor of «capital» may be misleading because unlike financial capital, which is a resource held by an individual, the benefits of forms of social organization are not held by actors, but are results of the participation of actors in advantageously organized groups.

1.6. Methodology

This section explains the methods and procedures used in carrying out the study.

Methods: A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The questions are closed-ended and bounded (continuous): the respondent has a continuous scale presented.

Procedures:

1.1. Social capital measurement procedure

To measure the value of this index respondent had to assess the rate of his trust in people from various groups and social institutions which play an important role in his life: family, friends, colleagues, church, army, educational organizations, government, president, mass media etc. Respondent also assessed the rate of his support for practices that prohibit ethnic, religious, age, sex discrimination and also the valency and intensity of his identity. This procedure is presented by modification of questionnaire *World Values Survey*.

1.2. Subjective well-being measurement procedure

2. Conclusions

It appears from what has been discussed that while analyzing a wide range of contemporary theoretical studies and empirical researches made on the basis of theory of social capital there rose some major problems of this theory: nonhomogeneous and inward contradictions, tautological predictions and explanations and roughly measurable concepts. But in spite of these difficulties the baseline results of the present investigation demonstrate positive correlations between core components and integral value of social capital and subjective well-being. Summing up this research advances our understanding of social capital and makes a contribution to the theory of social capital. Practically the results of the current investigation broaden the scope of index of social capital as an indicator of economic development and quality of life.

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7. Therapeutic possibilities of work with dreams

This is a project proposal for a work that is intended to investigate dreams, interpretation of dreams. This paper provides a review of both theoretical and empirical literature on the problem of dreams. It describes the methodology used to investigate people's attitude to dreams and their interpretation. The results anticipated at end of the study are also reported.

Contents

Introduction

> «Your vision will become clear only when you
> look into your heart. Who looks outside, dreams.
> Who looks inside, awakens.»
> Carl Gustav Jung, Swiss psychiatrist, psychologist
> and founder of the Analytic Psychology.

The phenomenon of dreaming has been discussed since ancient times. Despite many researches in recent decades, our knowledge of the origin and purpose of dreams is still inconclusive. A dream is a story revealed through images that your brain creates while you are asleep. Many believe that dreams are an expression of your unconscious mind, which runs free only when you are sleeping. As a dream comes from you, you can probably learn something about yourself when you examine a dream closely.

Scientists still have not reached a consensus explaining why we dream. Some researchers believe that dreaming has no purpose or function, but others believe that our dreams are important, both to the process of rest and also to our personal psychology. There are two main explanations the reasons of dreaming:

Physical explanations. Physical explanations for dreaming vary. One theory suggests that dreaming helps the brain to incorporate memories, thereby increasing the brain's ability to learn. Another theory proposes that dreams are simply random physiological responses to electric impulses in the brain and that they do not actually carry the deeper meaning we often attribute to them.

Psychological explanations. The most common psychological theory for dreams explains that they help us to sort out the events and feelings of the day. According to this theory, we dream about events and feelings that are most important to us, which allow our unconscious minds to make sense of crucial information disregarding the rest. Another psychological explanation holds that our dreams allow us to express fears or anxieties we were not aware of, thereby enabling us to learn more about ourselves.

The question of interpretation of our dreams has always challenged human mind, and while the system of scientific knowledge was evolving, this question became a philosophical one, to enter the sphere of psychology later. This problem has become of significance to every cogitative, reflective person; therefore, it has become a subject matter for modern psychologists.

Review

Psychoanalytical approaches: Freud and his successors

Freud proposed that dreams had two interrelated functions. One function was to give expression to previously repressed wishes from the id, thereby allowing the release of psychic tension. A second function of dreams was to protect sleep from being disturbed. In essence, the dream was seen as a compromise between unacceptable unconscious wishes, often sexual in nature and dating from early childhood, and the desire to remain asleep. Because of their antimoral and antisocial characteristics, these wishes needed to be distorted to be acceptable to the dreamer, thereby allowing their partial expression (dreams as 'wish-fulfillment') while assuring the continuation of sleep (dreams as 'the guardians of sleep'). This task is accomplished by the dream work through the defense mechanisms of condensation, displacement, symbolization, and secondary elaboration. Free association was considered by Freud to be the fundamental tool for deciphering a dream's underlying meaning. To reverse the dream work, the client is asked to provide an uncensored description of the feelings and thoughts evoked by each element of the dream's manifest content. These associations form an associative chain that allows the therapist to uncover the latent dream content. Since the dreamer's initial associations to the dream images are followed by associations to those associations, and so on, the manifest content is quickly abandoned. Freud may thus have developed a widely used tool for exploring the significance of dreams; but what one finds depends, in part, on the one's views and theoretical inclinations.

Jungian approach. Jung viewed unconscious processes as being in opposition to conscious ones. Within this context, Jungian dream theory sees the dream as serving a compensatory function by presenting the ego viewpoints that are complementary to its dominant waking attitudes. Jung's theory emphasizes the transparent and creative nature of dreams, which are viewed as a direct, natural expression of the psyche's current state. The manifest content of dreams is not a facade intended to deceive, and there is no need to posit a latent content as described by Freud. Jung distinguished between objective dream interpretations (i.e., relating dream elements to something or someone who is part of the dreamer's external reality) and subjective ones (i.e., relating dream elements to the dreamer himself, including his personality). Jungians believe that a dream image can be interpreted both ways, but tend to emphasize their subjective meaning.

The first step in Jungian dream interpretation is to examine the dream's context in the individual's waking life. By describing his or her waking life in relation to the dream, the dreamer provides information that helps guide the therapist towards an accurate interpretation. The therapist then seeks amplifications of the dream images. Hall describes three levels of amplifications: personal, cultural, and archetypal. Personal amplifications consist in obtaining the dreamer's personal dreamrelated associations (thoughts, feelings, and recollections) to explore links to the dreamer's life. Cultural amplifications seek to enrich dream images with the transpersonal meaning that they might convey in a given culture. Archetypal amplification consists in drawing parallels between a dream image and, for instance, a myth, a fairy tale, a literary, historical, or religious reference that connects the dreamer to what Jung called the collective unconscious. In all three cases, the goal of amplification is to uncover deeper elements of the dream's potential meaning for the individual while remaining rather close to the dream's manifest content and by bringing the client back to other images in the dream.

Existentialist approaches. Alfred Adler postulated continuity between the manifest content of dreams and the dreamer's waking concerns and lifestyle. This view greatly influenced the existential–phenomenological, cultural, and Gestalt approaches to dream interpretation. The existential–phenomenological perspective seeks to describe things as they are. Dreams are thus concep-

tualized as an authentic mode of existence in continuity with waking experiences. Existentialists let the dream unfold as it is by suspending all preconceived beliefs or ideas, and without trying to analyze or interpret its content. The therapist encourages the dreamer to relate even the smallest detail of the dream and emphasizes emotions so as to allow the client to relive the dream here and now. Rather than trying to decipher a dream's hidden meaning, existentialists help the client identify what is happening in the dream and focus on what this dream, considered as an experience of being-in-the-world as real as any waking experience, expresses in and of itself. If focusing on the manifest dream content yields a spontaneous emergence of memories or insights then clients might be encouraged to establish parallels between the dream experience and their waking life.

Culturalist approach. According to the culturalist approach developed by Bonime, it is essential that the therapist and the client develop a collaborative alliance because the dreamer is viewed as the only person who can judge the value of the meaning ascribed to the dream. Along with Boss and Craig, Bonime greatly contributed to popularize the notion that it is ultimately up to the dreamer to interpret his or her own dreams and that the role of the therapist resides in being a helpful guide rather than an expert. The approach of Bonime focuses on emotions in dreams, whether they are truly experienced or expressed through symbols. Emotions are deemed important because "when detected and fully understood, [they] are probably the most subtle, precise and comprehensible indicators of personality".

Gestalt approach. In the Gestalt approach of Perls, all dream elements are understood as projections of the accepted or unwanted aspects of the dreamer's personality. Dream work aims at integrating the rejected and disowned parts of the self. Typically, the client is first asked to recount the dream in the present tense and in first person as to reexperience the dream. The dreamer then identifies with different dream elements and describes his emotions, thoughts, and actions as if he actually was those elements. The dreamer then enacts the dream components and characters. A dialogue between the various dream elements is then initiated, a process which may highlight tensions and polarities between different aspects of the dreamer's personality. According to Perls, clinical progress arises from the awareness and insights that emerge when the client reexperiences the dream and not from intellectual interpretation alone.

Cognitive approach. An increasing number of cognitive therapists have endorsed the view of Beck that dreams reflect the client's conception of the self, the world, and the future. Consequently, dreams are seen as reflecting clients' schemas and are "subject to the same cognitive distortions as the waking state". Moreover, Doweiko contends that since dream work occurs during waking, the way that clients view their dreams and talk about them will most likely be biased by the same cognitive distortions that affect the way they experience external reality. Working with dreams can therefore help identify cognitive distortions, schemas, and maladaptive thought patterns.

According to the theory of emotional selection by Richard Coutts, dreaming is a way to modify one's mental schema. The theory of emotional selection is about a process of executing a set of dreams during the non-REM sleep. A second set of dreams is executed during the following REM sleep in the form of test scenarios. It defines an accommodation as the process of reframing one's mental representation of the external world to fit new experiences. If the accommodations performed during the preceding non-REM dreams reduce one's negative emotions, they are selected for retention, else they are abandoned. Thus emotional selection says that the psychology of dreams is usually about the enhancement of mental schemas, it's about increasing one's social abilities.

Even today, interests shown in dreams and their interpretations are no less profound. Scientists opine dreams are a reflection of our daily activities and thoughts. Scientists also believe dreams are a necessary part of a human being. The reason is that when a person is deprived of dreaming, there could be a possible change in his behavior. The researches and studies reveal that people unable to dream have concentration difficulties and are sometimes restless.

Methodology

This part of the proposal explain the methods used in carrying out the study. As mentioned before, this study considers dreams, their interpretation and people's attitude toward dreams. It is necessary to define the people's attitude toward dreams, toward their context, and what dreams mean to each of them. We will do it with the help of the interview. It will be the first part of the research.

The second part will include the mindset on remembering the dreams of our survivor. In other words, is supposed to write down their dreams every morning. Further, at the end of three weeks we will interview them one more time, if there is any therapeutic developments in their attitude toward dreams and if there are any changes since first interview. This approach helps us to investigate peoples attitude to dreams and to their score.

Results anticipated

This part of the proposal is organized to report on the results which are likely to be obtained with the methods mentioned.

The goal of the study is to discover peoples attitude to dreams, interpretation, score to them before and after giving them mindset on remembering their dreams.

This research attempts to answer the following questions:
– How do people refer to dreams?
– How do people interpret their dreams?
– How does mindset influence on remembering and how therapeutic it is for them?

The hypotheses are as follows:
– The mindset influences remembering dreams and people's attitude towards dreams
– The dynamic attitude of the person towards dreams produces the therapeutic effect.

In the project we expect to get the *following results*:
– To demonstrate the influence of mindset on remembering
– To work out the therapeutic opportunity, potentiality of dreams.

Conclusions

·It appears from what has been discussed that the serious attention should be paid to dreams and dreams interpretation because they help us to sort through the events and feelings of the day, they allow us to express fears, anxieties we weren't aware we had. Also our dreams let us to learn more about ourselves. I can state that the project will be an attempt to develop the idea of dreams and their interpretation.

The question of interpretation of our dreams has always challenged human mind, and while the system of scientific knowledge was evolving, this question became a philosophical one, to enter the sphere of psychology later. This problem has become of significance to every cogitative, reflective person; therefore, it has become a subject matter for modern psychologists.

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Appendix 9. Lexical minimum

While working on academic vocabulary it proves useful to learn synonyms. You can make a list using the words in the Glossary (App.10)

бесполезный

варьировать(ся)

взаимосвязь, взаимозависимость

вклад

включать

влияние, воздействие

влиять

возрастать

выбирать

выдвигать, представлять

выполнять, осуществлять

главным образом, преимущественно, в основном

данные, факты, свидетельства,

делать приоритетным, актуализировать, выносить на передний план

допускать, предполагать

достичь

зависящий от, обусловленный

заменять, взаимозаменять

заявлять, отмечать, указывать

значение, роль

значимый, важный

значительный, существенный, резкий

изменять

изучать, тщательно исследовать

интерес, внимание к чему-либо; озабоченность

использовать

исследование

конкретный, специфический, частный, отдельно взятый

концентрироваться на

косвенно

коснуться, затронуть (проблемы)

краткий обзор

лежащий в основе

направление (научное)

начинать, инициировать, побуждать

небесспорный, сомнительный

недавно, в настоящее время

недоставать, нехватка

недостаток

недостающий

неполный, разрозненный, фрагментарный

непосредственный

неправильный, вводящий в заблуждение

неясный нечеткий, (логически) неверный

обеспечивать, предусматривать

область, сфера

обнаружить, выявить

обоснованный

обусловливать, предопределять; условие, предпосылка

общеизвестный

объяснять ч-л.

ограничения, рамки

ограниченный

однако, тем не менее

ожидаемый, перспективный, многообещающий

определять, обозначать, обозначить

опровергать, подрывать

освещать, обращать внимание

основания; основы

основной, главный, центральный

основывать(ся); тж. полагаться

особенность, характерная черта

осознание, знание

оспаривать, подвергать сомнению,

открыто, прямо

отличать, отличаться, различать, различаться

отличный, отличающийся от

относительно

относить(ся), быть связанным

отношение, соотношение

охватывать

оценивать

очевидный

ошибочный, чреватый ошибками некорректный, неполноценный, несовершенный, не отвечающий требованиям

перейти к, обратиться к

пересмотреть

подтверждать

подчеркивать, акцентировать, выделять

понимать, осознавать, проникать в суть

понятие

посвящать

появляться, возникать

пояснение, комментарий

предмет, тема, вопрос, проблема

предполагать, намереваться

предполагать, подразумевать, значить

предположение, гипотеза; предпосылка

предпринять попытку, усилие

преимущество, достоинство, ценное качество

приводить к, вызывать

признавать

признанный, знаменитый, ведущий

причина, подоплека, логическое обоснование

проверка

проистекать из, явиться следствием

происходить, корениться, восходить

противоречивый, несовместимый, непоследовательный, несостоятельный

развивающийся, эволюционирующий

размещать, ранжировать (на шкале)

рамки, пределы, границы

рассматриваемый

рассматривать, принимать во внимание, учитывать, остановиться на

рассуждения

результат, (по)следствие,

связанный с, посвященный ч-л., относящийся к

следовательно, таким образом

событие, обстоятельство; вывод, заключение

сокращать(ся), убывать

специалист, ученый, авторитет

сравнивать, противопоставлять, со~

средний

сталкиваться (с проблемой)

строгий

текущий, современный, тж. актуальный

точка зрения, взгляд

трактовка

требовать

трудный, сложный

уместный, актуальный

упускать из виду

устанавливать

утверждать, заявлять

утверждение

уточнять, точно определять

фактически, на самом деле, действительно

формировать

хотя, несмотря на

цель

часть, соотношение

четкий, ясный

Appendix 10. Glossary of lexical units frequent in academic discourse

Accept
account for
accurate
achieve
acknowledge
actually
advance
advantage
affect
aim
allocate
alter
ambiguous
apparent
argue
assert
assertion
assess
assessment
asset
assume
assumption
attain
attempt to
attend
attitude
authority
average
awareness

basic
basis
be based on
bear out
bear upon
benefit
bound up with
boundaries
bring about

carry out
cause, n., v.
centre on
certain
challenge
change
check

choose
comment, n.,v.
common
common-sense
comparatively
compare
complex
complicated
comprise
concept
concern, n., v.
condition, n., v.
confine
confirm
conflicting
confusing
consequence
consequently
consider
constraint
construct
contend
contention
contradictory
contrast, n., v.
contribution
controversial
core
correlation
cover
current
currently

data
date back to
deal with
decline
decrease
dedicate
define
demand
denote
despite
determine
developing
development
devote

differ
different
differentiate
diffuse
diminish
direct
disadvantage
disconfirm
discriminate between
disprove
distinct from
distinguish from
domain
dramatic
drastic
draw a distinction
drawback
drop
dubious
dwell on

effect
elucidate
emerge
emphasise
employ
encounter
ensure
erroneous
error prone
essential
establish
estimate
evaluate
evidence
evident
evolving
exact
examine
expert
explain
explicitly

face/be faced with
fail (to see/realise)
fall
feature

findings
flaw
focus on
follow from
foreground
form
foundation
fragmentary
frame(work)
fulfil

generate
give/draw attention to
goal
grasp
ground
grounded
grow
guarantee
guiding

have an insight into
hence
highlight
hold
however
hypothesis

identify
illegitimate
illuminate
immediate
impact on
implication
implicitly
imply
inadequate
include
incomplete
inconsistent with
incorrect
increase
incur
indicate
indirectly
induce
influence, n.,v.
initiate
inquiry

instigate
intend
interchange
interconnected
interdependence
interpretation
interrelation
intertwined
investigate
investigation
involve
issue

justified
juxtapose

key, adj.

lack
largely
lay emphasis on
lead to
leading
limitation
limited by
linked to
locate
lying behind

mainly
maintain
major
make a point about
make an effort at
mean, v., adj.
meaning
meaningful
mention
merit
middle
misleading
missing
mistaken

neat
necessitate
nevertheless
nonetheless
notion

notwithstanding

objective
observe
obvious
occur
ongoing
openly
opt for
originate from
outline
outlook
overlook
overview

particular
peculiarity
perform
perspective, n., adj.
pertain
pinpoint
place stress on
place, v.
point out
point up
point, n.
precise
precondition, n., v.
premise
preoccupation with
present, v.
presume
presuppose
primarily
prime
prioritise
promising
proportion
prospective
proved
provide for
purpose
put forward
put to question

question, v.
questionable

radical

range from … to
rank along
rationale
reach
realise
reason for
reasoning
recognise
recognised
reconceptualise
rediscover
reduce
refer to
refute
regard
relate to
relation(ship)
relatively
relevant
rely
renowned
replace
require
research
rest on
restraint
restricted
restriction
result, n., v.
rethink
reveal
revise
rigorous
rise
root in

scholar
school
scope
scrutinise
sense
set up
set upon
shape
sharp
shed light on
shortage
shortcoming
significance
significant
signify
sketchy
specific
specify
speculations
sphere
stance
standpoint
state, v.
statement
strict
strong point
study, v., n.
subject matter
subject to
substantially
substitute
subsume
suggest
suggestive
support
suppose

take into account
take priority over
target
test
therefore
thus
tied up with
topic
touch upon
transform
treat
treatment
trend
turn to

uncertain
underline
underlying
undermine
unhelpful
untenable
unveil
upturn
urgent
use
useless
utilise

vague
valid
value
vary
verify
viewpoint

want, n.

Prepositional phrases

above all	in any case	in some part
along the same lines as	in any depth	in spite of
aside from	in brief/short	in terms of
at any rate	in case	in the first place
at random	in comparison with	in the language of
at this juncture/ point /stage	in conjunction with	in the process of
at variance with	in contrast to	in the strictest sense
by analogy	in detail	in the... context
by contrast	in effect	in turn
by far	in essence	on a par with
by means of	in fact	on occasion
for short	in general	on the whole
for the most part	in line with	to a great/ certain extent
for want of (a better word)	in most respects	to some degree
from ... perspective	in other words	under consideration/
in (much) the same way	in parallel with	debate/ discussion
in a way	in particular	up to the point
in a word	in principle	with respect to
in accordance with	in question	

Time related expressions (some examples)

at	present		in	the current period
	this juncture			the meantime
	this point			previous times
	the end of the millennium			early twenties
	the turn of the XX century			the past decade / fifteen to twenty years
over	3 centuries ago			the last 50 years
	a considerable period			the near future
	the last half century			another 5 years
	the past 2 or 3 decades			years to come
	time			less than 10 years
	the years			the quarter century between the mid 1960s and the end of the 1980s
up to	the XX c		within	a long historical time scale
until	sometime later		for	most of the last 2 hundred years
a half /quarter century		ago		another couple of decades
		later	since	the start of the 1970s
		before		early this century
		after		