ENGLISH FOR ACADEMICS

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A communication skills course for tutors, lecturers and PhD students

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BOOK 2

Module 1

Organising and participating in academic events

In this module you will:

- ?????
- ?????

Unit 1 Planning a conference

By the end of this unit you will be able to

- create a timeline for planning a conference
- discuss and come to an agreement about a theme, title and objectives for a conference
- write a call for papers
- talk about different event formats and past conference experiences in social situations

Lesson 1 A conference timeline

Lead-in

1 Work in pairs. Answer the questions and make some notes. Be ready to report to the whole class.

1 When did you last attend a conference?
2 What were the good and bad points in your experience of that conference?

Listening

2 1.1 Listen to six conversations and match the conversations (1–6) with what the speaker says (af).

Conversation	1	2	3	4	5	6

a He/She is disappointed because the actual speakers were different from those stated in the programme.
b He/She is dissatisfied with the sessions he/she attended.
c He/She likes the accommodation he/she is staying in.
d He/She is upset because it took him/her a long time to find the room he/she was presenting in.
e He/She finds the technical facilities very good.
f He/She liked the extra activities available during the conference.

3 Work in pairs. Use the ideas from Activities 1 and 2 and make a list of things conference organisers should attend to in order to make a conference successful. Be ready to share your list with the whole class.

Reading

4 Read the stages of preparation for a conference (a–g) below and put them in the correct sequence.

1	2	3	4	5	6	7

Careful planning and organisation is the key to a successful conference. If you plan to host a conference, make sure the pre-conference planning period is long enough, or at least that you take into account all the stages listed below.

a _____

The third step will be choosing a theme and coming up with attractive objectives and a catchy title for your event. Hold a brainstorming session with your colleagues. Several heads are better than one!

b _____

At last, it is time to go public. Issue the call for papers. For a regional conference, you might prefer to do two mailings: a flyer announcing the conference and the information pack containing the registration forms. Consider whether there will be on-site registration and when the deadline for cancellations is. Think about sending confirmation letters to registered participants.

c _____

Secondly, choose an appropriate date. Avoid dates during sporting events such as football games. Also, be aware of the winter break, mid-terms and finals. Check the calendar for major religious events and other holidays. Develop an event timeline and a checklist to help you to work on a day-to day basis throughout the organisation process.

d _____

Then, choose the venue and facilities. Find out if people can easily get to the location. It is also useful to know what other events are happening within the building that might detract from the conference. Find out if technical facilities and catering can be provided.

e _____

Firstly, consider your audience. When determining who your audience will be, approach some people you see as potential participants and elicit from them what types of issues, topics and programmes would be of interest to them. See it also as a good time to estimate the likely number of participants.

f _____

After the facilities have been chosen, start planning the programme. Decide what kind of and how many sessions you have time to offer. Prioritise to determine which topics would be better received and well attended. Nominate and contact facilitators.

g _____

Now it is time to establish a budget. Make a checklist of everything you will need – resources, rental, payments to support staff, catering, publicity material, conference programme, postage, speakers' expenses etc. Once you have arrived at a figure, you may need to approach potential sponsors to provide some of the finance you need. This budgeting exercise will also help you to set a registration fee for participants. This should be done at an early stage.

5 **Use the text in Activity 4 to fill in the table about the stages of preparation for a conference. Use only key words and/or short phrases.**

Stages	Things to consider	How to complete the stages
1 *Determine the audience*	Types of issues, interesting topics, programmes, conference attendance	Approach potential participants Elicit types of issues, topics, programmes
2		
3		
4		
5		
6		
7		

6 **Compare your notes in pairs and add to them if something important is missing.**

Language focus

7 **Match the verbs with their objects and check your answers by referring to the text in Activity 4.**

1 to host
2 to offer
3 to nominate
4 to approach
5 to charge
6 to develop

a checklist
b someone for financial support
c a conference
d a session
e a registration fee
f facilitators

8 **Use the phrases from Activity 7 to complete the sentences below. Change the form and word order if necessary. Use each phrase only once.**

1 Now, as we have decided on the list of events, let's move on to _____ .
2 As you all know, SFU is _____ on March 29th, aimed at discussing the problem of interdisciplinary studies in undergraduate programmes.
3 I suppose we could _____ on the economic aspects of blended learning within the framework of interdisciplinary studies.
4 I think we could _____ the Regional Education Department for _____.
5 I'm sure this _____ will _____ well by the potential audience.
6 With the financial constraints we are facing, we can't avoid _____ the participants _____.
7 I suggest we _____ of things to do before issuing a conference announcement.

9 You are going to take part in a planning meeting about a conference. Use your completed chart in Activity 5 to write agenda questions for this meeting.

Action Plan Meeting Agenda

Meeting information

Objective: To develop an action plan

Date:

Time:

Location:

Agenda item	Questions to discuss
1 Audience	**a** types of issues / interesting e.g. *What types of issues would be interesting to the audience?* **b** people / attend e.g. *How many people are going to attend?*
2 Dates	**c** other events / happen / at the same time
3 Title	**d** theme / attractive **e** title / catchy
4 Financial support	**f** resources / need **g** potential sponsors / approach **h** registration fee / charge
5 Venue and facilities	**i** people / get to the location **j** other events / happen / in the building **k** technical facilities and catering / available
6 Programme	**l** sessions / offer **m** topics / received by the audience **n** facilitators / be
7 Going public	**o** mailings / do **p** on-site registration / there be

Speaking

10 Match expressions a–j with their functions 1–7.

a You know, that's exactly what I think.
b Let's hear what (name) has to say.
c No, I'm afraid I can't agree with you there.
d I'm absolutely certain ...
e All in all, we agree that ...
f It's probably ...
g It's impossible ...
h Are you sure ...?
i You are certainly right.
j I'm not sure we'll be able to ...

Language Support: invitations

1 Expressing certainty _____
2 Expressing probability _____
3 Expressing doubt _____
4 Expressing agreement _____
5 Expressing disagreement _____
6 Inviting someone to contribute to a discussion _____
7 Summing up _____

11 Complete the flowchart to develop this statement into an exchange of opinions involving several participants.

Catering facilities will be available between the 2nd and 7th of April.

A: Express certainty, e.g. *I'm absolutely certain this building's catering facilities will be available between the 2nd and 7th of April.* I'm sure the catering facilities will be available between the 2nd and 7th of April.

B: Express doubt, e.g. *Are you sure?, isn't ... scheduled for the same dates?* Invite C to contribute to the discussion e.g. *Let's hear what C has to say.*

A: Agree/Disagree., e.g. *Yes, you are certainly right here. / I'm afraid I can't agree here.*

C: Express probability, e.g. *... , so probably they will choose the first week.*

12 In pairs, develop the statements below into exchanges of opinions as in Activity 11. Use different phrases from Activity 10.

1 Early February is a good time for a conference.
2 The issue of plagiarism will be of interest for both teachers and researchers.
3 The Regional Ministry for Science and Education should be approached for sponsorship.

13 Work in groups of five or six. Your university is going to host an international conference on using technology for teaching undergraduate courses. Hold a planning meeting. Follow the steps.

1 Appoint a chairperson. Assign questions from the agenda (in Activity 9) to other members of the group.
2 Spend five minutes preparing for the meeting. Follow the instructions below. Use the language you learned in Activities 5, 7 and 10.

Chairperson: Think about what you are going to say when opening the meeting. Learn the phrases you might need during the discussion (see Activity 10). Be ready to sum up at the end what you have all agreed.

Participants: Prepare your suggestions. Be ready to respond to your colleagues' suggestions. Use the phrases you learned in Activity 10.

3 Discuss each item on the agenda (see Activity 9).

4 Listen to the chairperson summarising what has been agreed. If you disagree, politely offer your opinion.

Follow-up

14 Read about conference planning timelines and answer the questions.

1 What is a conference planning timeline for, according to the text?
2 When creating this type of timeline, what does the author suggest starting with?
3 What technique is recommended to deal with especially important dates?

An effective conference or event planning timeline will keep everyone on track and ensure you do not miss any important deadlines. An event timeline is not just a long to-do list, it's also a schedule of key tasks and dates that is clearly defined and easy to use.

Start with the date of your event, and work backwards according to how long each task will take. As early as possible, get deadlines and due dates from venues and other suppliers, and incorporate them into your timeline. You can base other tasks around these dates.

Mark the date when the call for papers is going to be issued. If you want to have a flyer, allow time for it to be printed. Don't forget about registration deadlines for speakers and delegates. Also, make note of the date by which applicants will be informed if their proposals have been accepted or not. It is also necessary to fix the date when the conference programme will be sent to the participants.

Consider highlighting or colour-coding urgent or non-negotiable deadlines in your timeline to make them stand out from the others.

15 Develop a conference planning timeline based on your decisions in the simulation (in Activity 13). You can work alone or in pairs or small groups. Bring your completed timeline to your next lesson.

CONFERENCE PLANNING TIMELINE	Date completed
1 _____ MONTHS before CONFERENCE	
2 _____ MONTHS before CONFERENCE	
3	

Lesson 2 A call for papers

Lead-in

1 Look through the list of items that are normally included in a call for papers and tick the ones that are important for you. Compare your answers with other people's.

- ☐ keynote speakers
- ☐ website
- ☐ presentation formats
- ☐ venue
- ☐ contact details
- ☐ registration fee
- ☐ submission guidelines
- ☐ sponsorship
- ☐ conference dates
- ☐ selection criteria
- ☐ programme committee
- ☐ deadlines
- ☐ conference title
- ☐ subthemes
- ☐ working languages

Reading

2 Read this call for papers. Which items from the list in Activity 1 are included?

ASSOCIATION OF EDUCATIONAL PHILOSOPHERS

The 14th Biennial International Conference
'Old and new generations in the 21st century: Shifting landscapes of education' will take place at
McLaughlin University (London), August 20–23, 2016

CALL FOR PAPERS AND PRESENTATIONS

Papers are invited for the 14th Biennial International Conference of the Association of Educational Philosophers.

Conference papers and discussions will be organised around the following sub-themes:
– Authority and responsibility in teacher–student relationships today
– The 21st-century school and university as sites for democracy
– The impact of new technologies on teaching and learning
– Changing conceptions of youth and adulthood
– Shifting boundaries between public and private sectors of education
– Education, childrearing and the search for a common world

PROGRAMME FORMAT
There will be three plenary sessions:
The Lecture in honour of the past Association President will be given by **Robert Hughes** (University of Glasgow, UK).
The two other invited speakers are **Angela Thompson** (University of Halle, Germany) and **Michele Cosenza** (University of Macerata, Italy).

In addition, there will be three types of sessions for which contributions are invited:
1) Presentations involve a short explanation of a completed piece of research or research in progress. Each presenter is allotted 15 minutes for presenting, followed by 10 minutes for discussion, moderated by a chairperson.
2) Poster presentations. The poster (A0 format: 841 mm x 1189 mm) provides a visual presentation of the conducted research. There are 20 minutes of individual talk, followed by 30 minutes of discussion, moderated by a chairperson.
3) Round tables in which three or four participants will present related papers around a particular theme. Presenters explain their research issue, and participants are invited to discuss this issue.

SUBMISSION OF PROPOSALS
Submissions should not include papers that have been published previously, presented at other conferences, or that are scheduled for other forthcoming conferences. Submissions must be no more than 2,500 words and should be prepared in accordance with the Research Paper Template. All conference proposals should be sent to the Programme Committee by **February 1st 2016**. Proposals will be reviewed by the Conference Programme Committee. Decisions will be announced by **March 15th 2016**. The text of the papers will be included in the *Conference Proceedings*, a hard copy of which will be available at the conference. Detailed submission guidelines are provided at www.conf2016.aep/info

The registration fee (£90) includes a hard copy of the *Conference Proceedings*, all lunches, refreshments during coffee breaks and one conference dinner.

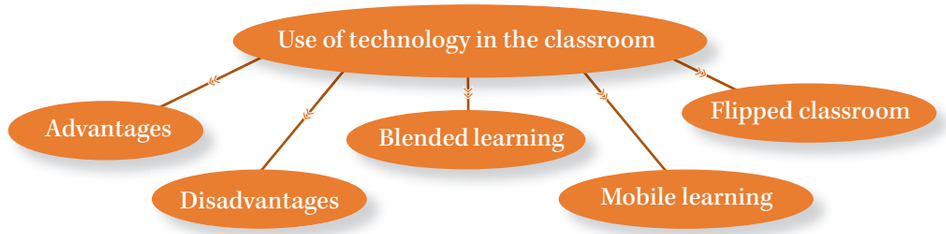
3 **Work in pairs. Discuss the following questions and be ready to share your ideas with the whole class.**

- Would you like to contribute to this conference? Why? / Why not?
- What features make a call for papers attractive to the target audience?

Language focus

4 **Look at the spidergram of a conference theme and answer the questions.**

1 Would this theme interest you and your colleagues? Why? / Why not?
2 What subthemes would you add to make it more attractive for you?



5 **Work in pairs. Choose a theme from the list below and develop a spidergram (as in Activity 4) for it. You can add your own theme to the list and work on it.**

a Methods of research
b Different approaches to assessment
c Interdisciplinary education
d How to share research internationally
e How to develop students' research skills
f Your own theme

6 **Present your conference spidergram from Activity 5 to your colleagues. Explain why you have chosen it, using as many of the adjective–noun phrases in the table below as possible.**

	problem	topic	theme	area	field	question	issue
a common	✓	✓	✓			✓	
a critical	✓	✓	✓	✓		✓	✓
a broad		✓	✓	✓	✓	✓	
the central	✓	✓	✓			✓	✓
a/the key		✓	✓	✓		✓	✓
the main	✓	✓	✓	✓		✓	✓
a major	✓	✓	✓	✓		✓	✓
a controversial		✓	✓	✓	✓	✓	✓
a sensitive		✓	✓	✓		✓	✓
a current		✓					✓

Environmental protection is a very broad theme. It includes numerous controversial areas of research, such as the reintroduction of endangered species.

Sex education and birth control are very sensitive topics that should be dealt with carefully.

Listening

7 1.2 **Listen to five short conversations that occurred while planning a conference and tick the functions you hear in each conversation.**

Function	Conversation				
	1	2	3	4	5
Expressing an opinion					
Asking for more detail					
Disagreeing politely					

8 1.2 **Listen to the conversations again and fill in the gaps with appropriate words.**

1 Could you _____ and details of the use of mobile devices in the classroom for teaching and learning purposes?
2 As for the conference theme, _____ research than teaching methods.
3 I _____ can't deny that getting students involved in research as early in their career as possible is central to further progress in research methodology.
4 I _____ choose 'Sharpen Your Axe – Get the Professional Edge!' It's sure to attract attention.
5 That _____, but to be honest it doesn't give any idea of what the event is about.
6 Now, we have to choose appropriate dates. I _____ November 20th.
7 But _____ our music festival is planned for that date.
8 The point about gathering financial support. Could you explain it _____?

9 **Add expressions from Activity 8 to the Language Support boxes.**

Language Support: expressing and supporting an opinion

It occurs to me that this topic is relevant for the following reasons …
I find the topic of interest because …

Language Support: asking for more detail

Can you be more specific about … ?
It would be good if you could fill in some detail about …

Language Support: disagreeing politely

I'm afraid I have to disagree on the point …
I understand what you mean, but I really believe that …

Speaking

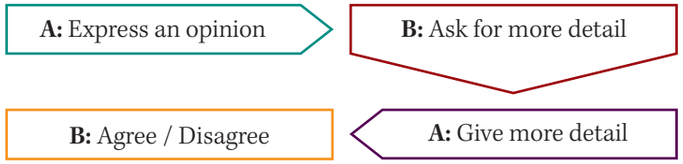
10 Look at these conference titles (a–g) and say which criteria from the list below (1–4) they meet.

A conference title should
1 give enough information on the theme
2 be appealing to the target audience
3 be attention-grabbing
4 be clear and concise

a Old and New Generations in the 21st Century: The Shifting Landscape of Education ☐
b Quality in Higher Education ☐
c E-merging Forum: Bringing Together Teachers of English ☐
d New Trends in Education and Their Implications ☐
e Rivers of Language – Rivers of Learning ☐
f Symmetry Breaking and Pattern Formation ☐
g TLE for ELT ☐

11 Work in pairs. Think of a title for your conference. Follow the tips below.

1 Look again at the spidergrams you developed in Activity 5.
2 Brainstorm possible titles.
3 Discuss each title. Use the criteria listed inActivity 10.
4 While discussing each title, follow the flow chart below and use the Language Support boxes in Activity 9.



Writing

12 Look at the highlighted phrases in the text in Activity 2. What grammar structure is used in them? Find other examples in the text. Why is it given preference in this text?

13 Work in pairs. Write submission guidelines for your conference (see Activity 11). Use the text in Activity 2 for help and the plan below.

Submission Guidelines

All papers should be prepared and submitted according to the following guidelines:

1 Topics:
2 Presentation formats:
3 Length:
4 Information about the author:
5 Selection criteria:
6 Deadlines:
7 Other requirements:

Follow-up

14 Work in pairs. Produce a complete call for papers for the conference you have decided on in Activity 5. Follow the steps below.

1 If appropriate, start a blog (www.blogger.com) or use any other way of electronic communication to discuss your document.
2 Use the example in Activity 2.
3 Send your pair's document to your colleagues for peer evaluation.
4 Evaluate your colleagues' calls for papers. Use the checklist below:

a The aim and the theme are clear. ☐
b Potential contributors can understand what they can submit, when and how to do it. ☐
c Information about presentation formats is provided. ☐
d It is clear who can be contacted if the participant has further questions. ☐

5 If necessary, improve your document following the feedback you have received.
6 Submit your document to your teacher for assessment and feedback.

Lesson 3 Presentation formats

Lead-in

1 Work in pairs. Look at the table about presentation formats. In each of columns 2–6, two pieces of information are in the wrong place. Use your experience of academic conferences to find and correct them.

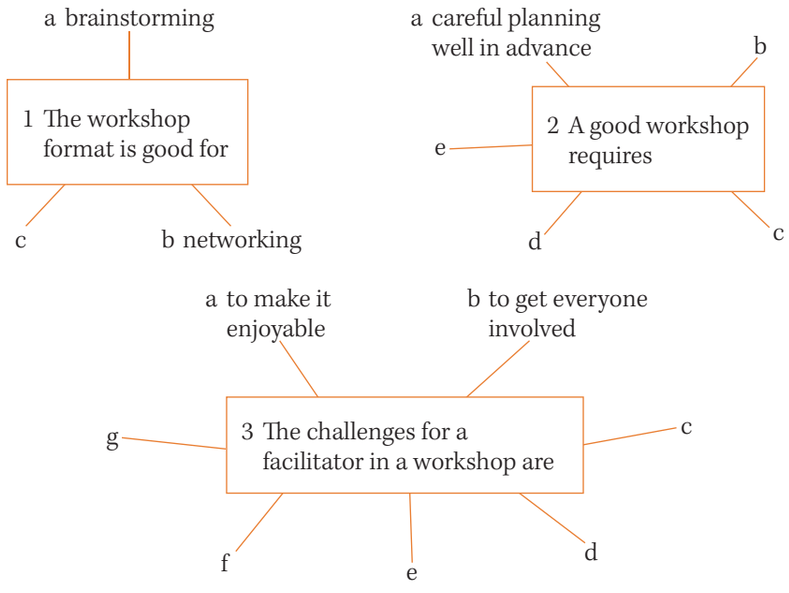
1	2	3	4	5	6
Presentation format	**How many speakers?**	**What is the focus?**	**How large is the audience?**	**What visuals are used, if any?**	**Other features**
Plenary session	All participants	The presenter's views on a broad topic	15–30	A PowerPoint presentation	Is given by a notable expert
Workshop	1 or 2	A summary of a research project	All the participants at an event	A PowerPoint presentation, handouts	Interactive
Round-table discussion	Usually 1	A specific topic	15–30	Usually none	Short presentations are followed by a discussion
Panel discussion	2–5	Different speakers' views on a specific topic	Any	A poster	Participants are on equal terms
Poster presentation	1	Experiencing and discussing	Any	Usually none, possibly a PowerPoint presentation	Members of the audience read the poster and ask questions, the presenter answers

Listening

2 1.3 **Listen to two academics talking about workshops. Write T if the statements below are true according to the speakers, F if they are false and NS if it is not stated.**

1 Josie (the first speaker) is going to facilitate a workshop.
2 Josie enjoys attending workshops.
3 Sarah (the second speaker) thinks that the workshop format is useful for everybody who is involved.
4 According to Sarah, a workshop needs to be well planned.
5 Sarah is a very experienced facilitator.
6 The workshop Sarah attended in Madrid helped her to establish important contacts.
7 According to Sarah, a good workshop helps to generate new ideas.
8 Josie doesn't feel very confident with the workshop topic.
9 Both speakers agree that the main challenge for a workshop facilitator is to involve all participants.

3 1.4 **Listen to the second part of the conversation and complete the spidergrams below. Compare your notes in pairs and add the missing information.**



Language focus

4 Work in pairs. Read the extracts from Alan's description of his workshop and answer the questions about the numbered parts. Report your answers to your colleagues.

… My first experience with facilitating workshops? Oh, it was a complete disaster. (1) Want to hear? OK. I had gathered that planning a workshop was a serious job. So, of course, I had put a lot of careful planning and creativity into it.

Unfortunately, the workshop had been over-publicised. (2) Instead of the 10 to 15 attendees I had estimated, about 40 turned up! Oh, I thought, OK, I'll manage somehow … split them into smaller groups for discussion! But as the attendance had exceeded expectations they had to move the workshop to a bigger room, which had columns blocking the view for part of the audience.

(3) So, I failed to create an appropriate atmosphere. As a result, some people were too nervous to speak up in an unfamiliar group. I also failed to mix people up properly. So, people in the small groups were from the same institutions. They had nothing new to share!

To crown it all, the workshop was scheduled for after lunch. (4) As you know, for many people, it is the least productive time of day.

And finally, as often happens, there was one participant who first complimented me on my publications and then kept asking questions and interrupting me … He was very well-meaning, but … (5) I felt I was losing control! The other attendees … I could see they were losing interest. (6) So, I decided to take back the initiative – I stood up and talked for almost an hour. After the ordeal was over, a participant came up to me. 'Thank you for this most interesting lecture, Professor,'she said. 'Anyway, how do you propose to solve the problem?'

1. What is special about sentence (1)? Is it acceptable? Can you find other similar examples in the extracts below?
2. Why are different verb forms used in sentence (2)? Find more examples of this kind in the extracts.
3. Why is only the past simple used in sentence (3) and the four sentences after it?
4. Why is the present simple form used in sentence (4)?
5. Why are *felt* (the past simple) and *was losing* (the past continuous) used in sentence (5)?
6. Why is the past simple used in sentence (6), not the past continuous as in sentence (5)?

5 Choose the right option to complete these statements about the use of tenses in a story about past experiences.

1 We use the *past perfect / past simple* tense when it is important to show that one of the past actions happened before the other.
2 When several actions happened within the same situation in the past we use *the past perfect / past simple* for all the verbs.
3 When the process is important, we use *the past continuous / past simple.*
4 When the fact is more important, we use *the past continuous / past simple*.

6 Put the verbs in brackets in the correct form.

It's important that panellists [1]_____ (*have*) a clear picture of how the panel will go. Once I [2]_____ (*happen*) to attend a panel discussion which [3]_____ (*turn out*) to be a complete disaster just because the panellists [4]_____ (*receive*) conflicting instructions. Three out of the four panellists [5]_____ (*arrive*) with their slide shows. Only one of them [6]_____ (*prepare*) to answer the questions in a concise way. When that one person [7]_____ (*answer*) the first question, the next panellist [8]_____ (*request*) to start her slide show. While she [9]_____ (*look for*) the slide she [10]_____ (*need*) the other two panellists had to take the questions. But they also [11]_____ (*rely*) on slides. So, everybody was unhappy and embarrassed.

Speaking

7 Work in small groups. Discuss the questions below and report your answers to your colleagues.

1 What do the presentation formats 1–4 in Activity 1 have in common? How do they differ?
2 Participants have to accept certain roles in these formats. What are they? Complete the table.

Presentation format	Plenary	Workshop	Round-table discussion	Panel discussion
Roles	chairperson		moderator	

3 Which roles are similar?
4 Which roles do you think are the most challenging? Why?

8 Find phrases in 1–9 that perform the functions in the list and write them under the appropriate heading.

1 I don't think we have enough interactive events on the programme. What do you think?
2 Why don't we have a workshop on blended teaching materials?
3 If we want people to change their practices we need them to start practising. I would go for a workshop on blended teaching materials. Are you following me?
4 I see what you mean, but a workshop requires careful planning well in advance.
5 We could change a workshop on blended teaching materials for a round-table discussion.
6 We should definitely have a workshop on blended teaching materials
7 It occurs to me that we won't be able to come up with a workshop as it requires a lot of creativity and careful planning. Does that make sense?
8 To me a workshop is the best format if we are really aiming at improving teaching practices.
9 I see your point. I agree we need to nominate a facilitator as soon as possible.

Expressing an opinion

_____
_____
_____
_____

Conceding a point

_____
_____

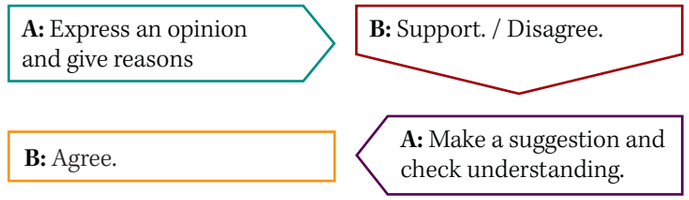
Making a suggestion

_____
_____

Checking understanding.

_____
_____

9 Work in pairs. Revise your call for papers (see Lesson 2, p 00): add or exclude some formats, or decide to leave it as it is. Follow the flow chart below.



Follow-up

10 Answer the questions about your experience of participating in various conference events. Be ready to share your answers with the whole class.

1 What presentation formats have you experience of?
2 Were you happy with the outcomes? Why? Why not?
3 How did you prepare?
4 What happened on the actual day of the event?
5 What lessons have you learned?

Unit 2 Q&A sessions

By the end of this unit you will be able to

- ask different types of questions
- respond to questions using various strategies
- identify key words in speech
- paraphrase orally
- summarise a speaker's ideas

Lesson 1 Asking questions

Lead-in

1 Work in pairs. Look at the cartoon and decide on its meaning.

[AW Module 1.4 Illo: a cartoon showing a presenter wearing medieval armour covering himself with a shield; audience with a variety of shooting devices – rifles, machine-guns, bows and spears shooting at the presenter with all sorts of questions (question marks).]

1 Work in pairs. Discuss the questions.

1 Have you ever taken part in a Q&A session?
2 Were you the presenter or were you in the audience?
3 Was it a success? Why? / Why not?

Listening

3 1.5 Listen to a summary of a presentation about the activities that you can plan with digital devices. Cross out the activity which was NOT mentioned by the speaker.

1 practising content (maths, facts, spelling, etc.)
2 accessing materials in different forms and sources
3 assessing learners' performance
4 producing joint work
5 performing creative tasks

4 1.6 Listen to these comments and questions from participants after the presentation. Which do you think the presenter found easiest to deal with and which were the most difficult? Why?

5 Match the types of questions and comments (1–4) with their descriptions (a–d).

1 wandering statement
2 clarifying question
3 probing question
4 irrelevant question

a a question to find out more detail by asking the presenter to go deeper and explain some background behind the theory
b a question which is not connected with the topic of the talk
c a question to check a concept, to make some point from the presentation clear or easier to understand
d a speech on the topic from one of the participants

6 1.6 **Listen again to the comments and questions and identify their types.**

Language focus

7 Match sentences 1–3 with the elements of a good question a–c.

(1) Thank you for this very interesting presentation and sharing your experience. (2) You stated that the BYOD approach enhances learning results. (3) What evidence is there to support that?

1 _____ 2 _____ 3 _____

a the question
b welcome (a kind remark that shows respect to the speaker to whom you are directing your question)
c context (clarification for the speaker and the audience members what your question is regarding)

8 Read these examples of good questions and identify the elements.

1

I appreciate your analysis of global trends in teachers' professional development. I fully agree with you on the idea that teachers have to talk less and teach less and give their students more opportunities to interact with each other. But I wonder how we convert our teachers into facilitators instead of taking on this role of always being at the front of the classroom. I have certain ideas but I'd be interested in yours.

2

That was a very interesting presentation. You were talking earlier about the importance of needs analysis. Can you give me an example of the online tools that you used to survey the students in your target group?

3

Your presentation started me thinking. You mentioned tonight that only 10% of researchers in your country have publications in international scientific journals. Do you believe that the top-down methods that you are trying to implement would be the best way to guarantee positive changes?

9 **In Activities 7 and 8 find phrases for each element of a good question and complete the table below.**

Language Support: asking a good question

Welcome: I would like to thank you for ...
Context: In your talk you described ...
Question: Could you specify ...?

10 **Put the words in the correct order to make questions.**

1 is / attitude to / What / blended learning / your?

_____

2 if / wanted / research / you / I / enough funding for / get / this kind of / to ask

_____

3 your partners / institutions / Which / in / project / were / this?

_____

4 see / your initiative / the future / do / of / you / How?

_____

5 'flipped classroom' / mean by / I'd like to / the term / what / to explain / you / ask you

_____

6 to / this approach / subject area / apply / you / any / Can?

_____

7 wonder if / conducted / provide / you / you / how / could / I / your needs analysis / more details about

11 **Read the questions in Activity 10 again and identify which questions are direct and which are indirect.**

12 **Compare these two questions. How does the structure of the questions differ? Which is more polite?**

1 What evidence is there to support that?
2 Could you tell me what evidence there is to support that?

Language Support: indirect questions

I wonder / I was wondering ...
Could you tell me ...
Do you think ...
I wanted to ask / I'd like to ask ...
I'd like to know ...

} (if/question word +) subject + verb

13 **Work in pairs. Make these questions less direct. Use the expressions from the Language Support box.**

What tools did you use to collect statistical data?

I wanted to ask about the tools that you used to collect statistical data.
Can you say what tools you used to collect statistical data?

1 What is your attitude to the globalisation of education?
2 Where online can we find your course?
3 What challenges do educators face in your country?
4 How long have you been teaching online?
5 Have you read about a similar research by Dr Jun Lui?
6 What do you intend to research further?
7 Can this approach be used in mixed-ability groups?
8 Have you got any experience in teaching a multinational audience?

14 Ask the questions that would lead to the following answers. Use the verb in brackets in your question.

1 OK, here are the main points that I'll be covering. (*outline*)
2 Sure! A facilitator is someone who supports learning or development in different ways. (*define*)
3 Yes, a good example of facilitation is when a teacher probes and asks questions to get students to think more deeply. (*illustrate*)
4 Certainly. When I say 'flexibility', I mean that a facilitator should be able to follow the plan, but at the same time be ready to change it if it is not meeting the needs of the group. (*clarify*)
5 Yes, I always stress the importance of equality in a discussion. The facilitator must identify signs of a developing hierarchy, should recognise all the members, but should not take sides in any developing debate. (*explain*)
6 Glad you asked that question! I believe facilitation is important in the classroom to create an environment of support, whether it's for a weekly one-hour group, or an intensive all-day process. (*justify*)
7 Oh yes. I'll definitely be coming back to the topic in our next session. (*wonder*)

15 Work in pairs. Prepare questions about the content of this lesson. Use the ideas from the list below. Then ask your teacher the questions.

- the structure of a Q&A session
- the types of interventions by participants
- the purposes of interventions by participants
- the structure of a good question
- the differences between direct and indirect questions

I wonder if it is possible to ask questions without the 'welcome' element.

Follow-up

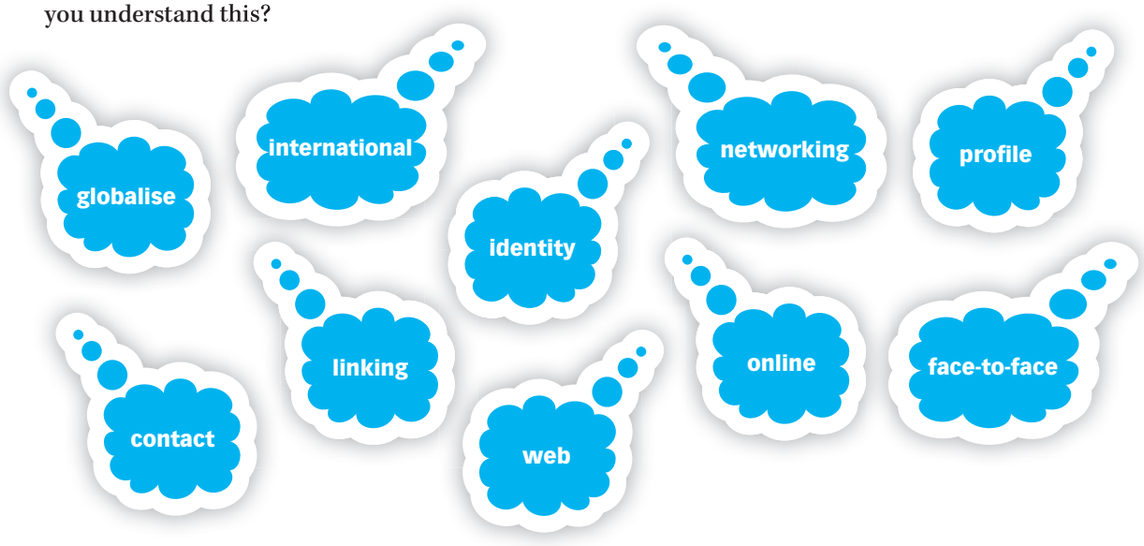
16 Find (e.g. on YouTube) and listen to a presentation related to your specialism. Note down the ideas you would like to ask the presenter about. Make a list of clarifying and probing questions. Use this checklist to evaluate your questions:

1 The questions are relevant to the talk.
2 All the elements of a good question are present.
3 The questions are polite.
4 The word order is correct.

Lesson 2 Responding to questions and comments

Lead-in

1 Read the words and decide what the topic of the presentation might be. What helped you understand this?



Listening

2 1.7 **Listen to a part of a talk. Underline the words which are stressed by the speaker.**

1 In the course of discussion one thing came out, which I thought we should put on the table immediately.
2 This was something that most people didn't do, which I know many of my colleagues do.
3 I've got a website, Twitter and Facebook presence.
4 And what we noticed is that most teachers don't have this.
5 And what we also realised is that because they don't have it, they are losing their international presence and in the globalised world you can't do that.

3 **Read extracts A–C from three presentations. Predict the key words that are missing.**

A

I was teaching the [1]_____ group of the class: the students that could [2]_____ with what we were doing, while I had a group of [3]_____ level students who were [4]_____ , and were [5]_____ with the content, and [6]_____ to move forward.

B

You said that the [1]_____ that you do is assessed. Can you provide a bit of [2]_____ about the [3]_____ the blog is assessed. I'll be particularly interested to know what you use as the [4]_____ for actually [5]_____ the blog.

C

I teach young [1]_____. I've had many difficulties with people looking at the [2]_____ perhaps but more often [3]_____ away or even taking [4]_____ [5]_____ the lesson. How should I [6]_____ that? I've tried [7]_____ approaches and I still [8]_____ this problem.

4 1.8 **Listen to the extracts and check your guesses.**

5 1.9 **Listen to a Q&A session and complete the table with C for a clarifying question or P for a probing one (see p 00).**

Question	Type of question	Presenter's strategies
1		
2		
3		
4		
5		
6		

6 **Look at the list of strategies a speaker can use to answer questions. Find in the list equivalents for words a–g.**

1 credit the person for asking the question
2 check that you understand the question
3 checking if the questioner is satisfied with your answer
4 avoiding giving an answer
5 admitting that you cannot answer the question
6 inviting further questions and comments via the Internet
7 reformulating the question in your own words
8 answering the question

a pleased, happy
b escape
c acknowledge
d confess
e make sure
f additional
g reply

7 1.9 **Listen to the Q&A session again and choose which strategies the speaker uses to answer the questions. Complete the second column in Activity 5 with the appropriate numbers (1–8). In some lines more than one number can be used.**

Language focus

8 **Match phrases a–g with strategies 1–7.**

1 crediting the person for asking the question
2 checking if you understand the question
3 checking if the questioner is satisfied with your answer
4 avoiding giving an answer
5 admitting that you cannot answer the question
6 inviting further questions and comments via email
7 reformulating the question in your own words

a Sorry, that's not my field. But I'm sure Dr … could answer your question.
I'm afraid I don't know the answer to your question but I'll try to find out for you.
I'm afraid I'm not in a position to answer that. Perhaps … could help.
b OK, let me just repeat your question so everybody can hear it.
If I could just rephrase your question …

c Perhaps we could deal with that later.
I think the aim of this talk is to focus on ... rather than ....
I'd prefer to deal with that point later.
d Please email me with any questions or concerns.
Can I get back to you about that?
e Are you asking if ...?
If I have understood you correctly, you mean ... Is that right?
Sorry, is your question about ...?
If I heard you correctly, you were saying ...
f That was a great question.
I'm glad you asked that question.
Thanks for highlighting this. You raise an interesting issue.
g Does this answer your question? Is that OK?

9 1.9 **Listen to the Q&A session again. Complete the sentences.**

1 I was hoping someone would _____ that _____.
2 That's a _____ question.
3 I'm not going to answer it now because it is a _____ question.
4 I hope that _____ your _____.
5 _____ question!
6 _____ to my _____.
7 Sorry, I am not _____ whether I _____ your question very well.
8 Did that question _____ to the _____ all right? The lady is asking about ...
9 Sorry, but I'll have to _____ to that _____, perhaps during the _____ since we're _____ _____ of time.

10 **Match each phrase in Activity 9 with the appropriate strategy in Activity 8.**

Listening

11 1.10 **Listen to six extracts from a Q&A session and answer the questions below.**

1 What is the topic of the presentation that led to these questions?
2 What exactly does each questioner want to know?

12 1.10 **Listen to the questions again, this time in the role of the presenter. Respond after the beep, using any strategy from Activity 8.**

Follow-up

13 **Prepare a short presentation about a topic of your interest (e.g. your department, institution, research, publication). Prepare no more than five slides for it. Use a presentation tool such as PresentMe ([url>]https://present.me/content/) to record your presentation. Organise a Q&A session. Use different strategies to deal with the questions from the audience.**

Lesson 3 Paraphrasing and summarising

Lead-in

1 Work in pairs. Say how you would respond as a presenter in the situations below.

1 The room is rather noisy and you cannot hear the question well.
2 You are asked a very interesting question but the time for your presentation is over.
3 Your research does not deal with the question you have been asked.
4 A member of the audience asked you a very long and complicated question and you didn't understand it.

Language focus

2 Read this indirect question. What strategy would you use to react to it? Why?

I wonder if 10 students in the experimental group and 10 students in the control group would be sufficient to conclusively determine the connections that you have identified.

3 Read sentences 1–3 and write down what helps the speaker to paraphrase the question from Activity 2.

1 You mean you're not sure whether the number of students in both experimental and control groups would be enough to prove the conclusions we've made.
2 What you are asking is whether 20 participants is enough to confirm the reliability of the link we are trying to establish. Am I right?
3 In other words, you doubt the fact that as few as 10 in both experimental and control groups would be enough to explain the trends that we've stated.

4 Match the paraphrasing techniques in Activity 3 with examples a–c. Sometimes more than one answer is possible.

a I believe that the idea of a classroom being a social space is very important. ➔ In other words, you are trying to emphasise the importance of the idea of a classroom as a social space.

b It is necessary for our teachers to make their classrooms as little as possible like the conventional classrooms. ➔ So, your point is about the need to make modern classrooms different from traditional ones.

c The price of concentration on integrated studies, with the attendant neglect of a disciplinary base, will be the risk of disqualification from desirable postgraduate school and job opportunities. ➔ Are you saying that students graduating from an interdisciplinary programme will be at a disadvantage when it comes to getting a job or a place on a postgraduate course?

5 **Work in pairs. Read statements 1–4 and follow the steps below to paraphrase them.**

- Choose words close in meaning to the words in bold.
- Decide what grammatical structure you can use to simplify each sentence.
- Paraphrase each sentence, using the expressions from the Language Support box.

1 In my opinion, the **term** 'group dynamics' **differs** significantly from the term 'rapport'. Rapport is more about creating a **positive atmosphere** while group dynamics are the **product** of the rapport that you build.
2 Sessions **begin** by creating a **group sense**, a feeling of working towards the **same goal**. This makes learners want to **continue** working.
3 What components should be **added** to **existing** teacher education **programmes** in order to ensure they handle **heterogeneous** classes more **effectively**?
4 Do you mean that this **approach** is more **appropriate** for **adolescents** or can it be also used with more **mature** learners?

Language Support: paraphrasing

What you're saying / asking is ...
So, if I understand your question, you want to know ... Am I right?
So, your point is about ...
Can I just check if I understood?
You mean ...
In other words, ...

Listening

6 1.11 **Listen to the presentation 'Changing paradigms' and complete the notes below. Write down only key words.**

Reasons for changes	1 _____
What causes problems?	2 _____
Features of the modern system	3 _____
Features of the old system	4 _____
Speaker's suggestion	5 _____

7 1.11 **Listen to the presentation again. Make notes of the points in the presentation which you agree and disagree with.**

8 **Work in pairs. Make a list of clarifying and probing questions that you would like to ask the speaker. Present them to the whole group.**

9 **Read summaries A–C of the presentation in Activity 6. Choose the best one. Identify the features a good summary should have.**

A
The speaker mentioned two reasons for reforming public education. The first one is economic. It means that our task is to educate children to be able to live and work in the economy of the 21st century, but in his opinion, this is not easy.
The second reason is cultural, which means that educators' purpose is to pass on to children the cultural identity of their communities.

After that, the speaker presented his vision of the discrepancy between the existing system of education and what educators are trying to do now. In his opinion, the existing system was created for different purposes and for a different age, namely the age of the Industrial Revolution. The speaker gave some examples to prove that the organisation of schools is similar to that of factories. Due to this, children are taught in age groups and subjects are taught separately. The presenter uses the analogy of a factory production line to characterise learning in schools.

In his view, drastic changes are required to meet the needs of modern learners and he calls it 'changing the paradigm'.

B

This was a very interesting presentation on how to reform public education. I quite agree with the reasons for reforming which the speaker mentioned though I doubt that this can be explained by the fact that our system of education was designed for the age of the Industrial Revolution. On the whole, I believe it sounds quite reasonable that we should reconsider the system of education with a better understanding of modern learners' needs and learning styles.

C

The speaker started by mentioning economics and culture as the two main reasons for reforming public education. What he sees as the main reason for the problems in the existing education system is that it was designed for the age of the Industrial Revolution with the concepts of the Enlightenment in mind. The solution he offers is what he calls 'changing the paradigm', which means restructuring the system from one resembling a production line to one which could cater for individual learners' needs.

Language focus

10 **Read the summaries in Activity 9 again and complete the Language Support box with more phrases.**

Language Support: summarising

At the beginning, _____ , Next, Further, _____, Finally
The speaker pointed out / defined / assumed /_____

11 **Prepare a short summary of the presentation in Activity 13 in Lesson 2 of this unit. Read someone else's summary and use this checklist to evaluate it.**

1 The summary is short.
2 It is logically structured.
3 The main idea of the talk is clear.
4 The speaker's words are properly paraphrased.

Follow-up

12 **Find (e.g. on YouTube) a presentation on a topic of interest to you and listen to it. Note down the main ideas. Prepare a summary of the presentation and present it to the group. Use the checklist from Activity 11 to evaluate each other's summaries.**

Unit 3 A round-table discussion

By the end of this unit you will be able to

- construct valid arguments
- respond to arguments
- use appropriate language to manage a round-table discussion
- use appropriate language to participate in a round-table discussion

Lesson 1 Presenting arguments

Lead-in

1 Work in pairs. Discuss the questions.

1 Do you enjoy a good argument?
2 Why do you think people argue?
3 How are arguments in academia different from those in everyday life?

Reading

2 Read the text and complete notes 1–3.

An argument is an attempt to persuade someone by giving reasons. In critical thinking, an argument is a list of statements called reasons, supported by evidence and examples, and a conclusion. To provide an argument is to give reasons for accepting the conclusion. An argument usually begins with a statement of position, often called a thesis statement. Then the statement is backed up with reasons, evidence and examples. At the end the position is restated or summed up.

Structure of an argument:
1 _____
2 a _____
b _____
c _____
3 _____

Listening

3 1.12 Listen to an argument and say how many reasons and pieces of evidence are given.

4 1.12 Listen again and complete the notes. Compare your notes with a partner.

Thesis Statement: _____
Reason 1: _____
Evidence 1: _____
Reason 2: _____
Reason 3: _____
Conclusion: _____

5 1.13 Listen to the four arguments and add notes about the thesis statements and conclusions, if any, to the table. Write only key words.

	Speaker 1	Speaker 2	Speaker 3	Speaker 4
Thesis statement	*publications indispensable for academic careers*			
Reasons	*1* *2*	*1* *2*	*1* *2* *3 give tools for independent learning*	
Evidence and examples		*4% finish course*		
Conclusion			*have to be changes to be recognised worldwide*	

6 1.13 Listen again and add notes about reasons, evidence and examples, if there are any, to the table in Activity 5.

7 Work in pairs. Compare your notes and complete the table in Activity 5 with any missing information.

Language focus

8 1.14 **Listen to the extracts from the arguments in Activity 5 and complete them with words or phrases.**

1 The main _____ for this is that when you have publications, your rating becomes higher.
2 Another _____ is that the more you share your research with the public, the more ...
3 I wholeheartedly _____ that the approach to university education in my country should be reconsidered ...
4 _____, the approach to education here is highly theoretical.
5 There is plenty of _____ in the literature for the idea that hands-on experience enhances learning.
6 So, _____, there have to be changes in the system ...

9 Add the underlined phrases from Activity 8 to one of the Language Support boxes below.

Language Support: making a thesis statement

In my opinion, ...
I am completely sure that ...
It is my belief that ...
It could be argued/ asserted that ...
_____

Language Support: providing evidence and examples

To support my point of view ...
To prove this statement ...
First of all ...
Not only ..., but also ...
Most recent research points to ... Take for example (the case of) ...

_____ _____
_____ _____

Language Support: coming to conclusions

I should like to repeat once again that ...
To conclude. ...
On the whole, ... Generally speaking, ...

_____

10 **Match expressions a–f with definitions 1–6.**

1 tricks of the trade
2 to be at the forefront
3 to spoon-feed someone
4 to climb the professional ladder
5 on your toes
6 to be on good terms with

a to have a positive relationship with
b methods that help to do a job better or faster
c to give someone so much help that they have no opportunity to think independently
d constantly aware of new developments, changes, etc.
e to move to a higher position at work
f to be in the most noticeable or important position

11 **Substitute the underlined phrases with appropriate phrases in the box. Change the form where necessary.**

to gain someone's respect to miss a deadline to build rapport
to facilitate learning subject matter scientific discovery to enrol for a course

1 It takes time <u>to develop good relationships</u> with students.
2 If you want <u>to be a member of the course</u>, contact the staff.
3 You will drop out if you <u>do not complete the tasks on time</u>.
4 In a university course, not only <u>the contents of a subject</u>, but also academic skills are taught.
5 This sequence of activities is aimed at <u>making learning easier</u>.
6 Effort is needed to <u>win the esteem</u> of students.
7 Nowadays, <u>finding new information in science</u> is a group achievement, not an individual one.

12 **In which contexts (speech or writing) are you likely to use the language from Activities 10 and 11?**

13 **Work in pairs. Use your own ideas to complete the sentences.**

1 To be on good terms with my students and build rapport, I ...
2 To be at the forefront, a university teacher has to ...
3 It's not a good idea to spoon-feed students, because ...
4 What keeps me on my toes is the necessity to ...
5 To climb the professional ladder, it is important for a researcher to ...
6 If students who enrol for my course miss deadlines, I ...
7 To facilitate learning, I use the following methods: firstly, ... , secondly, ...

Speaking

14 **Plan your argument for one of the statements below. Write an outline as in Activity 4. Note down the language you need to complete the task.**

1 Being aware of copyright laws is / is not important for academics.
2 Higher education should / should not collaborate with business and industry and develop life skills.
3 Being a university teacher means / doesn't mean having knowledge only in one area of study.
4 The use of technology affects / does not affect the quality of learning and teaching.

15 **Work in pairs. Present your argument to a colleague. Use the language from the Language Support boxes in Activity 9.**

16 **Agree or disagree with the ideas given by your colleague, using the language from this lesson.**

Follow-up

17 **Work in pairs. Reword the thesis statements below to turn them into conclusions.**

1 It is my belief that any university teacher has to be a researcher.
2 Students ought to be given more choice and autonomy.
3 The teacher–student ratio is one of the factors that determines the quality of a university.

18 **Work in pairs. Think of reasons, evidence and examples to support one of the statements from Activity 17. Note them down.**

Lesson 2 Evaluating arguments

Lead-in

1 Read the quotations and say whether you agree with them or not and why.

That's the beauty of argument: if you argue correctly, you're never wrong. (Christopher Buckley)
Argument cannot be answered with insults. Kindness is strength; anger blows out the lamp of the mind. (Robert G. Ingersoll)
What's all this love of arguing? No one ever convinces anyone else. (Leo Tolstoy)

Language focus

Tip:
Logical relations' are relations between ideas that make a text connected.

2 Match extracts A–E with logical relations 1–5.

1 cause and effect
2 comparison and contrast
3 addition and reinforcement
4 exemplification and evidence
5 time

A

The research has been criticised for several reasons. It used a sample that was not representative enough and the results were controversial. Moreover, the statistical analysis was found to be faulty.

B

Writing for academic publication requires effort and concentration. Consequently, if you concentrate on your paper every day, even for short periods, , your progress will be noticeable.

C

Initially, you will submit your paper and wait for a review. As soon as you get it, start correcting your paper, following the reviewer's suggestions.

D

The first step will be studying the recent publications in your field. It is important, in particular, to understand the content, focus, structure and style.

E

A panel discussion, like a round-table discussion, brings a number of people together to discuss a preassigned question. Unlike round-tables, panels have an audience who may also ask and discuss questions.

3 **Add the highlighted words from Activity 2 to the appropriate Language Support box below.**

Language Support: cause and effect

Cause →		Effect
as	since	as a result
because (of)	due to (the fact that)	as a result of
therefore		thus
		so

Language Support: addition and reinforcement → →

additionally	besides	as well as
specifically	what is more	
especially	indeed	

Language Support: cause and effect

Comparison → ←	Contrast ← →
in the same way	by/in contrast
likewise	conversely
similarly	on the contrary

4 **Use a linking word or phrase from the Language Support boxes to connect the sentences logically.**

1 In a round-table discussion participants do not make presentations or distribute handouts. They are allowed to express their opinions for two or three minutes.
2 A paper is an oral presentation, supported by visual aids, by a speaker or a group of speakers . In a poster presentation the main emphasis is on the visuals.
3 Conference preparation takes a lot of time and effort. You should start preparations well in advance.
4 In the Conclusions section of an article you summarise the ideas and draw conclusions. At the end of a presentation it is necessary to cover the main points and make a summary.

5 **Work in pairs. Complete sentences a–e in a logical way.**

1 Since it is important for a teacher to build rapport with her students, …
2 Rapid communications should not exceed 5,000 words. By contrast, …
3 Distance-learning courses demand effort and commitment. As a result, …
4 An abstract of an article outlines the methods and the outcomes of research. Likewise, a conclusion …
5 Interdisciplinary education has to deal with a number of problems, specifically, …

6 Write pairs of logically connected sentences, using prompts as in the example.

subject matter / research activities
Those students who are involved in scientific research demonstrate a deeper understanding of the subject matter. In contrast, those not participating in research activities may have difficulty realising how theory is put into practice.

1 build rapport / gain respect
2 publish or perish / climb a professional ladder
3 enrol for a course / scientific discovery

7 Work in pairs. Listen to your partner's sentences and say which logical relation he/she has expressed.

Reading

8 Rewrite these false statements to make a checklist for a good argument.

1 Some elements of the structure of an argument are omitted.

_____

2 All the parts of the argument are disconnected.

_____

3 There are some contradictory points.

_____

4 The evidence which is given is unreliable and irrelevant.

_____

5 The language is emotional.

_____

9 Work in pairs. Read the arguments and evaluate them according to the criteria in Activity 8. (Look at page 00 for the structure of an argument.)

A

Modern technologies certainly bring in lots of opportunities into our lives, but it cannot be denied that they have drawbacks as well as advantages. The first point to make is that technologies not only support but also inhibit learning. Let me illustrate this point with an example. Teachers, including those in my department, complain about the abuse of mobile devices in university classrooms and debate how to make students more focussed in class,. Many students can't even concentrate outside class. But they successfully complete the work on my course in our university's learning management system.

B

The quality of research results in our field is not as high as it used to be, say, 30 years ago, and I'll explain why. There is pressure to be published. The time one can allow to prepare and carry out research, analyse the results and prepare a publication is quite short. Racing to meet deadlines, we omit important details. Modern technology helps to process data quickly. We have much larger bodies of data today. There is no time to be thorough and meticulous. The research is of lower quality.

C

From my point of view, plagiarism is one of the burning issues of today. Today, when technology has given us access to seemingly unlimited sources of data, plagiarism has become the norm. I hate to say it, but everyone plagiarises. Most of all, students. It seems 'copy-and-paste' is their favourite function. According to research, 70% of students' work contains plagiarism. Not only that, but academics do the same. A recent inspection in one of the universities revealed that History theses were more than 50% plagiarised! This shows no respect for copyright and the intellectual effort of others! All in all, plagiarism is widespread, and it's high time something was done about it.

Speaking

10 **Read the Language Support box and write *A* next to the phrases that express agreement and *D* next to those expressing disagreement.**

Language Support: responding to arguments

1. That's exactly what I think.
2. I might agree with the point about … , but …
3. That's a good point.
4. I'm afraid I have to disagree on the point about … and I feel compelled to say that …
5. I totally agree.
6. I find it interesting that …, but on the other hand …

11 **Work in pairs. Decide how the arguments in Activity 9 can be improved. Consider both the language and the logical structure of each argument.**

12 **Work in groups. Report the improved arguments to another pair.**

13 **Evaluate your classmates' arguments according to the criteria in Activity 8. React to their arguments using the language from the Language Support box; responding to arguments.**

Follow-up

14 **Outline an argument on one of the topics below.**

- Participating in international conferences: is it worth the effort?
- How to be published and avoid being rejected.
- Teaching other subjects in English: a waste of time or an opportunity?

15 **Work in pairs. Present your argument to a partner.**

16 **Respond to your partner's argument using the expressions from the Language Support box.**

Lesson 3 Discussion matters

Lead-in

1 Have you ever participated in a round-table discussion? What was discussed? What roles did the participants have?

Language focus

2 Work in pairs. Choose the word in italics in each sentence that best suits an academic context.

1 The 'publish-or-perish' imperative shifts the *intensity / emphasis / strength* away from real teaching.
2 The 'publish-or-perish' system causes a lot of stress, not only to young academics, but also to more *established / advanced / settled* scholars.
3 Citations are intended to provide *indication / information / evidence* that publications are actually read.
4 Writing scholarly publications is a(n) *insistent / crucial / urgent* aspect of academic work.
5 Be ready to react as quickly as possible when required to make *modifications / repairs / amendments* to your publication.
6 This is a way to *maintain / retain / ascertain* academic communication with other researchers.

3 Paraphrase the underlined phrases, using language from Activity 2.

1 Are experienced academics under pressure to get published?
_____
2 Can you give any supporting facts for the argument that publications are a highly important feature of academic work? _____
3 What aspects of academic work move the focus from actual teaching?
_____
4 Do you usually have to make changes to your publications after reviewing?
_____
5 How do you keep in contact with colleagues abroad? _____

4 Work in pairs. Answer the paraphrased questions in Activity 3.

Reading

5 Identify the elements of the following arguments (see page 00) and put them in the correct order.

Argument 1

a Secondly, this is a way to maintain academic communication with other researchers. Research is not an individual effort today, as many institutions around the world are working on the same problem and have to share their results to be at the forefront.
b There is a pressure to publish. Universities demand publications from their employees, in the first place.
c Writing scholarly publications is a crucial aspect of academic work.
d In short, publishing is crucial for research, for your career, and for your own satisfaction.
e Also, If you don't publish, you won't get a position. But that's not all. Academics are driven by intrinsic motives. They get satisfaction from writing for publication (you know, it really happens!).

Argument 2

a Therefore, impact factors are not reliable and can be manipulated.
b Finally, articles can be cited because they demonstrate research of low quality.
c Citation also has its issues.
d Some articles are cited without being read. They are so-called secondary citations.
e Citations provide evidence that publications are actually read. However, citations can include self-citations, that is reference to oneself, which can boost the citation rate.

6 The extracts in Activities 2 and 3 are from a discussion. What was the topic of the discussion? What matters were being discussed?

Listening

7 1.15 **Listen to a round-table discussion and say if each statement is true or false.**

1 The moderator introduces the participants.
2 Dan does not agree with Ann about the importance of publications.
3 The moderator interrupts Dan because his answer is irrelevant.
4 Paul wants to be the first to answer the second question.
5 Dan agrees with Paul when they speak about the features of a good publication.
6 Dan and Ann have different views when they speak about the pressure to publish.
7 The moderator finishes the discussion by saying that academics should not publish.

8 Work in pairs. Put the words in the correct order to make expressions.

1 this? / your / on / What's / view _____
2 couldn't / more. / I / agree _____
3 but/ are going to / to interrupt you, / we / this problem / later. / discuss / Sorry _____
4 on / I / first / this? / come in / Can _____
5 I / exactly / see / That's / it. / how _____
6 the /back / to / of ... / Coming / issue _____
7 with/ afraid/ I have/ Dan./ I'm/ to agree _____

9 1.15 **Listen to the discussion again and check your answers in Activity 7.**

10 **Match headings a–c with Language Support boxes 1–3.**

a taking the initiative
b shifting the topic
c iinterrupting politely

Language Support: 1 _____

What you are saying is very interesting, but let's focus on the original topic.
I'd just like to say that ...
If I could just interrupt for a moment ...

Language Support: 2 _____

I'd like to be the first to answer.
May I give you my opinion?
Can I chip in with an idea?
If I could just come in here.

Language Support: 3 _____

Now let's turn to ...
Moving on, let us discuss the issue of ...
Let's focus on another aspect of ...

11 **Add some of the expressions from Activity 8 to the appropriate Language Support box.**

Speaking

12 **Work in groups. Have a round-table discussion. Follow the steps below.**

1 Choose a topic for the round-table discussion. For example:
- participation in conferences
- preparing publications
- teaching other subjects in English.

2 Formulate the questions to discuss within the topic.
3 Choose the moderator.
4 Allow 7–10 minutes for:
- the participants to outline their answers to the questions
- the moderator to study the guidelines below and plan the discussion.

5 Have a round-table discussion. Use the expressions from the Language Support boxes.

Guidelines for a moderator:

1 Welcome and introduce the participants.
2 Let everyone speak.
3 Interrupt politely if one of the participants speaks for a long time or does not stick to the topic.
4 Paraphrase or ask clarification questions if necessary.
5 Do not give evaluative judgments.
6 Do not answer your own questions.
7 Thank the participants for their contributions.
8 Summarise the discussion.

Follow-up

13 **Evaluate your participation using the checklist below**

	Never	From time to time	All the time
I contributed to the discussion.			
I was polite and did not interrupt unless a speaker had finished.			
I did not speak for long and I let others express their views. I reacted to what others said but was not defensive.			

Overall, I am *satisfied / dissatisfied* with my performance.

Next time I will *(choose the appropriate options)*

- provide more arguments and support them more strongly
- be more polite
- speak for a shorter time and listen to the opinions of others
- use more appropriate language for different functions
- do the same as I did in this session.

Unit 4 A panel discussion

By the end of this unit you will be able to
- summarise what different people say
- prepare for, and take part in, a panel discussion as a moderator and panellist

Lesson 1 Preparing for a panel discussion

Lead-in

1 Work in pairs. Answer the questions and then discuss them as a whole class.

1 What is a panel discussion?
2 Have you ever taken part in a panel discussion? If yes, in what capacity?
3 Whose role, do you think, is more difficult: that of a panellist or a moderator? Why?

Listening

2 1.16 Listen to an extract from a podcast about moderators of panel discusssions and choose the statement that sums it up best. Give reasons for your choice.

a A panel moderator has a lot of responsibilities during the discussion.
b A good panel moderator is crucial to the success of a panel discussion.
c A panel moderator's job is to control everything during the discussion.

3 1.16 Listen again and fill in the gaps.

A moderator is expected to

1 set the _____ for both the panellists and the audience.
2 provide for the _____ of and the coherence in the panel.
3 ensure _____ participation from the panellists.
4 make sure that the _____ in the audience have an equal opportunity to ask questions and get answers.
5 control the flow of the discussion, summarise the key ideas and link them together,so that the panel has a sense of _____ and complete _____ of the topic.
6 _____ the time.

4 Look through the list of skills a panel moderator needs to have. Tick the things you can do, both in your native language and in English.

	From time to time	All the time
1 to open the event		
2 to introduce the speakers		
3 to sum up a talk / discussion		
4 to paraphrase a question / statement		
5 to interrupt politely		
6 to direct the discussion		
7 to keep the discussion on track		
8 to close the event		

5 Explain the functions listed in Activity 4. Use your ideas and the language in Activity 3.

A moderator should be able to open the event to let all participants know what to expect.

6 1.17 **Listen to a second extract from the podcast and choose the correct option.**

The speaker talks about what she does to ensure success

a before the panel discussion
b during the panel discussion
c after the panel discussion
d in the course of the entire event.

7 1.17 **Listen again and complete the chart, showing the sequence of steps the speaker recommends.**

8 1.17 **Complete the questions the speaker asks her colleagues in order to prepare questions for the panel. Then listen and check your answers.**

1 Suppose you attend my panel, what points _____ ?
2 What do you think you might _____ ?
3 What do you think you'd like _____ ?
4 Here are some questions _____ our audience attendees would like to be addressed.
5 Is there something _____ to add?

Language focus

9 Compare these questions with those in Activity 8. What is the difference in the wording? What is the effect of this difference?

1 What points do you want the panellists to address?
2 What do you want to hear about from the experts?
3 What do you want to learn from them?
4 Here are some questions our audience attendees would like to be addressed.
5 Is there something you want to add?

10 Make these questions more tentative/hypothetical. Change the form of some words as necessary.

1 What do you need to do to ensure the success of my panel?
2 How does the topic of the panel fit into the conference theme?
3 What do you want to learn from the experts?
4 What sort of expertise can you offer?
5 How much time do you need to cover your point?

11 **Write phrases that mean the same as the phrases below.**

1 to offer expertise _____
2 to make points _____
3 to address questions _____
4 to put together a list of questions _____
5 to get in touch with someone _____
6 to cover all the key points _____
7 to assume something _____
8 to let someone know something _____
9 a series of questions _____
10 to make sure _____

12 **Use the phrases in Activity 11 to paraphrase the sentences below. Make other changes as necessary.**

Panellists are usually people who can [1]give expert opinion on the issues under discussion. It's important that you help them [2]to establish connections some time before the conference. Otherwise they might fail [3]to deal with all the issues that you have on your list. It isn't wise [4]to think that even experienced panellists will be able to stick to the point while talking.

My advice is: identify potential attendees among your colleagues and ask them what [5]ideas they would like to talk about. This helps to decide what questions a panellist should [6]touch upon. It takes time [7]to compile a list of questions for a discussion. When you have one, you are halfway to success.

Always [8]inform everyone in the panel about how it will go. And remember [9]to check how the names of the panellists are pronounced. It is quite an issue in events with international participation.

Speaking

13 **Start preparing for your panel. Follow the steps below.**

1 Choose one of the subthemes that are on the mind map of your conference (see Unit 1 Lesson 2, p 00).
2 Go around your class and ask your colleagues as potential attendees what questions they would like the experts in your panel to address. Ask tentative/hypothetical questions.

Follow-up

14 **Prepare for your panel. Follow the steps below.**

1 Research online the topic/subtheme you have chosen for your panel. See how it fits into the theme of the conference.
2 In your class group, identify three or four people whomight be useful on your panel as experts. With their help, put together a list of questions. (See Activity 8.) Contact your panellists via email: explain the purpose of your writing and how the panel will work.
3 Bring your list of questions to the next lesson.

Lesson 2 Summarising a discussion

Lead-in

1 Work in pairs. Discuss the questions and then share your thoughts with the whole class.

How is summarising from one source different from summarising from many sources?
How is summarising a written text different from summarising a spoken source?

Language focus

2 Add prefixes to words 1–6 so that they have the opposite meaning.

1 clear _____
2 acceptable _____
3 relevant _____
4 capable _____
5 resolvable _____
6 definite _____

3 Paraphrase sentences 1–6 using language from Activity 2.

1 It seems this problem cannot be solved.
2 You have mentioned an issue that is not related to the topic.
3 This objective is difficult to understand.
4 And what about the students who don't have the ability to complete the task?
5 We cannot accept such behaviour.

4 Match the underlined expressions in the text with their equivalents a–g .

Though interdisciplinary education has [1]diverse benefits, I'd like to offer some [2]decisive arguments against it. Firstly, students are [3]deprived of the opportunity to study the [4]core subjects in depth. Secondly, students can't [5]sustain focus and they lose concentration. Lastly, there is [6]a certain reluctance among employers to hire graduates with double diplomas. To conclude, the problem of interdisciplinary education [7]deserves close attention, as there are some important issues that have to be considered.

a main disciplines
b a kind of unwillingness
c not given the chance
d is worthy of careful consideration
e keep their concentration
f various advantages
g clear counter-arguments

Listening

5 Work in pairs. Discuss the questions.

1 What are interdisciplinary studies?
2 What are the benefits of interdisciplinary studies, if any?
3 What is the general attitude to interdisciplinary studies in your institution?

6 Read the steps for a 'welcome to a panel discussion' and put them in the correct order.

a Introduction of panellists.
b Procedures and rules.
c The first question to discuss.
d Greeting.
e Introduction of the topic.

7 1.18 **Listen to a moderator welcoming everybody to a panel discussion about interdisciplinary studies and check the steps in Activity 6.**

8 **Work in pairs. Discuss what kind of language helps you identify that a problem is being discussed.**

9 1.19 **Listen to the first part of the panel discussion introduced in Activity 7 and make a list of the problems that interdisciplinary studies cause.**

Speaking

10 **Work in pairs. Summarise orally what you have heard of the panel discussion so far, using the prompts below.**

The first question on the moderator's list was ...
The first speaker took the initiative and expressed the opinion that ...
He said the main problem was that ...
The second speaker agreed, saying that ...
Other speakers mentioned other problems, in particular, ...

11 1.20 **Listen to the second part of the discussion and complete the notes below. Write only key words.**

1 Examples of successful interdisciplinary communication:
a _____
b _____
2 Breakthroughs usually happen at _____
3 Interdisciplinary education develops the ability:
a _____
b *to transfer knowledge*
4 The moderator concludes by saying that interdisciplinary study is
a) _____ but there are b) _____ about its use in undergraduate training.

12 1.20 **Listen again and write the phrases that express the following functions. Two of them have been done for you.**

1 Clarifying: *Could I be wrong?*
2 Interrupting politely: *That's such a great example! It would be an interesting topic for a full panel discussion, but let's go back to the question ...*
3 Clarifying _____
4 Taking the initiative _____
5 Adding information _____
6 Drawing conclusions _____

Follow-up

13 **In pairs, prepare an oral summary of the whole discussion using notes from Activities 11 and 12. Share it with other colleagues.**

14 **Find a discussion on the internet that is of interest to you. In class, summarise it to a colleague.**

Lesson 3 Closing effectively

Lead-in

1 Look through the list of common difficulties that may occur during question time in a panel discussion. Think of ways of handling them.

1 The questioner is not sure whether he/she can ask his/her question.
2 The questioner speaks in a low voice.
3 The questioner is sitting at the front and the people at the back can't hear him/her.
4 The questioner asks more than one question.
5 The question is complicated.
6 The answer is too long.
7 There are no questions.

Reading

2 Read the text and find some solutions to the problems listed in Activity 1.

It is very important that the audience know how questions will be handled by the facilitator. It is common practice that attendees simply raise their hands to let the moderator know that they have a question. To show a member of the audience that you are ready to take their question, make eye contact with them. After they have given their question, repeat it to make sure that everyone is following.

Sometimes people ask more than one question. Then you have to decide whether to take all of them or choose one. What you decide will depend largely on the time available. Look at your panel and ask who would like to take the question first.

Sometimes a question is not well-structured. Then you need to paraphrase it. Offer your own understanding but ask the questioner to confirm that your paraphrase is right.

If an answer is long, it is useful to summarise it before taking another question.

Be prepared with some questions of your own in case the audience remains silent.

Speaking

3 Read the sentences below and identify the situation the moderator is trying to resolve.

[1]You're making some great points, John, [2]but we are pressed for time. [3]We'll come back to you if time permits.

4 Match functions a–c with the parts of the speech 1–3 in Activity 3.

a mentioning shortage of time
b suggesting another time/place
c showing appreciation

5 **In extracts 1–3 identify functions a–c in Activity 4.**

1

> Thanks for those great ideas, John, but we need to watch the time. So, I'm going to ask Justin to give his point of view and then maybe you can meet some of the audience after the discussion to talk about this more.

2

> That's such a great idea, it would be an interesting topic for a full panel discussion, but let's focus again on …

3

> You offer a new perspective, John. I'd like to look at it in more detail but unfortunately our time is really limited. Let's hear what Justin has to say.

6 **Work in groups of four. Take turns to role play ways of interrupting a speaker.**

7 **Look through the 'To do' list below and tick the things you need to do to close a discussion effectively. Give reasons for your choices.**

1 summarise the main conclusions from the discussion
2 thank all the panellists for their time
3 hand out the evaluation sheets
4 thank the attendees for coming
5 direct the attendees to where the next sessions are
6 make some notes on what went well and what needed improvement
7 write a thank-you note to each panellist

8 1.21 **Listen to the moderator and identify the functions the moderator uses.**

Role play

9 **Role play a panel discussion.**

Moderator: With your teacher, prepare the room for your panel. If necessary, hold a pre-panel meeting with the panellists.

Panellists: Review the questions for the panel and how you are going to respond.

Attendees: Study the panel handout and think of two to three questions. You might need to change or modify them depending on how the discussion goes.

Follow-up

10 Use this form to assess your performance as moderator.

Self-Evaluation Card for Moderator

	Yes/No
1 Organisation: Was the room prepared well?	
3 Handling the panel:	
– Did I keep the time effectively?	
– Did I summarise effectively?	
– Did I make sure that all the panellists participated equally?	
4 Question taking:	
– Did I keep control effectively?	
– Did I ensure a smooth flow of questions and answers?	
5 Closing: Did I say everything that was necessary?	

Module wrapping-up

1 You have finished Module 1. Congratulations! Reflect on the module and evaluate your progress. Read the statements in the table below and put a tick if you agree with them.

Module 1	
I can create a timeline for a major academic event in English.	
I can write a call for papers in English.	
I can ask questions in English in a Q&A session.	
I can respond to questions in English in a Q&A session.	
I can paraphrase what I hear in English orally.	
I can summarise other speakers' ideas orally.	
I can construct a valid argument in English.	
I can respond to an argument in English.	
I can manage a round-table discussion in English	
I can manage a panel discussion.	

2 What do you need to improve further? Set yourself some goals for further development. Use the SMART principle: goals should be Specific, Measurable, Achievable, Realistic, Time-bound.

3 Share your responses to the course with the whole class.

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