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### З ДОСВІДУ НАВЧАННЯ АНГЛІЙСЬКОГО АКАДЕМІЧНОГО ПИСЬМА СТУДЕНТІВ-ФІЛОЛОГІВ: РОЗРОБКА НАВЧАЛЬНОГО ЗАНЯТТЯ З ТЕМИ «ORGANISING PARAGRAPHS» ДЛЯ СТУДЕНТІВ ІV КУРСУ СПЕЦІАЛЬНОСТІ «СХІДНА ФІЛОЛОГІЯ»

#### Анотація

Ця публікація представляє розгорнутий план конспект заняття для студентів-бакалаврів четвертого року навчання, які спеціалізуються на вивченні східних мов. Метою заняття є ефективне опанування студентами навичок написання параграфа, як структурного елемента академічних текстів навчального та наукового характеру, на основі лексичного матеріалу до теми «Сприйняття часу в різних культурах». Сплановане заняття повністю відповідає сучасним вимогам до студентоорієнтованого навчання у закладах вищої освіти.

**Keywords:** навчання іноземних мов, план заняття, навчання академічного письма.

Тема заняття: ORGANISING PARAGRAPHS

Тип заняття: комбіноване, практичне

Цілі заняття:

Практичні:

- розвивати вміння структурувати параграфи для академічних робіт;
- активізувати вживання лексики з теми заняття.

Освітні:

- формувати академічну грамотність;
- розширити знання студентів про сприйняття часу представниками інших культур.

Розвиваючі:

- розвивати вміння письмово чітко, логічно та лаконічно передавати власну думку;
- розвивати пізнавальні здібності студентів.

Виховні:

- формувати академічну культуру;
- формувати інтерес і позитивну мотивацію до навчання.

#### Хід заняття

1. Організаційний момент: повідомлення теми та мети заняття. (2 хв.)
2. Актуалізація теми: діагностичний тест. (5 хв.)
3. Подача і закріплення тематичного матеріалу. (25 хв.)
4. Робота з текстом про особливості сприйняття часу в різних культурах. (20 хв.)

5. Письмо. (25 хв.)

6. Підведення підсумків заняття. Пояснення домашнього завдання. Оцінювання знань студентів. (3 хв.)

#### Методичне забезпечення

1. Academic Writing. A handbook for International Students (2011). / Stephen Bailey. – 3<sup>rd</sup> ed. Routledge.
2. Global Advanced Coursebook (2012). / ed. by Lindsay Clandfield and Amanda Jeffries. Macmillan Publishers Ltd.

#### Оснащення

1. Комп'ютер / ноутбук з доступом до інтернету.
2. Підручник.

#### Розгорнутий план-конспект заняття

##### 1. Організаційний момент: повідомлення теми та мети заняття.

*Teacher:* Hello! Hope everyone is doing well today and ready to participate. At the previous class we started discussing what academic and formal discourse is, mainly eliciting the issues of the purpose of academic writing, its most common types and features of academic texts. Paragraphs, being the building blocks of an academic paper, are in the focus of our consideration today.

##### 2. Актуалізація теми: діагностичний тест.

*Teacher:* Before we start, test what you already know about writing a paragraph with

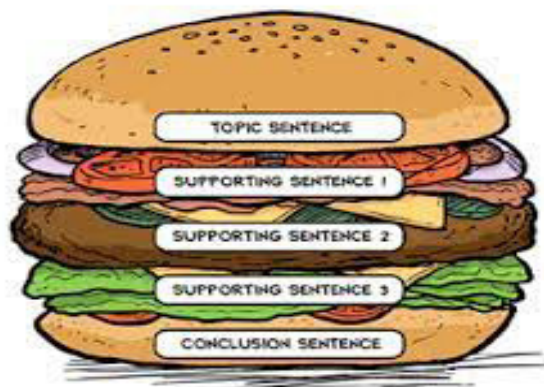
this short quiz. Follow the link in the chat box to complete the quiz (Writing Skills: The Paragraph · engVid). Note your score, but don't worry if you didn't answer some questions correctly. You'll learn more about paragraph completing the following assignments and have a chance to test your knowledge again further in the course.

Режим роботи: S1, S2, S3, S4, S5.

### 3. Подача і закріплення тематичного матеріалу.

а) Переддемонстраційна вправа.

*Teacher:* Have a look at the image and comment on the structural parts of the well-known hamburger paragraph model. Suggest a word to fill in the blank in each of the sentences.



Source/Джерело: <https://www.etsy.com/listing/965249292/hamburger-paragraph-graphic-organizer>

1. A **paragraph** covers a particular .....
2. The **purpose of a paragraph** is to express a speaker's ..... on a particular point in a clear way.
3. A **topic sentence** is the first sentence of the paragraph which ..... the topic of the paragraph.
4. The ..... **sentences** of a paragraph are the sentences between the topic sentence and the concluding sentence which explain and elaborate the point of the paragraph.
5. The **concluding sentence** is the last sentence in the paragraph. It should succinctly end the paragraph and provide ..... to the next paragraph, if appropriate.

Режим роботи: S1, S2, S3, S4, S5.

*Suggested answers:*

1) *topic / theme*; 2) *thought / idea*; 3) *introduces*; 4) *supporting*; 5) *transition*.

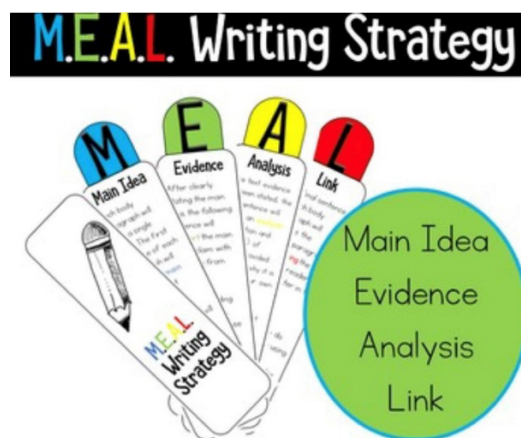
b) Демонстрація відео.

*Teacher:* Watch the podcast about developing an academic paragraph, its purpose, standard structure, length and features.

c) Контроль розуміння прослуханого.

*Task 1.*

*Teacher:* Comment on how the structural parts of the hamburger paragraph model correspond to the way academic paragraphs are organized according to the speaker (MEAL plan).



Source/Джерело: <https://www.teacherspayteachers.com/Product/MEAL-Plan-Paragraph-Writing-Strategy-Interactive-Fan-4188523>

Режим роботи: S1, S2, S3, S4 і т.д.

*Suggested answers:*

The hamburger paragraph model is quite compatible with the MEAL plan introduced by the speaker.

MEAL is an acronym, presenting a paragraph writing strategy in academic writing, the way the elements in most paragraphs are conceptualized:

**Main idea** introduces the focus of the paragraph.

**Evidence** supports the main idea with source information.

**Analysis** explains and analyzes the source information.

**Lead out** concludes the topic.

MEAL plan is an alternative model of structuring and conceptualizing paragraphs in academic writing.

**Task 2.**

**Teacher:** Answer the following questions:

- Where does the citation go in the academic paragraph?
- Which part of the paragraph includes statistics or findings from studies?
- Why might you need to present some explanation in the paragraph?
- Which part of the paragraph might be a combination of some wrap-up and analysis?

**Режим роботи:** S1, S2, S3, S4.

**Suggested answers:**

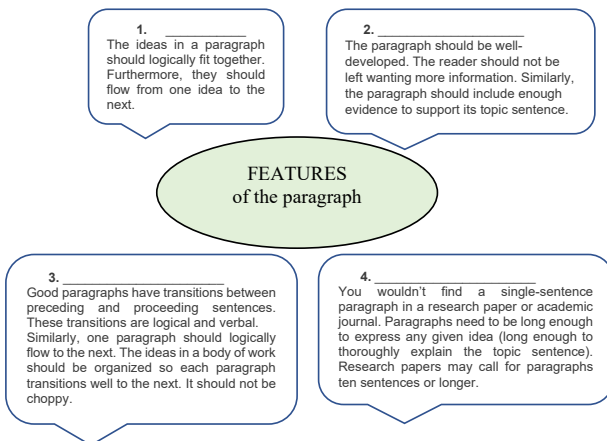
- In an English academic paper, the evidence may be presented by citation.
- The E might also include statistics or findings from studies.
- The A part might need some explanation of the findings to better answer the questions how or why relevant to the topic.

The lead out might mean that you restate the main idea of the paragraph (similar to a conclusion paragraph) or you might combine some sort of wrap-up with some analysis, giving the reader an overall conclusion for the paragraph.

d) Вправи на закріплення.

**Task 1.**

Complete the diagram suggesting the features of paragraph explained in the blurbs.



**Режим роботи:** T – S1, T – S2, T – S3 і т.д.

**Suggested answers:**

1. Unity, coherence; 2. Adequate Development; 3. Transitions; 4. Length.

**Task 2.**

Read the sample paragraph below from the introduction to an essay titled 'Should home

ownership be encouraged?' Specify the structural parts of the paragraph.

*The rate of home ownership varies widely across the developed world. Germany, for instance, has one of the lowest rates, at 42 per cent, while in Spain it is twice as high, 85 per cent. Both the USA and Britain have similar rates of about 69 per cent. The reasons for this variation appear to be more cultural and historic than economic, since high rates are found in both rich and poorer countries. There appears to be no conclusive link between national prosperity and the number of homeowners.*

**Режим роботи:** T – S1, T – S2, T – S3 і т.д.

**Suggested answers:**

- Topic sentence – *The rate of home ownership varies widely across the developed world.*
- Example 1 – *Germany, for instance, has one of the lowest rates, at 42 per cent, while in Spain it is twice as high, 85 per cent.*
- Example 2 – *Both the USA and Britain have similar rates of about 69 per cent.*
- Reason – *The reasons for this variation appear to be more cultural and historic than economic, since high rates are found in both rich and poorer countries.*
- Summary – *There appears to be no conclusive link between national prosperity and the number of homeowners.*

**Task 3.**

Sum up the key ideas about writing academic paragraphs we have discussed so far.

**Режим роботи:** S1, S2, S3, S4.

**Suggested answers:**

A paragraph is a group of sentences that deal with a single topic.

The length of paragraphs varies according to text type.

Normally the first sentence introduces the topic.

Other sentences may give definitions, examples, information, reasons, restatements and summaries.

The parts of the paragraph are linked together by the phrases, conjunctions and adverbs.

They guide the reader through the arguments presented.

#### 4. Робота з текстом.

а) Виконання передтекстових завдань.

##### Task 1.

Read one of the versions of *Time's Paces*, Henry Twells' poem about the passing of time. Without referring to the original, suggest a word to go in each gap, to rhyme with the word in the previous line.

*When as a child, I laughed and wept,*

Time \_\_\_\_\_ .

*When as a youth, I dreamt and talked.*

Time \_\_\_\_\_ .

*When I became a full-grown man,*

Time \_\_\_\_\_ .

*When older still I daily grew,*

Time \_\_\_\_\_ .

*Soon I shall find when travelling on –*

Time \_\_\_\_\_ .

Режим роботи: S1, S2, S3.

*Ss suggested answers*

##### Task 2.

Answer the following questions:

What point about time does the writer make?

Why might we perceive the passage of time differently depending on our age?

Can you think of times when time has gone particularly slowly, or quickly, for you?

Режим роботи: S1, S2, S3, S4, S5, S6 і т.д.

*Ss suggested answers*

b) Читання тексту

*Task:* Read the text about how time is conceived in different societies.

*Text* (Global Advanced coursebook p.163):

What is time? Does it move forward in a line from the past to the future, or does it go round and round in endless cycles? And how can we break it up into different parts or units? Different societies have always provided varying answers to these fundamental questions of life.

In the West, time is typically conceived of as linear, moving forward relentlessly. Events occur and cannot be repeated. This view of time is associated with ideas of progress and evolution, and in fact it is the dominant paradigm in times of economic prosperity and national confidence. Modern Western time has also been described as 'monochronic' time. In a monochronic view, time is quantifiable. This is the time of schedules, clocks and organisations – some have called it 'male' or 'public' time. It is divided into fixed elements: seconds, minutes, hours, days, weeks, and so on – in other words, into blocks of time that can be organised and timetabled. And it is only possible to 'do one thing at a time', as time itself flows swiftly past. People who operate with this view of time love to plan in detail, make lists, keep track of their activities, and organise their time into a daily routine. Punctuality and time management are important. Switching back and forth from one activity to another is not only wasteful and distracting, it is also uncomfortable.

In traditional agricultural societies, on the other hand, time is often experienced as cyclical, or spiral, slowly advancing in an endless cycle of birth, death and rebirth. And we can see this reflected in the Buddhist and Hindu concept of reincarnation. This view of time has been called 'polychronic' and is common in many parts of the non-Western world. Time is experienced as continuous, with no particular structure. It is like a never-ending river, flowing from the infinite past through the present, into the infinite future. Polychronic time has also been described as more 'private' or 'female'. The pace of life in polychronic societies is typically less frenetic and more relaxed. Tasks are completed only 'when the time is right' rather than according to a strict agenda, and people may engage in multitasking, changing from one activity to another as the mood takes them. In such cultures, it is not important to be punctual, or to meet deadlines and it is acceptable to interrupt someone who is busy.

c) Виконання післятекстового завдання.

*Task:*

Read the questions and in groups of three discuss the questions in Breakout rooms. Tell the rest of the class what kind of conclusions you have arrived at.

**Questions:**

1. Which sort of societies typically view time as being cyclical, linear, monochronic or polychronic?

1. Which kind of time is associated with the following?

- a male
- b female
- c a never-ending river
- d prosperity
- e reincarnation
- f schedules

How do polychronic and monochronic time differ with regard to time management?

How is timekeeping (e.g., punctuality, meeting deadlines) viewed in our country?

Which of the concepts of time described in the text about time is closest to your own views, and why? How good are you at time management?

Режим роботи: S1 – S2, S3, S4 – S5, S6 і т.д.

**5. Письмо.**

*Task:* Consider the following topic «How the way time is viewed in modern China influences timekeeping (e.g., punctuality, meeting deadlines)? Write a paragraph (~7-10 sentences) to cover the topic, keeping in mind the basic rules of organizing an academic paragraph. Submit your paragraph in Google classroom.

**6. Підведення підсумків заняття.**

Today we've discussed what is important to remember when developing a nice academic paragraph. We also looked at how the concept of time is viewed upon in different societies.

**Пояснення домашнього завдання.**

Read through pp.77-89 Chapter 1.10 of Academic Writing handbook and the Word file (provided in the attachment to the assignment posted in Google classroom) to revise the issues on Organising paragraphs discussed today and complete the assignments suggested in the chapter.

Complete the matching activity on collocations with *time* (Global Advanced coursebook p.102).

**Оцінювання знань студентів.**

You will be allotted the points for the class when your submitted paragraphs are graded.

Thank you for joining the session today and participating. Keep safe! Bye-bye!

**References**

Academic Writing A handbook for International Students (2011). / Stephen Bailey. – 3<sup>rd</sup> ed. Routledge.

Global Advanced Coursebook (2012). / ed. by Lindsay Clandfield and Amanda Jeffries. Macmillan Publishers Ltd.

EngVid (2023). Writing skills The paragraph. [http:// Writing Skills: The Paragraph · engVid](http://WritingSkills:TheParagraph·engVid)

WUWritingCenter (2017, November 9). Introduction to Paragraphs and the MEAL Plan [Video]. You tube. [https://youtu.be/cF\\_PoOz2TI4](https://youtu.be/cF_PoOz2TI4)

## TEACHING ACADEMIC DISCOURSE TO THE UNDERGRADUATE STUDENTS MAJORING IN ORIENTAL PHILOLOGY

**Olha Drahinda**

### **Abstract**

*The publication is a detailed lesson plan on the topic «Writing Paragraphs» within the course of the Academic and Formal Discourse taught to the fourth-year-students majoring in the oriental languages. The session aims at developing students' skills of writing well-structured paragraphs as the prerequisite of producing more substantial academic papers. It also focuses on enhancing topical vocabulary related to the concept of time. The tasks are introduced in the plan in accordance with the principles of the contemporary communicative student-oriented approach to teaching foreign languages.*

**Keywords:** *foreign language teaching, lesson plan, academic writing skills vocabulary enhancement.*

### **BIO**

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