

**АНГЛИЙСКИЙ ЯЗЫК
ДЛЯ ИССЛЕДОВАТЕЛЬСКИХ
И АКАДЕМИЧЕСКИХ ЦЕЛЕЙ
(ENGLISH FOR RESEARCH
AND ACADEMIC PURPOSES)**

УЧЕБНИК



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Учебник нацелен на формирование общей и профессионально ориентированной коммуникативной компетенции в академическом англоязычном письменном и устном дискурсе. Особое внимание уделяется обучению основам написания научных работ в формате IMRAD (Introduction — Methods — Results — Discussion), поскольку подобный формат в последнее время становится предпочтительным, а в ряде случаев обязательным и для научных статей не только на английском, но и на других языках. В книге также рассматриваются инструменты искусственного интеллекта, используемые для повышения эффективности работы над созданием и редактированием академических текстов. Учебник может быть использован при чтении дисциплин «Академическое письмо на английском языке», «Английский язык для научных/исследовательских целей».

Учебник предназначен для студентов, аспирантов, а также для преподавателей и исследователей, интересующихся проблематикой английского языка для общих и специальных академических целей и стремящихся повысить собственный уровень компетенции по написанию научных работ на английском языке.

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INTRODUCTION

Today, with globalisation experiencing quite a degree of decline, research internationalisation has never left the agenda. To obtain valid and practical research outcomes that can genuinely serve humanity, scholars are required to be able to make their studies visible at least to a number of world regions, ideally, to the whole world. English still acts as a lingua franca in journals and books, at forums and conferences, along with educational institutions and research centers. To disseminate competitively the findings of their studies across borders, scholars need to be proficient in English at least at the B2 level of the CEFR.

This coursebook aims at developing learners' competence in effective use of academic written and oral discourse in English. Special attention is paid to English for research purposes. Currently, with the recent shifts in education and research policies, there still remains the approach "Introduction — Methods — Results — Conclusion" (IMRAD) that dictates using the respective structure when writing research articles not only in English, but in other languages including Russian. More and more Russian research journals embrace the IMRAD approach as the key formatting and content requirement for submitted articles. This coursebook responds to learners' needs who face or will soon face such a requirement.

The coursebook is designed for undergraduate, graduate and postgraduate students majoring in linguistics, foreign language teaching, translation and interpreting, and intercultural communication. The resource can also be practical for researchers specialising in other Humanities fields such as philology and education. The prerequisite proficiency level this book users are expected to have is B2.

The coursebook consists of ten units. Unit 1 spans key features of Academic English, including lexical, syntactic, and discourse characteristics along with academic text micro- and macro-organisation. Unit 2 is centred upon the content, structure and language of the Introduction of a research paper followed by Unit 3 that covers the Literature Review. Apart from the content, structure and language parameters, Unit 3 focuses on referencing styles. Unit 4 is devoted to describing the study's research framework, data collection and data analysis methods, and research procedure. Preceded by Unit 5 which focuses upon describing anticipated and achieved results, Unit 6 emphasises ways to write an effective Discussion section and draw relevant conclusions and provocations aligned with the established research gap and aim(s). Such a significant content- and promotion-wise component as the Abstract is addressed in Unit 7. Unit 8 focuses on academic presentations and discussions of research proposals and outcomes. Unit 9 provides practice of academic vocabulary in authentic contexts. Unit 10 concludes the books and focuses on AI resources employed in research and academic discourse. Each unit consists of lessons that contain theoretical and practical input materials accompanied by exercises and a Self-Study section.

The study materials are supplemented by an academic vocabulary thesaurus in which you will find definitions of vocabulary units, their synonyms, useful collocations and examples of their use from the British Academic Written English Corpus.

Unit 1

ENGLISH FOR RESEARCH AND ACADEMIC PURPOSES

After studying this unit you will:

- become aware of the features and conventions of academic writing in English;
- make your text coherent and cohesive using a variety of linguistic devices;
- appropriately use cohesive devices to express logical relations in academic texts;
- structure and write five types of academic paragraphs;
- use hedging devices in your writing.

Lesson 1

English for Research and Academic Purposes: Features and Issues

English for Research and Academic Purposes (ERAP) encompasses the language used by students and researchers from different disciplines in essays, dissertations, articles and other academic works. It is essential to know and follow the rules of ERAP, and research writing in particular, because to be accepted by the research and academic community you need to demonstrate you follow their conventions.

Ex. 1. Finish the adjectives that describe ERAP.

Academic language, and academic English in particular, has the following features:

- it is 1) **o**_____, not personal. You cannot express your opinion or judgement without supporting it with evidence, valid arguments and examples;
- it is more 2) **c**_____ than the language we use when we speak: generally longer sentences, more sophisticated structures (clauses, passive voice, etc.) because the ideas we need to convey are usually intricate and detailed argumentation is needed;
- it is 3) **f**_____, the vocabulary used is less frequent but more specific and precise. The overall style of research papers is official;
- it is 4) **e**_____ and 5) **p**_____: numbers and facts are precise, every step of research is clearly explained in detail. Whenever you mention somebody else's idea, you should refer to the exact source;
- it is clearly 6) **o**_____, strictly adheres to the structure, which is easy to follow;
- it is 7) **c**_____. When restating your aim, research questions, findings, etc. try to paraphrase them to avoid repetition. However, do not paraphrase terms, terminology should remain the same throughout the paper;
- the main aim of academic writing is to 8) **p**_____ the reader, and the features listed above work for this purpose.

Ex. 2. Look through the extract from an academic paper and find how the features of research writing are exhibited. Discuss your findings with the class.

Sternberg and Grigorenko (2002) enumerate three methodological differences between summative assessment (SA) and dynamic assessment (DA). First, SA focuses on the outcome of past development, while DA foregrounds future development. In Vygotsky's terms, SA taps into already matured abilities but DA promotes functions that are maturing. Second, the examiner/examinee relationship differs in the two approaches. In SA, examiners are expected to adopt a neutral and disinterested stance as a means of minimizing measurement error (Sternberg & Grigorenko, 2002: 29). In DA the examiner intervenes in the assessment process as the 'conventional attitude of neutrality is thus replaced by an atmosphere of teaching and helping' (ibid.). Third, in SA examinees are given little or no feedback on the quality of their performance until the assessment is complete. To do otherwise would threaten the reliability of the instrument. In DA, a specific form of feedback is provided — mediated assistance — and this is the crux of the assessment process. What makes a procedure dynamic or static is not the instrument itself but whether or not mediation is incorporated into the assessment process. In other words, fill-in-the-blank, multiple-choice, open-ended essays, or even oral proficiency tests are in themselves neither static nor dynamic instruments. Their status is determined by the goal of the procedure and the format in which it is subsequently administered.

(Adapted from: DOI 10.1558/japl.v1i1.647)

Ex. 3. Read the sentences from students' papers and choose which feature of ERAP is ignored in it.

- 1) Discourse analysis was not needed.
 - A. It is not formal.
 - B. It is not objective.
 - C. It is not complex enough.
- 2) It is so because every participant of the event carries a fair deal of cultural prejudice.
 - A. It is not formal.
 - B. It is not objective.
 - C. It is not complex enough.
- 3) Advertisement is the most interesting topic for linguistic analysis.
 - A. It is not formal.
 - B. It is not objective.
 - C. It is not complex enough.
- 4) There were around 50 participants who completed the questionnaire.
 - A. It is not formal.
 - B. It is not objective.
 - C. It is not precise.
- 5) One thing is blindingly obvious: to get to educational goals, it is obligatory to disclose certain reasons for the loss of students' motivation and find ways to solve this problem.
 - A. It is not formal.

- B. It is not complex enough.
- C. It is not explicit and precise enough.

6) Moreover, in the English language, there is a greater number of phraseological units with the concept of weather in comparison with the Russian language.

- A. It is not formal.
- B. It is not complex.
- C. It is not precise.

7) Analysing one advantage of blended learning, the author mentions it in a superficial way, thereby not developing this topic further.

- A. It is not complex.
- B. It is not objective.
- C. It is not precise.

Ex. 4. Imagine you are an academic writing instructor. Read the extracts from students' papers and suggest what an academic writing instructor could correct in them.

a) To answer the research questions, it is proposed to analyse and work out the algorithms of regulating the conflict to reach consensus in the multicultural society with cultural diversity, hence establish not just a stable economic zone, but to integrate deep positive integration with the harmonisation of political institutions.

Not many works are concentrated on the language and cultural perspectives of the integration process, the particular attention is, though, paid to the theories of the integration process, like political aspects and the "spillover" effect (Plenk, 2014).

b) Numerous studies present and analyse the concept of culture, its components, features, and how it can influence communication between people.

c) According to an expert, it is necessary to "correctly encode information in the main channel, correctly use additional communication channels as non-verbal ways of transmitting information vary in different cultures" (Guzikova, 2015).

d) Primarily, it is indispensable to point out that such a pedagogical innovation as blended learning has become a major part of the landscape of training, learning and instruction.

e) To successfully advance in the market, it is necessary to be aware of cultural trends and discursive features of the perception of information by one or another part of society.

f) According to the most vivid differences, scholars generally define five types of cultures: Western, Eastern, Latin, Middle Eastern and African (Zimmermann, 2017).

g) In order to achieve this purpose and to meet all the objectives, a great amount of literature has been analysed, revealing the problem of linguistic discrimination.

Even though sentences in academic writing are often long and complex, it is important to avoid making your writing too wordy or repetitive. Avoid:

- lengthy introductory clauses (e.g. *Despite the fact that it cannot be stated that it has been too long since the last studies related to this topic were conducted or that previous research is outdated, in our modern world, especially with new technology and social media, language is, along with everything else, changing faster than ever*);
- overuse of transition words/phrases (e.g. *One of the organisations is Apple Inc. which has tried to combat misinformation about COVID-19. Thus, it has begun to remove mobile applications with information about COVID-19. However, the incorporation has not got official government or approval by medical institutions. As a result, Google has announced a 24-hour COVID-19 incident response team*);
- redundancy, that is repetitions of the same idea or language (e.g., write “in 2022”, instead of “in the year 2022” or avoid sentences like “The conclusion chapter aims to draw conclusions about...”).

Ex. 5.

a) The issues that arise in students’ academic writing involve the errors exemplified above and some other features found (1–6) below. Match these issues to the examples in Ex. 4. In some cases, there are several issues in a sentence.

b) Rewrite the sentences in Ex. 4 and improve them.

- 1) run-on sentence;
- 2) overuse of prepositions;
- 3) inappropriate use of vocabulary;
- 4) redundancy/wordiness;
- 5) parallel structures;
- 6) lack of/incorrect references.

Ex. 6. Match the issues a–f to the examples 1–7. In some examples more than one issue may be present. Rewrite the extracts.

- a) run-on sentence;
- b) overuse of prepositions;
- c) inappropriate use of vocabulary;
- d) inappropriate register;
- e) redundancy/wordiness;
- f) lack of/incorrect references.

1) In order to achieve the goal the following methods were used: analysis of theoretical information and synthesis of the ideas recollected for the theoretical part and an experiment in the format of a social survey with established criteria for the selection of respondents conducted to collect qualitative and quantitative data for the practical part.

2) Finally, talking about difficulties of students' engagement in learning, as it is discussed earlier, communication as one of the people's social needs is a motive of language learning, as well as a teacher, who plays an important role in raising of motivation.

3) In today's world, media outlets are mostly considered not only as sources of information but the carriers of culture, especially when it touches upon glossy magazines.

4) Besides the visible positive factors, there is definitely the dark side in it, hidden in unachievable beauty standards and in lavish lifestyle, which causes a stir between researchers and inadequacy among female readers.

5) To successfully advance in the market, it is necessary to be cognizant of cultural trends and discursive features of the perception of information by one or another cell of society.

6) Human mind has been studied a lot in the context of linguistics, which made the topic of language consciousness very relevant.

7) Thus, there are pretty many works done to explore the sphere of intercultural interaction (Samovar L. A., Porter R. E., McDaniel E. R., Roy C. S., 2009) and the importance of passing international exams, in particular — EAP (Douglas S. R., and Rosvold M., 2018) the issue of incompetence of written communication has not been thoroughly investigated and its influence on the success of intercultural communication.

Ex. 7. Work in pairs. Go to <https://pickerwheel.com/tools/random-number-generator/> and enter the maximum number 7. Then take turns to spin the wheel and paraphrase the sentences with the number you get. When paraphrasing, eliminate wordiness and introduce other necessary improvements. After pairwork, discuss the paraphrases with the whole class.

1) There are very few researches made on the Japanese Language Teaching methodology, very few textbooks are available to be bought in bookshops.

2) Day by day the world is rapidly globalising now and it is hard not to accept the importance of being culturally aware, knowing all the specific features of a particular culture, and minimising misunderstandings and rejection of ads from people.

3) A person acquires the desire to master a particular foreign language only when the need for this goal appears formed.

4) A potential for using obtained in the research results in the practical activities of teachers of foreign languages with an aim to increase students' motivation in language learning shows the practical relevance of this study.

5) The most common source of collecting theoretical data used to complete this proposal is the result of collecting and analysis of the information from the scientific articles published on the issue.

6) To the best of our knowledge, the aim of this research is to provide a comparative analysis of the translation of toponyms and anthroponyms which is provided by Muravyov V. and Kistyakovsky A.; Karrik V. and Kamenkovich M.

7) One of these specific features are the differences between mono- and polychronic cultures. This concept tends to be one of the most solid due to a very vivid and huge abyss between its polar notions which relate to the time understanding of people from these polar concepts.

Ex. 8.

a) Sometimes students write sentences that continue the idea of the previous sentence but do not have a subject or a verb. Sometimes they split a sentence starting the next one with a conjunction. Rewrite to improve such sentences. Make other necessary changes.

b) Compare your versions with a partner.

1) The purpose of this article is to raise the question of how beneficial online learning is, implementing applications, namely Zoom and Skype, in contrast with the traditional way of gaining knowledge in a classroom setting. And also to identify the main advantages and disadvantages of these services in a comparative analysis, establishing the best option of online education.

2) The grammar-translation method is characterised by an emphasis on grammar rules and a wide range of vocabulary. Since its purpose is to stimulate students' interest and ability to read and understand texts written in foreign languages (Larsen-Freeman, 2000).

3) Proper names definitely may have various functions in works of art. For example: semantic, humorous, expressive, sociological, allusive functions (M. Gibka, 2019).

4) The first one implies the process of learning where students regardless of place and time can study and take tests having only a deadline. Whereas the second type refers to online learning (lectures and seminars) at particular times with an ability to communicate with a teacher (Amiti F., 2020).

5) The impact produced by any presentation depends on the communicative strategies and patterns employed by the speaker. Hence the pertinence of communicative behaviour manifestations in various genres of business communication.

6) Stereotypes prepare "the ground" for intercultural communication. Although Popkov mentions that in intercultural communication, people cannot rely only on stereotypes.

7) Because all nations are too busy with the health crisis: not enough space in hospitals, lack of masks, medicines, and the deaths of hundreds of thousands of residents. These groups may try to accelerate recruitment campaigns and plot new attacks.

8) First of all, we devised a set of role plays suitable for adult students whose level of English is B1 and higher. Secondly, observation — I am going to attend the lessons where developed roleplays are going to be used.

Lesson 2

Cohesion and Coherence

Ex. 1. Read an extract from an academic paper. In pairs answer the questions:

- 1) What role does the highlighted language play in the paragraph?
- 2) What do *these components*, *these characteristics* and *these issues* refer to?
- 3) What logical relations do the other highlighted words and phrases indicate?

Reading is not a simple process, but a complex, multi-component skill that involves an intricate combination of many lower- and higher-level cognitive, linguistic, and non-linguistic skills and sub-skills. Because reading involves multiple skills and knowledge sources, an analysis of the contributions of **these components** is critical to understanding how second language (L2) reading acquisition and comprehension occurs. **In addition**, L2 reading is a cross-linguistic process, involving more than one language (Koda, 2005). **Therefore**, a number of L2-specific factors are involved in L2 reading, such as first language (L1) transfer, learners' level of L2 proficiency, and previous literacy experience. **These characteristics** increase the complexity of L2 reading, **so** their investigation has profound implications for any theory of L2 reading comprehension and development. An examination of **these issues** is also essential because they help identify the specific problems that L2 readers experience, and can **thus** contribute to more effective L2 reading instruction.

(Adapted from: DOI 10.1017/S0261444813000396)

In the English language there are a number of ways to make a text cohesive. Sometimes, repetition of a noun can logically link one sentence to another. However, this hardly contributes to the conciseness of the texts or makes it sophisticated. So, these cohesive devices are necessary to master.

Cohesive device	Example of use
Personal pronouns	<i>Expressions in the hedges subcategory are known to play a crucial role in academic writing as they allow writers to express uncertainty regarding the truth value of their statements, enabling them not only to show modesty and reservation but also to avoid personal accountability (Hyland, 1994)</i>
Demonstrative pronouns	<i>To achieve this, two hundred negative comments that were related to impoliteness strategies were analysed. These impoliteness strategies were linked to the four social characteristics already presented in a previous study</i>
Derivatives	<i>The data obtained from the survey were analysed and then inferences were made to find the necessary correlations. The analysis demonstrated the utmost importance of the instructor's ability to motivate, engage and challenge students</i>
Summarising nouns	<i>Some students fail to get the score that corresponds with their proficiency level simply because they are not used to the exam format. Others get lower scores due to exam anxiety. In practice, distinguishing between these two groups may be difficult</i>

Cohesive device	Example of use
The, such, the same, all, etc.	<i>Studies on the productive use of collocations have enabled researchers to harness a wealth of information about the phenomenon. However, most such studies focus on the collocations that come to the surface in finished texts, and have not been able to capture the range of collocational choices available for writers to choose from as they write</i>
Former/latter/ respectively	<i>Khumsikiew, Donsamak, and Saeteaw (2015) write that, for a five-point Likert scale, mean scores can be interpreted as very low, low, moderate, high, and very high for scores ranging 1.00 to 1.80, 1.81 to 2.60, 2.61 to 3.40, 3.41 to 4.20, and 4.21 to 5.00, respectively</i>
Parallel constructions	<i>On a practical level, language has to do with sounds, symbols and gestures that a community puts in order and associates so that they can communicate. On a deeper level, language is an expression of who we are as individuals, communities, nations</i>
Ellipsis	<i>Researchers have shown that the bilingual brain can have better attention and task-switching capacities than the monolingual brain, thanks to its developed ability to inhibit one language while using another (language)</i>

Ex. 2. Identify the words/phrases the highlighted words refer to.

1. It is generally assumed that students who possess high levels of intrinsic motivation also have higher levels of engagement in learning and achievement than 1) **those** who do not. Yet, experience suggests that for university students, extrinsic motivation, in particular the desire to obtain the necessary grades to pass a course, plays a significant role in their approach to study. Pre-sessional students are no exception to 2) **this**. 3) **They** are often more ‘fixated’ on the passing grade and on the summative assessment at the end of the course rather than on achieving learning gains and making use of the formative feedback. 4) **This** can in turn lead to students leaving assessed work until deadlines loom, rather than developing a text over a number of weeks. The outcome of 5) **this** is that work is rushed and underachieving and often displays bad academic practice including textual copying, plagiarism and collusion.

(Adapted from: <http://dx.doi.org/10.1016/j.jeap.2015.03.007>)

2. As follows from the figures above, the use of strategies differs between the films, which could be attributed to each translator’s choices. Nonetheless, the dominant strategy was, by far, 1) **that** of literal translation (59.65% in PF, 66.44% in LM) followed by the strategies of loan translation and official equivalents. The use of 2) **these three strategies**, as well as that of retention which was much less employed, suggests that long stretches of the Greek translations are as close as possible to the respective original text fragments (73.48% in PF, 81.20% in LM). In PF 3) **the three main strategies** are followed by 4) **those** of underspecification, lexical recreation and adaptation, while in LM by the strategies of completion, adaptation, and omission.

(Adapted from: <https://doi.org/10.47476/jat.v5i1.2022.152>)

3. Another dimension that has arisen in the analysis is masculinity-femininity (Hofstede, 1991, 1998; Hofstede et al., 2010). 1) **This dimension** tells us to what extent the roles typically assigned to men and women are differentiated in culture. Thus, in a masculine culture, roles are strongly divided, while, in a feminine 2) **one**, there are not so many differences between the roles and tasks carried out by men and women, both in the family and at work. Apart from 3) **this feature**, the most important trait for this study is that masculine cultures are cultures that value public achievements and recognition. 4) **This** implies that competitiveness among 5) **its** members is well-seen and accepted as a means of achieving goals. On the contrary, for feminine groups, maintaining harmony and consensus through cooperation among participants is an ideal. In 6) **these groups**, individual achievements are not valued, and it is more important to show and feel concern for the needs of others. Hofstede places the United States in the upper middle part of the scale, with 42 points, so it is prone to masculinity, while Spain is located in the lower middle side of the ranking, with 62 points, and therefore it shows traits of femininity.

(Adapted from: <https://doi.org/10.47476/jat.v4i3.2021.188>)

Ex. 3. Match the sentences that belong to the same text. One ending is extra. Discuss what helped you identify the correct ending.

1) Applying the corpus perspective to audio-visual scripts or, more precisely, cleaning the data is one way to reduce formal variation	a) These exchanges, based on cultural themes, involve reflection on commonalities and differences
2) It was designed to promote intercultural learning and understanding between language students across three universities located in Australia, Mexico and Germany using Zoom	b) The averages for advanced EFL learners, Arabic native speakers and English native speakers were 30.57, 31.77 and 34.81, respectively
3) Some of the comments made by the participants addressed observations about the video clips themselves and how features of the clips affected the post-editing experience	c) Such an ability can prevent cross-cultural misunderstandings, eliminate adaptation difficulties, and support social interaction with the local community
4) They can know the difference between their own culture and the target culture, thereby developing strategies to be more tolerant of the dynamics of other cultures (Smith & Khawaja, 2011; Takeshita, 2016)	d) With regard to concern for the hearer (CfH), the results revealed that Arabic and English native speakers employed two distinct formulae
5) The ANOVA test revealed no statistical differences ($p = 0.654$) between the three groups	e) This sort of intervention has advantages and disadvantages
	f) The most common issue mentioned was the speed and style of speech

Ex. 4. Read the extracts. In pairs discuss where cohesive devices can be used to get rid of repetitions.

1) Samovar and Porter (1998) describe how, due to cultural differences, misunderstandings and disagreements often occur when people communicate with people from different cultures. To reduce the risk of cross-cultural misunderstanding, people who travel abroad need to have appropriate intercultural communication competence. The main advantage of intercultural communication competence is avoiding conflicts caused by cultural misunderstandings. Intercultural communication competence is not only a necessity, but also the primary requirement for living successfully in a pluralistic environment (Ya-Wen Teng, 2009).

(Adapted from: <https://doi.org/10.36923/jicc.v21i1.7>)

2) The language-focused learning strand is where learners' attention turns from what is said to how it is said. The attention to the code rather than the content of a message may be at the learner's own instigation but this attention to the code rather than the content of a message will often be instigated by a teacher or by a materials writer. The attention to the code rather than the content of a message is the strand that comprises procedures where a certain feature or segment of language is the object of a lesson as well as interventions where the student's attention is temporarily directed to the code during message-focused activities. When a certain feature or segment of language is the object of a lesson have become known as forms-focused and form-focused procedures, respectively (Long, 1991).

(Adapted from: DOI 10.1017/S0261444811000450)

3) There is a need for further research into how teachers develop and build knowledge bases, including the influences and sources of these bases. Further research into how teachers develop and build knowledge bases will include the personal, contextual, pedagogical, linguistic, institutional, intercultural and interpersonal knowledge. Studies need to follow further research into how teachers develop and build knowledge bases over a number of years.

(Adapted from: DOI 10.1017/S0261444805002867)

Other cohesive devices express logical relations and serve certain communicative purposes.

Category	Cohesive devices	Examples
Addition	<i>furthermore</i> <i>what is more</i> <i>besides</i> <i>on top of that</i> <i>in addition (to)</i> <i>as well as</i> <i>aside/apart from</i>	To try to solve this pitfall and to attempt to provide homogeneity to the study groups, names that referred to nationalities different from that of the studied groups were discarded. Furthermore , comments in which serious grammatical — not spelling — errors were found were also removed from the study

Category	Cohesive devices	Examples
Contrast	<i>while whereas however on the contrary on the other hand conversely notwithstanding unlike in contrast to as opposed to yet still</i>	While exposure to a new culture helps prepare students for the job market, it also offers its share of challenges. Some studies confirmed that social media promoted users' political and civic participation and enhanced international students' life satisfaction. In contrast , other scholars found that social media use may be correlated with negative consequences such as a feeling of loneliness and social isolation
Concession	<i>nonetheless nevertheless (al)though even though despite in spite of even if</i>	Even if they have sufficient proficiency in the language, nonverbal customs of communication can still pose a major obstacle: e.g., whether and when to bargain, what to use for table manners
Comparison (similarities)	<i>similarly likewise as with equally in the same way like</i>	Likewise , Leiba-O'Sullivan (1999) distinguishes between relatively stable intercultural competencies (personality traits) and dynamics (knowledge and interpersonal and intercultural skills)
Result	<i>therefore as a result hence consequently because of as a consequence of as a result of</i>	It is always difficult to generalise convincingly from this kind of data even if the conclusions appear to make sense. Repeat experiments and replications are therefore a very valuable activity
Purpose	<i>so that for the purpose that in order to for the purpose of so as to</i>	Further work is needed in order to establish whether the relationship between memory and vocabulary size exists in other languages. Milton tried to eradicate this problem by testing the learners' vocabulary knowledge twice, so as to obtain stable profile scores
Sequence	<i>first(ly) second(ly) finally ultimately meanwhile subsequently</i>	Then it will make suggestions for a framework of principles to guide the integration of the L1 into the second language classroom without endangering the primary status of the TL. Finally , it will consider strategies for maximizing the use of the L2

Category	Cohesive devices	Examples
Exemplification	<i>to illustrate for example for instance such as as revealed by in particular</i>	Vocabulary growth is dependent on the incidental learning of vocabulary and, in particular , what type of words learners are exposed to
Clarification	<i>in other words in short to put it another way that is</i>	Mackey (1965) argued that words have a 'natural selection' (p. 176). That is to say , words which are useful occur frequently in use
Generalisation	<i>on the whole in general broadly speaking as a rule in most cases</i>	Teachers have culturally different understanding of the teacher/student relationship or of teaching styles. Generally speaking , teachers in Western cultures are very friendly with students; in some cases, students can refer to them by the first name

Ex. 5. Read the definition, study the example(s) and write the relevant cohesive device in the gap.

1) This is an adverb, not a conjunction, so it cannot join two clauses. It means *which leads to*, and *that is the reason for*:

The Pavia Corpus of Film Dialogue, like most linguistic corpora, is not annotated pragmatically for speech acts, _____ the need of a manual search.

2) It indicates contrast and can be found at the beginning, end or middle of a sentence. It is always separated by a comma:

The most popular business correspondence in the world today is email (Beer, 2017) because of its speed and simplicity. It has altered business relationships, etiquette and everyday professional activities. _____, electronic correspondence has drawbacks.

In recent years, _____, the pendulum has swung back to a more balanced position regarding the role of different component processes involved in L2 reading.

3) This word can be used either as a preposition meaning 'in addition', or as an adverb meaning 'moreover'. It usually concludes the line of one's argumentation.

_____ cultural knowledge, communication skills are necessary to cope with intercultural situations.

4) This word indicates the cause and effect relationship and is a synonym to 'consequently'. If it is at the beginning of a sentence, you need to place a comma after it. If it separates two independent clauses, also put a semicolon before it. When it is used in the middle of a sentence or clause, commas are not necessary.

The characteristics of the medium of dubbing were found to assist the translation process, allowing jokes to be modified and _____ maintained through the WORDPLAY > WORDPLAY technique.

L1 readers have already developed advanced knowledge in these areas of the language. This is not necessarily true of L2 learners. _____, L2 reading instruction should also pay particular attention to the development of these basic areas in L2 readers.

5) This word is like ‘*also*’, and it is used to advance an argument, to add more evidence. It conveys a sense of building the line of argumentation.

Another set of issues concerns the role of lower-level processing skills in beginners versus more skilled L2 readers. Most studies on lower-level graphophonic processes have used children or learners who are at the early stages of learning to read. _____, most L2 research in this area has concentrated on the accuracy of these processes.

6) Like ‘*furthermore*’, it is used to add evidence to argumentation. Unlike ‘*furthermore*’, it indicates that the new evidence is a different kind of evidence. Even if you were not convinced, it introduces another line of reasoning that is fundamentally different but still points to the same conclusion.

Students can be “totally satisfied with extra materials and sources provided through the web-based platform” in practising their writing skills (Pikhart, 2018: 44). _____, it offers an opportunity to provide feedback to support further development of writing skills (Khakimova & Mikhaleva, 2012).

Ex. 6. Fill in the gaps with a word or a phrase. More than one option may be possible.

A. Also of theoretical relevance is the notion of transfer-appropriate processing, according to which the kind of cognitive processing that occurs during learning tasks should ideally resemble the kind of processing involved during actual language use (e.g. Segalowitz, 1997, 2000; Lightbown, 2008a; Lyster & Sato, in press).

1) _____, the learning that results from corrective feedback (CF) provided during contextualised language use is more likely to transfer to similar contexts of spontaneous oral production than learning that might result from decontextualised language analysis (Lyster & Saito, 2010). 2) _____, some researchers suggest that CF is most likely to be effective when provided ‘within the context of meaningful and sustained communicative interaction’ (Spada & Lightbown, 1993, p. 218). 3) _____, the effectiveness of immediate vs. delayed CF (e.g. Rolin-Ianziti, 2010) is an interesting avenue for further exploration in the context of ‘isolated form-focused instruction’ provided ‘after an activity in which students have experienced difficulty with a particular language feature’ (Spada & Lightbown, 2008, p. 186).

(Adapted from: DOI 10.1017/S0261444812000250)

B. Empirical research about expatriate managers in Russia is quite small and somewhat dated. Many developments have happened since much of this work has occurred. 1) _____, a number of the studies do not focus exclusively on Russia.

2) _____, they span a variety of central and eastern European countries. 3) _____, most of the existing research relies primarily on positivistic studies using quantitative methodologies that assume cultural essentialism. 4) _____, as scholars argue, “the world with which we deal is essentially socially constructed” (Gioia et al., 2012, p. 16). 5) _____, we have adapted a constructivist approach, which enables us to focus on the particular ways Danish expatriate managers understand the communication characteristics of their Russian counterparts and in turn, how they respond to these.

(Adapted from: <https://doi.org/10.36923/jicc.v22i2.54>)

Ex. 7. Identify the errors in the use of cohesive devices in the extracts from students’ works. Rewrite the extracts. Introduce other corrections if necessary.

1) Their governments are competing for influence in Europe and beyond. On the other hand, it does not mean that relationships between the inhabitants of these two countries are also difficult. Therefore, this study is dedicated to examining the image of a Russian person and Russia from the American viewpoint.

2) The culture in the United States of America can be easily described as diverse and unusual because America is the third largest country in the world with a population of over 300 million. Moreover, in addition to Native Americans, a huge number of immigrants live in the United States.

3) Hardly any other event brings together more people of various cultural, ethnic, and religious backgrounds than the FIFA World Cup. However, the intercultural communication of such a diverse audience can hardly be smooth despite its shortness. It is so due to the fact that every participant of the event inevitably carries a fair deal of cultural prejudice which is true both for the hosts and the guests.

4) The current research is to pinpoint reasons for students’ low motivation during English lessons in a blended learning environment and find ways to increase it. Incidentally, it is worth highlighting that an examination of the idea of blended learning and its application in English Language Teaching (ELT), an analysis of the concept of motivation, conducting surveys in Google Form and structured interviews with students and teachers studying and teaching English, respectively, will be traced in this scientific work.

5) Although a thorough examination of shortcomings of blended learning can be found in this research, there is no information about how these flaws can be rectified. However, it is worth emphasising that the author touched on motivation, which is one of the main issues of pedagogy and is obligatory in devising an apt blended learning language course.

Lesson 3

Paragraphing and Hedging

Ex. 1. Work individually. Choose one of the statements and plan what you can say to develop the idea. Share your ideas with the class.

a) Cultures with high and low indexes of uncertainty avoidance have contrasting features.

b) When evaluating the quality of translation, researchers usually rely on certain criteria.

c) The communicative approach to language teaching went through a number of phases in its evolution.

d) Ethnocentrism and stereotyping are barriers to productive intercultural communication.

e) English grammar evolved for almost 500 years.

Ex. 2. Work in groups. Each group writes a paragraph developing one of the topic sentences from Ex. 1. Use the information from Lessons 1 and 2 to make your paragraphs structured.

Ex. 3. Match the types of paragraphs to the relevant paragraphs. Discuss what language helped you identify the type.

1) Chronological.

2) Descriptive.

3) Argumentative/persuasive.

4) Explanatory.

5) Compare & Contrast.

a) The topic sentence is part of paragraph structure. It is usually the first sentence in the paragraph, which introduces its main idea. In short, it is the backbone of a paragraph. The sentences that follow the topic sentence provide relevant evidence and examples to support the point that is made in it.

b) Writing a paragraph involves a number of steps. First, you write the topic sentence that introduces the general idea of the whole paragraph. In the following sentences, you provide evidence and examples to support this idea. Use relevant cohesive devices to connect the sentences. The final sentence can either restate the main idea of the paragraph or link this paragraph to the next paragraph in the text.

c) Academic reports and research papers are similar in some ways and are different in others. They are similar because both use a formal academic style incorporating references and are written in paragraphs. Also, the writing of each type requires analysis and presentation of results. The report is different from the article because it usually presents information whereas the article tries to persuade the reader that the results are valid and significant. They are stylistically different in that the report uses numbered headings and dot points.

d) To be able to write academic papers, it is essential for students to be able to write structured paragraphs. The lack of structure not only confuses the reader, but also discourages them from reading. When a clear structure is present, an article can be read and comprehended at a greater speed, which busy academics value.

e) The English vocabulary system has a dramatic history. Early English roots trace back to the invasion of the Anglo-Saxons to Britain in the 5th and 6th centuries resulting in Old English being mainly Germanic. 83% of the most common 1000 words in today's English are of Anglo-Saxon origin. The next addition to the vocabulary to close the Old English period resulted from the Viking invasions to Britain dur-

ing the 8th and 9th centuries. The Renaissance arrived in England in around 1500 with a burst of literary works being published in Early Modern English thanks to the developments in mass printing. It was only at this time that some initial consolidation was beginning to occur in the language's vocabulary.

(Adapted from: <http://www.whitesmoke.com/evolution-of-english-vocabulary>)

Ex. 4. In the paragraphs below identify:

- 1) the type of paragraph;
 - 2) the main idea and the supporting evidence/examples.
- Compare your ideas with your peers'.

A. Ethnocentrism is an important notion in intercultural communication. It can be conceptualised as 'a point of view that accepts one's group's standards as the best, and judges all other groups in relation to theirs' (Berry et al., 2011, p. 469). Ethnocentrism, the term originally coined by Sumner (1906), can be defined as an individual's tendency to hold differential attitudes and behaviours towards one's ingroup (e.g. ethnic group) compared to outgroups (Neuliep & McCroskey, 1997). Specifically, ethnocentric individuals tend to privilege the values and standards of the ingroup and are likely to regard the ingroup as superior to the outgroup, which often leads to the biased judgment of outgroups based on norms and standards of their own group (Neuliep & McCroskey, 1997; Berry et al., 2011). According to the contemporary conceptualisation of ethnocentrism, all individuals are ethnocentric to some extent, along a different continuum (Hofstede, 2001; Neuliep, 2010). Previous studies suggest that ethnocentric individuals tend to avoid communicating with people from other cultures. Hence, a high level of ethnocentrism has a negative impact on intercultural communication (Neuliep, Chadoir & McCroskey, 2001; Gudykunst & Kim, 2004).

(Adapted from: DOI 10.1080/03075079.2019.1698537)

B. More specifically, the use of the L1 in L2 vocabulary acquisition has also elicited divergent opinions. Models of L2 lexical acquisition by Jiang (2000) and Kroll and Sunderman (2003) consider that the new L2 words are assimilated through an L1 lemma that is generalised and applied to concepts in the L2. Excessive use of the L1 is then believed to reduce the L2 fluency of the students and to fossilize errors. Context, dictionary definitions and examples of other sentences in which a word could be used are considered to be the most effective tools for teaching new words since students can assimilate the concept of the new word without any reliance in their L1. This implies that the use of such techniques can lead to better learning and improved fluency than the direct use of L1 translation would. Some research has challenged this claim, with results in Grace (1998) that show higher scores on vocabulary tests when translation is provided, both in the short-term and long-term use of the new words. Prince (1996) also claimed that the more proficient students benefit more from translation on short-term lexical recall tasks, since they can get rid of the L1 scaffolding more easily. More recently, Laufer and Girsai (2008) also showed that

higher results were attained in incidental vocabulary acquisition using translation exercises and contrastive analysis.

(Adapted from: [dx.doi.org/10.1016/j.csl.2014.11.005](https://doi.org/10.1016/j.csl.2014.11.005))

Ex. 5. Read the paragraphs in which the topic sentences are missing and identify the type. Read again and find supporting evidence and examples. Compare your findings with your peers. In pairs, write the topic sentence. Share your topic sentences with the class.

A.

Knight (2003: 21) defines internationalisation as “...the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of higher education at the institutional and national levels.” Both at the national and university level, internationalisation strategies are aimed at assisting students in adapting to the complexities of globalisation. Altbach (et al., 2009: 7) defines “internationalisation” as the variety of policies and programs that universities and governments implement to respond to globalisation. Internationalisation is a subset of globalisation and the policies designed to respond to it, incorporating international programs into the mainstream programs in universities and other institutions of higher learning (de Wit, 2015) where globalisation appears as a natural process of interconnectedness and a product of policy: not least, policy to free markets from national barriers. Paige (2005, p. 101–102) writes that globalisation is about the world order, whereas “internationalisation means creating an environment that is international in character. Thus, teaching, research, and outreach.”

(Adapted from: <https://doi.org/10.36923/jicc.v22i1.25>)

B.

Names characterise the country, where the events take place, the epoch, the time the book was written. Besides, the particular feature of the fiction translation is a characterisation of the cultural and temporal differences. The fiction translation reflects the culture, the time, the language and style of the author, and his conditions of life. The writer uses particular phenomena, which create a unique atmosphere and characterise the time in the book. These realia describe only the source language culture and may have another meaning in the target language. When a translator does a universal translation with the understandable realia in both languages, and a reader may come to think the events in the book can happen in any other country. On the one hand, the translation may lose authenticity, though, on the other hand, the reader of the target language will understand some notions without particular reference to historical facts.

(Adapted from: <https://translationjournal.net/January-2019/adequacy-problems-in-translation.html>)

C.

In her comparison study between fully online and blended students, Broadbent (2017) found diversity in strategy use between the groups. Online students used more critical thinking and rehearsal strategies, while both groups frequently utilised the elaboration strategy. Furthermore, Wolters et al. (2005) have encouraged research in different educational populations since they noticed varied strategies between college and middle school students. More specifically, college students use all cognitive strategies while middle school students only use a selection of them. Since research on the cognitive self-regulation of adult learners in blended environments is lacking, the current study focuses on this context.

(Adapted from: <https://doi.org/10.1016/j.compedu.2018.09.008>)

Hedging is one of the linguistic features of academic writing in English which is used when the author does not want to sound too direct or over-confident. It is best to avoid making claims without sufficient proof, especially when discussing the results of your research or their theoretical and/or practical significance. In academic writing it is crucial to distinguish between proven facts and assumptions, so it is best to be cautious. That is when hedging devices can help.

Lexical words	appear, seem (+ to/as if/as though/that)	However, the group members appear to have benefited from the exchange of information and ideas. Hence, like interaction between learners and teachers, peer interaction and peer feedback seem to have positive impacts on L2 learning
Modal words	may/might/can/could/would	It could also relate to the strong preference for competition and achievement of goals, which is typical of cultural groups with a high masculinity index (Hofstede, 1991, 1998). Student writers can be admonished for failing to make their writing sufficiently coherent, yet their lecturers may struggle to understand or explain why it lacks coherence
Reporting verbs	believe/doubt/suggest/assume/think/seem/appear to/tend to/indicate/estimate	In many countries, the field of audiovisual translation tends to be fragmented, heterogeneous and lacking in a unifying community (see, e.g., Kuo, 2015; Jankowska, 2012; Abdallah, 2011)
Adverbs of probability	probably/potentially/possibly/perhaps/(un)likely/conceivably	For example, some of the student writers did not mark or announce their illocutionary intent, possibly because they were not aware of the potential value of such cues for the reader

Adverbs of frequency/strength	often/sometimes slightly/fairly/quite/rather	Listeners use pragmatic knowledge, which is often culturally bound, to make inferences and determine the speaker's implied meaning. The classroom, however, is a rather artificial environment for learning since interaction with L1 speakers other than the teacher is rarely possible
Nouns	likelihood/probability/ assumption	In her study, Cotterall (2011) argued that the assumption that being part of a community of other researchers would enable students to develop their writing through peer discussion did not necessarily prove effective
Expressions	as a rule/in principle/to some extent/to a point/in many respects/in a sense	Interaction provides learners with opportunities to control the input to some extent, as they ask their interlocutors to modify their speech in ways that make the input more accessible
Introductory clauses	It is widely accepted that.../ It seems fair to say that.../ The evidence suggests that...	There is evidence that metacognition, L1 listening ability and L2 vocabulary are significant contributors. In naturalistic settings, it has been widely accepted that the age at which exposure to the L2 begins is a strong predictor of the extent to which the learner ultimately attains nativelike proficiency

Ex. 6. Select the most appropriate word to fill in the gap.

1) It is _____ that good comprehension of a variety of (non-technical) texts requires knowledge of over 7,000 word families.

- a) estimated;
- b) believed;
- c) indicated.

2) While we have learned more about the cognitive nature of listening and the role of listening in communication, L2 listening remains the least researched of all four language skills. This _____ be due to its implicit nature, the ephemeral nature of the acoustic input and the difficulty in accessing the processes.

- a) appears;
- b) should;
- c) may.

3) Three kinds of perspective have been dominant in most L1 and L2 reading research in the past few decades. These frameworks have been _____ called bottom-up, top-down, and interactive views of reading.

- a) traditionally;

- b) often;
- c) likely.

4) Specifically, with respect to corrective feedback provided on either lexical or grammatical errors, Egi (2007) provided some _____ that learners process recasts of morphosyntactic and lexical errors differently.

- a) findings;
- b) proof;
- c) evidence.

5) It supports the notion that learners can take different paths to vocabulary development and that these paths can, to a certain _____, be attributed to a particular learning style or aptitude strengths.

- a) limit;
- b) extent;
- c) scale.

6) Later perspectives held an opposing top-down position, conceptualising reading as primarily a reader-driven activity. It was _____ that text comprehension was mainly based on what readers brought to the task, such as their conceptual and world knowledge.

- a) acknowledged;
- b) assumed;
- c) known.

7) The only _____ recent study is by Kittler, Rygl, Mackinnon, and Wiedemann (2011), who investigate how four key aspects of work role (role clarity, role conflict, role flexibility, and role novelty) influence German expatriate managers' level of adjustment in five eastern European countries, including Russia.

- a) quite;
- b) slightly;
- c) fairly.

8) Greek learners may have identified more of the low frequency words. This advantage _____ have skewed the profiles to be more irregular, which would be based on their L1 knowledge rather than their learning style.

- a) could;
- b) should;
- c) might.

9) Research has _____ addressed the issue of how audiovisual constraints in dubbing and subtitling limit translators' freedom in their linguistic choices, which earned audiovisual translation the label "constrained translation" (Titford, 1982).

- a) never;
- b) often;
- c) recently.

10) These differences _____ some issues with instability in the assessment of character between the two groups of English speakers watching the same subtitled film excerpt.

- a) appear;
- b) offer;
- c) suggest.

Ex. 7. Fill in the gaps with a word. There may be more than one option. Discuss your answers with the class.

As expected, the data show that Rachel, the collaboratively-oriented learner, engaged more in reflection and evaluation during the collaborative prewriting tasks than the individual tasks. Surprisingly, the inverse was not the case for Carlos, the individually-oriented learner. We 1) _____ have expected him to engage more with individual prewriting tasks than the other students, but the data did not provide any evidence of greater engagement. There are a number of 2) _____ explanations for this. The design of the individual task 3) _____ have been insufficient to promote or document students' evaluative actions. The overall low quantity of evaluation demonstrated by all students during the individual prewriting tasks provides 4) _____ support for this explanation. During the individual prewriting task, students 5) _____ to simply brainstorm ideas and write them down without noting any evaluative actions on their handouts. However, it is also 6) _____ that the students did engage in evaluation but simply chose not to write down their thoughts on the worksheets. In the absence of any evaluative comments, it is impossible to know whether they engaged in reflection. Therefore, one advantage of collaborative prewriting tasks 7) _____ be that they are more effective at 'pushing' students to articulate their evaluative comments. Because of the obligation to express ideas and thoughts in the presence of other students, collaborative prewriting discussions in many 8) _____ have a positive impact on students' evaluation of content and ideas, independent of their preference for collaborative or individual work.

(Adapted from: <http://dx.doi.org/10.1016/j.jeap.2014.05.002>)

Ex. 8. Sometimes students make disproportionate claims in their papers. Use hedging and appropriate vocabulary to improve the claims. Rewrite the extracts from students' papers introducing other necessary changes.

1) Furthermore, the study will not only facilitate the tasks of intercultural communication, opening up new frontiers of knowledge of ethnic peculiarities, but also contribute to the establishment of new norms and methods of conflict-free communication between cultures.

2) Nowadays, the issue of correctly educating and preparing language instructors for working with students is a substantial topic of discussion in the educational scientific field of study.

3) First of all, this study makes an important contribution to the scientific world due to the fact that majority of literature that discusses the theoretical framework that is discussed in this study in the Russian language, and barely anything can be found in the English language.

4) Previous studies (Baker, 2011; Komissarov, 2002; Nida, 1969) are focused on crucial topic of contemporary translation — the perception of translation receptor.

5) Due to the fact that no research was addressed the issue of translating particularly tactical terminology of football, that is still a crucial part of the game, this study is going to fill the gap and build a basis for future investigations and manuals.

Ex. 9. Work in groups. Look at the paragraphs you wrote at the beginning of the class. Edit/rewrite them taking into account what you have learned in class.

Ex. 10. Exchange the paragraphs and assess the peer's paragraph against the criteria below. Give feedback.

- The type of paragraph is easily identifiable.
- The topic sentence introduces the main idea of the paragraph.
- The evidence and examples support the main idea.
- Relevant cohesive devices are used.
- Hedging is used to make the claims more tangible.
- Formal (academic) language is used.
- There are no linguistic inaccuracies.

Self-study

ERAP: Features and Issues

The issues that arise in students' academic writing involve some features found in the table below. Do the self-study tasks not to have such inaccuracies in your writing.

Issue	Example
Run-on sentence	To answer the research questions, it is proposed to analyse and work out the algorithms of regulating the conflict to reach consensus in the multicultural society with cultural diversity, hence establish not just a stable economic zone, but to integrate deep positive integration with the harmonisation of political institutions. Not many works are concentrated on the language and cultural perspectives of the integration process, the particular attention is, though, paid to the theories of the integration process, like political aspects and the “spill over” effect (Plenk, 2014)
Overuse of prepositions	To successfully advance in the market, it is necessary to be aware of cultural trends and discursive features of the perception of information by one or another part of society
Inappropriate use of vocabulary	According to the most vivid differences, scholars generally define five types of cultures: Western, Eastern, Latin, Middle Eastern and African (Zimmermann, 2017) (<i>‘vivid’ should be substituted by ‘outstanding’</i>) In order to achieve this purpose and to meet all the objectives, a great amount of literature has been analyzed, revealing the problem of linguistic discrimination