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Кафедра германської та слов'янської філології**

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ОСНОВИ АНГЛІЙСЬКОГО НАУКОВОГО МОВЛЕННЯ

Навчально-методичний посібник

**підготовки здобувачів
другого (магістерського) рівня вищої освіти
за освітньо-професійною програмою
А4.01 Середня освіта (Українська мова і література)
А4.02 Середня освіта (Англійська мова та зарубіжна література)**

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РОМАН В. В. Основи англійського наукового мовлення: навчально-методичний посібник для здобувачів другого (магістерського) рівня вищої освіти за освітньо-професійною програмою А4.01 Середня освіта (Українська мова і література) А4.02 Середня освіта (А4.01 Англійська мова та зарубіжна література). Дніпро-Слов'янськ, 2026. 109 с.

Представлений навчально-методичний посібник з дисципліни «Основи англійського наукового мовлення» містить сучасний, структурований навчальний матеріал, розроблений відповідно до чинних програмних вимог. Він спрямований на поглиблення фахових знань здобувачів другого (магістерського) рівня вищої освіти та формування професійних компетентностей у сфері англомовної академічної та наукової комунікації.

Матеріал посібника призначений для використання як під час аудиторних занять, так і для самостійної роботи здобувачів другого (магістерського) рівня вищої освіти за освітньо-професійною програмою А4.01 Середня освіта (Українська мова і література) А4.02 Середня освіта (Англійська мова та зарубіжна література) денної та заочної форм навчання.

Посібник сприятиме систематизації знань з основ англійського наукового мовлення, засвоєнню особливостей академічного стилю, розвитку навичок усного та писемного наукового мовлення, а також підвищенню рівня професійної мовленнєвої компетентності здобувачів освіти.

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Theme 1. English as the world language of research and education. Scientific English language strategies.

English has become the dominant language of research and education in the modern world, serving as a global medium for academic communication across continents, disciplines, and cultures. Its status as a lingua franca allows scholars, educators, and students from different linguistic backgrounds to interact without the need for translation into multiple languages, which significantly accelerates the exchange of knowledge. The historical development of English as a global academic language is closely linked to the expansion of the British Empire and later the scientific, technological, and economic leadership of the United States. These factors contributed to the establishment of English as the primary language of international journals, conferences, and academic networks. In the contemporary academic environment, the vast majority of high-impact publications, databases, and educational platforms operate in English, making it an indispensable tool for anyone seeking to participate in global research activities. For students and young researchers, proficiency in English opens access to cutting-edge discoveries, international mobility programs, and collaborative projects, while for experienced scholars it ensures visibility, citation, and professional recognition. Therefore, English is no longer simply a subject of study but a fundamental instrument of academic success and intellectual integration into the global knowledge economy. At the same time, the growing role of English raises important questions about linguistic diversity, as scholars must balance the use of a global language with the preservation of their native linguistic and cultural identities.

Scientific English is characterized by a range of specific linguistic features that distinguish it clearly from everyday communication and general-purpose language use. One of its most important qualities is precision, as scientific discourse requires exact terminology and unambiguous expression of ideas. Words are carefully selected to convey specific meanings, and even small lexical differences can significantly affect interpretation. Clarity is another essential feature, as the primary goal of scientific

communication is to ensure that information can be understood by a wide international audience, including readers who may not be native speakers of English. To achieve this, sentences are often structured in a logical and straightforward manner, avoiding unnecessary complexity while still maintaining formal accuracy. Objectivity is also central to scientific English, as researchers aim to present facts, data, and evidence rather than personal opinions or emotional judgments. This leads to the frequent use of passive constructions, which shift the focus from the researcher to the process or result, thereby creating a more neutral and impersonal tone. Additionally, scientific English makes extensive use of nominalization, a grammatical process in which verbs and adjectives are transformed into nouns, allowing for more compact and abstract expression of ideas. For example, instead of saying “researchers analyzed the data,” one might write “the analysis of the data was conducted.” Another defining characteristic is the reliance on discipline-specific terminology, which requires learners to acquire not only general academic vocabulary but also specialized lexical units relevant to their field. Mastery of these features is essential for effective participation in academic discourse, as it ensures that communication remains accurate, professional, and internationally comprehensible.

The structure of academic texts in English follows well-established conventions that help organize complex information in a coherent and accessible manner. One of the most widely used organizational patterns is the IMRaD structure, which consists of four main sections: Introduction, Methods, Results, and Discussion. Each section serves a distinct communicative purpose and contributes to the overall clarity of the research presentation. The introduction typically outlines the research problem, provides background information, reviews relevant literature, and states the objectives or hypotheses of the study. It sets the context and explains why the research is important. The methods section describes in detail how the study was conducted, including the research design, materials, procedures, and analytical techniques. This section must be sufficiently clear and precise to allow other researchers to replicate the study if necessary. The results section presents the findings of the research in a

systematic way, often using tables, graphs, and figures to enhance clarity and readability. Importantly, this section focuses on reporting data without interpretation. The discussion section then interprets the results, explains their significance, compares them with previous studies, and outlines implications, limitations, and possible directions for future research. In addition to this macrostructure, academic texts also require strong microstructure at the paragraph level. Each paragraph should begin with a clear topic sentence, followed by supporting evidence and explanation, and conclude with a sentence that links to the next idea. Logical connectors and cohesive devices such as “however,” “therefore,” and “in addition” are used to guide the reader through the argument. Such structural conventions are essential for ensuring that academic writing is logical, transparent, and easy to follow, especially in an international context where readers may come from diverse academic traditions.

To succeed in academic environments, learners must develop a wide range of scientific English language strategies that enable them to process information effectively and communicate their ideas with clarity and precision. Reading strategies play a crucial role, as researchers are often required to engage with large volumes of complex texts. Skimming allows readers to quickly identify the main idea of a text, while scanning helps locate specific information such as data, definitions, or key terms. Critical reading involves evaluating the reliability, validity, and relevance of the information presented, as well as identifying the author’s assumptions and arguments. Writing strategies are equally important and involve several stages, including planning, drafting, revising, and editing. During the planning stage, writers define their purpose, identify their target audience, and organize their ideas into a logical outline. Drafting involves transforming these ideas into a coherent text, focusing on content rather than perfection. Revision is a crucial stage in which writers improve the organization, clarity, and coherence of their text, often restructuring paragraphs or refining arguments. Editing focuses on correcting grammatical, lexical, and stylistic errors to ensure accuracy and professionalism. Vocabulary development is another key aspect, as academic writing requires knowledge of both general academic vocabulary and

specialized terminology. Learners should pay attention to collocations, phraseology, and common patterns used in scientific discourse. Grammar strategies include mastering complex sentence structures, using appropriate verb tenses, and applying passive voice and nominalization effectively. In addition, learners benefit from engaging in active language practice, such as writing summaries, participating in discussions, and presenting research findings. The integration of these strategies allows individuals to become more confident and competent users of scientific English, capable of contributing meaningfully to academic communication.

Despite the global importance of English in research and education, its widespread use presents a number of challenges, particularly for non-native speakers. Linguistic difficulties often include limited vocabulary, uncertainty in grammatical usage, and problems with pronunciation and listening comprehension. These issues can hinder effective communication and reduce confidence in academic settings. Furthermore, differences in academic conventions across cultures can create additional barriers. For example, the structure of arguments, citation practices, and expectations regarding originality and critical thinking may vary significantly between educational systems. As a result, learners must not only acquire language skills but also develop an understanding of the norms and expectations of English-speaking academic communities. Psychological factors also play an important role, as many learners experience anxiety, fear of making mistakes, or a sense of inadequacy when using a foreign language. However, these challenges can be addressed through a combination of strategies and support mechanisms. Continuous practice in reading, writing, listening, and speaking is essential for building proficiency over time. The use of digital tools such as grammar checkers, online dictionaries, and academic corpora can provide valuable assistance in improving language accuracy and expanding vocabulary. Participation in online courses, webinars, and academic forums offers opportunities for authentic communication and professional development. Collaboration with peers, supervisors, and mentors also helps learners receive feedback, share experiences, and build confidence. Ultimately, overcoming these challenges requires persistence,

motivation, and a willingness to engage actively with the language. By developing effective strategies and utilizing available resources, learners can successfully integrate into the global academic community and contribute to the advancement of knowledge, regardless of their linguistic background.

Discussion Questions

1. Why has English become the dominant language of research and education in the modern world?
2. What historical factors contributed to the global spread of English in academia?
3. What are the advantages of using English as a lingua franca in international research?
4. What challenges do non-native speakers face when using English in academic contexts?
5. How does Scientific English differ from everyday English?
6. Why are precision and clarity important in scientific communication?
7. What is the role of passive voice in academic writing? Is it always necessary?
8. How does the IMRaD structure help organize scientific research?
9. Which part of a research paper (Introduction, Methods, Results, Discussion) do you consider the most difficult to write and why?
10. What reading strategies are most effective when working with academic texts?
11. How can students improve their academic vocabulary in English?
12. What writing strategies are essential for producing a high-quality research paper?
13. How do cultural differences influence academic writing and communication styles?

14. What role does technology play in learning and using Scientific English today?

15. Do you think English will remain the global language of science in the future? Why or why not?

Tasks for Developing English Language Skills

1. Translate the sentences into English using appropriate Scientific English:

1. Англійська мова є глобальною мовою науки та освіти.
2. Дослідники використовують англійську для публікації своїх робіт.
3. Наукові тексти повинні бути чіткими та точними.
4. Результати дослідження були представлені у статті.
5. Пасивний стан часто використовується в академічному письмі.
6. Студенти повинні розвивати академічну лексику.
7. Цей метод був використаний у дослідженні.
8. Дані показують важливі зміни.
9. Технології допомагають покращити знання англійської мови.
10. Академічне письмо вимагає логічної структури.

2. Decide if the statements are true or false:

1. English is used only in local academic contexts.
2. Scientific English requires precision and clarity.
3. Informal language is preferred in academic writing.
4. Passive voice is commonly used in research papers.
5. IMRaD includes Introduction, Methods, Results, and Discussion.
6. English helps international researchers communicate effectively.
7. Academic writing allows emotional expressions.
8. Vocabulary is not important in scientific texts.
9. Technology supports learning Scientific English.
10. Non-native speakers do not face any difficulties.

3. Match the words with their definitions:

1. Precision
2. Objectivity
3. Coherence
4. Nominalization
5. Clarity
6. Structure
7. Terminology
8. Analysis
9. Evidence
10. Argument

- a) clear and understandable expression
- b) logical organization of ideas
- c) specific terms used in a field
- d) careful examination of data
- e) proof supporting an idea
- f) exactness and accuracy
- g) lack of personal bias
- h) process of forming nouns from verbs
- i) a reason or claim supported by evidence
- j) connection between ideas in a text

4. Fill in the Gaps. Complete the sentences:

1. English is a global _____ of communication.
2. Scientific texts require _____ and accuracy.
3. The _____ section explains research procedures.
4. Academic writing should be well _____.
5. Researchers use _____ vocabulary in their field.
6. Passive voice creates an _____ tone.
7. Reading strategies include skimming and _____.

8. Writing requires planning, drafting, and _____.
9. Technology provides useful learning _____.
10. English helps students access global _____.

5. Rewrite the sentences in a formal way:

1. Many people use English in science.
2. We checked the results.
3. The study shows something important.
4. Scientists looked at the problem.
5. This method works well.
6. They made a test.
7. The results are good.
8. We can see changes.
9. People share ideas in English.
10. The article talks about research.

6. Passive Voice Transformation. Rewrite in passive voice:

1. Researchers analyze the data.
2. Scientists conduct experiments.
3. Students write essays.
4. Experts publish articles.
5. Teachers explain concepts.
6. Scholars discuss results.
7. Engineers develop technologies.
8. Authors present arguments.
9. Researchers collect information.
10. Analysts interpret data.

7. Discuss the following questions:

1. Why is English important in education today?
2. What are the advantages of a global language?
3. Are there disadvantages of using English worldwide?

4. How does English influence your studies?
5. Is it difficult to learn Scientific English? Why?
6. How can students improve their academic writing?
7. What role does vocabulary play in research?
8. How does English connect different cultures?
9. Should students learn other languages as well?
10. What is your personal experience with English in education?

8. Answer the questions:

1. Do you think English dominates too much in science?
2. Should research be published in multiple languages?
3. How does language affect knowledge access?
4. Can English create inequality in academia?
5. What are possible alternatives to English dominance?
6. How can linguistic diversity be preserved?
7. Does language influence thinking in science?
8. Should universities promote multilingualism?
9. How can technology reduce language barriers?
10. What is your opinion on the future of English in research?

9. Writing Task. Write short paragraphs (80–100 words each):

1. Importance of English in education.
2. Role of English in research.
3. Features of Scientific English.
4. Challenges of academic writing.
5. Importance of vocabulary.
6. Role of technology in learning.
7. Benefits of international communication.
8. Difficulties for non-native speakers.
9. Ways to improve English skills.
10. Future of English in academia.

10. Structure Analysis. Identify elements in the text:

1. Find an example of an introduction.
2. Identify the research problem.
3. Find a statement of purpose.
4. Locate a methods description.
5. Identify results information.
6. Find interpretation of results.
7. Identify linking words.
8. Find examples of formal vocabulary.
9. Identify passive constructions.
10. Analyze paragraph structure.

Theme 2. Strategies of writing in English. Cultural differences in academic writing.

1. Academic Writing in English: General Principles

Academic writing in English is a highly developed form of formal written communication that is widely used in universities, research institutions, scientific journals, and professional academic environments. It serves as the primary medium through which knowledge is produced, evaluated, and disseminated on an international level. One of its key characteristics is clarity, which means that ideas must be expressed in a straightforward and unambiguous way so that readers from different linguistic and cultural backgrounds can understand the message without confusion. Precision is equally important, as academic writing requires exact use of terminology, correct definitions, and careful selection of words that reflect the intended meaning without exaggeration or vagueness. Objectivity is another essential principle, meaning that the author should focus on facts, evidence, and logical reasoning rather than personal opinions or emotional expressions.

In addition, academic writing in English is strongly structured and organized. A typical academic text follows a clear pattern that usually includes an introduction, where the topic and research problem are presented; a main body, where arguments and evidence are developed; and a conclusion, where findings are summarized and interpreted. Each paragraph within the text is also structured logically, typically beginning with a topic sentence, followed by supporting details and explanations. Cohesion and coherence are fundamental features, achieved through the use of linking words, transitional phrases, and logical connectors such as “therefore,” “however,” “in addition,” and “as a result.”

Another important principle is formality. Academic writing avoids informal vocabulary, slang, contractions, and colloquial expressions. Instead, it uses a more neutral and professional tone, often supported by discipline-specific terminology. Passive constructions are frequently used to emphasize processes and results rather

than the researcher, for example, “the experiment was conducted” instead of “we conducted the experiment.” Nominalization is also widely applied, allowing ideas to be expressed in a more abstract and condensed form, such as “analysis of data” instead of “analyzing data.”

Overall, academic writing in English is not only a linguistic skill but also a cognitive activity that requires critical thinking, logical organization, and awareness of academic conventions. Mastering these principles is essential for successful participation in global academic communication.

2. Strategies of Writing in English

Effective academic writing in English requires the use of a wide range of strategies that help writers plan, produce, and refine high-quality texts. One of the most important stages is planning, which involves defining the purpose of the text, identifying the target audience, selecting relevant sources, and organizing ideas into a logical structure. During this stage, writers often create outlines or mind maps to visually arrange their arguments and supporting evidence. Planning helps ensure that the text is coherent and that each part contributes to the overall research goal.

The next stage is drafting, where the writer focuses on transforming ideas into complete sentences and paragraphs. At this stage, grammatical perfection is not the main priority; instead, the focus is on developing content and ensuring that all key ideas are included. Writers often produce multiple drafts, gradually improving the quality of the text.

Revision is a critical strategy in academic writing. It involves rethinking the structure of the text, improving logical flow, strengthening arguments, and ensuring that each paragraph is clearly connected to the main thesis. During revision, writers may reorganize sections, remove irrelevant information, or add additional explanations and examples. Editing follows revision and focuses on linguistic accuracy, including grammar, vocabulary, punctuation, and stylistic correctness.

Another essential strategy is vocabulary development. Academic writing requires knowledge of general academic vocabulary as well as specialized terminology related to a particular field of study. Writers must also master collocations, phraseological patterns, and typical expressions used in scientific discourse. Grammar strategies include the use of complex sentence structures, passive voice, conditional forms, and nominalization, all of which contribute to a formal academic style.

Paraphrasing and summarizing are also key skills, especially when integrating sources into academic texts. These strategies help avoid plagiarism and demonstrate understanding of the original material. Effective writers are able to reformulate ideas using different linguistic structures while preserving meaning. Finally, continuous practice, exposure to authentic academic texts, and feedback from teachers or peers play a crucial role in developing advanced writing competence.

3. Cultural Differences in Academic Writing

Academic writing is not universal in its form and style; it is deeply influenced by cultural traditions, educational systems, and rhetorical conventions that vary across countries. In English-speaking academic culture, writing is generally expected to be explicit, direct, and highly structured. Authors are encouraged to clearly state their thesis, present arguments in a linear progression, and support claims with strong evidence. The reader is not expected to infer meaning implicitly; instead, the writer is responsible for making all connections and explanations explicit.

In contrast, other academic traditions may follow different rhetorical patterns. For example, in some cultures, writing may be more indirect, with ideas introduced gradually and conclusions implied rather than explicitly stated. In such traditions, readers may be expected to interpret meaning based on context rather than direct explanation. This difference can create difficulties for students who are learning to write in English academic style, as they must shift from implicit to explicit communication.

Citation practices also vary across cultures. In English academic writing, strict referencing is essential, and authors must clearly indicate sources to avoid plagiarism and demonstrate academic integrity. However, in some educational contexts, less emphasis may be placed on formal citation rules, and knowledge may be considered more communal. This difference can lead to misunderstandings when students transition to English-language academic environments.

Another important cultural difference concerns argumentation style. English academic writing strongly values critical thinking, which includes evaluating sources, presenting counterarguments, and defending one's position through logical reasoning. In some cultures, however, academic writing may prioritize summarization of established knowledge rather than critical evaluation. As a result, students may initially struggle with expressing independent opinions or engaging in argumentative writing in English.

These cultural differences highlight the importance of understanding not only language but also academic conventions and expectations in different educational systems.

4. Adapting to Intercultural Academic Communication

Successful participation in international academic communication requires the development of intercultural competence, which combines linguistic skills with cultural awareness. Writers must learn to adapt their style to the expectations of English academic discourse while maintaining clarity and academic integrity. One of the most effective strategies for adaptation is extensive reading of authentic academic texts, such as journal articles, research papers, and academic books. This helps learners internalize structural patterns, stylistic conventions, and typical argumentative strategies used in English academic writing.

Another important strategy is genre analysis, which involves studying different types of academic texts to understand how they are organized and how language is used in specific contexts. By analyzing model texts, learners can identify common features

such as thesis statements, topic sentences, transitions, and conclusion structures. This analytical approach helps develop awareness of academic norms and improves writing competence.

Feedback plays a crucial role in intercultural adaptation. Teachers, supervisors, and peers can provide valuable insights into language use, structure, and argumentation. Constructive feedback helps writers identify weaknesses and improve their academic performance. Additionally, revision based on feedback encourages continuous learning and refinement of writing skills.

Paraphrasing and rewriting exercises are also essential for developing flexibility in academic language use. These activities help learners move beyond literal translation from their native language and adopt more natural English academic expressions. Awareness of plagiarism rules and citation standards is particularly important in international academic contexts, where strict ethical guidelines must be followed.

Finally, intercultural adaptation requires openness, flexibility, and willingness to engage with different academic traditions. Writers must be able to adjust their thinking patterns, argumentation styles, and communication strategies to meet international standards while maintaining their own academic identity. Continuous practice, exposure to diverse academic sources, and active participation in academic communities are key factors for success in global academic communication.

Discussion Questions

1. What are the main principles of academic writing in English?
2. Why is clarity important in academic writing?
3. How does academic writing ensure precision in expressing ideas?
4. What role does objectivity play in scientific texts?
5. What is the typical structure of an academic text?
6. Why is paragraph organization important in academic writing?
7. How do cohesion and coherence improve text quality?
8. What is the purpose of the planning stage in writing?

9. What activities are included in the drafting stage?
10. Why is revision considered a crucial part of the writing process?
11. What is the difference between revision and editing?
12. Why is vocabulary development important for academic writers?
13. What are the main cultural differences in academic writing styles?
14. How does English academic writing differ from other traditions in argumentation?
15. What strategies help students adapt to intercultural academic communication?

Tasks for Developing English Language Skills

1. Sentence Building Task. Rearrange the words to make correct academic sentences:

1. English / is / language / research / the / of / global / a
2. writing / requires / academic / clarity / precision / and
3. use / passive voice / scientists / often / in / writing / academic
4. important / is / planning / stage / writing / the / first / the
5. ideas / should / be / logically / organized / clearly
6. cultural / influence / writing / differences / academic / style
7. revision / improves / structure / text / the
8. academic / vocabulary / is / essential / writing / for
9. research / is / based / evidence / on / scientific
10. communication / intercultural / important / is / academic

2. Decide if the statements are true or false:

1. Academic writing allows informal language.
2. Clarity and precision are important in English writing.
3. Revision is not necessary in academic writing.
4. English academic writing is usually indirect.
5. Cohesion improves text structure.
6. Passive voice is often used in academic texts.

7. Cultural differences do not affect writing style.
8. Planning is the first stage of writing.
9. Paraphrasing helps avoid plagiarism.
- 10.Editing focuses on grammar and style.

3. Vocabulary Matching. Match the words with definitions:

1. Objectivity
2. Coherence
3. Revision
4. Paraphrasing
5. Clarity
6. Structure
7. Evidence
8. Argument
9. Planning
- 10.Editing

a) checking and correcting language errors

b) logical connection of ideas

c) process of rewriting in different words

d) clear and understandable expression

e) support for an idea or claim

f) lack of personal opinion

g) organization of text

h) stage of preparing ideas

i) stage of improving content and structure

j) reasoned statement supported by evidence

4. Fill in the Gaps. Complete the sentences:

1. Academic writing requires _____ and precision.
2. Writers use _____ voice to create objectivity.
3. The _____ stage helps organize ideas before writing.

4. Revision improves text _____ and coherence.
5. _____ helps avoid plagiarism.
6. English academic writing uses formal _____.
7. Cultural _____ influence writing style.
8. Editing focuses on grammar and _____.
9. Paragraphs should have a clear _____ sentence.
10. Academic texts are based on _____ and analysis.

5. Paraphrasing Task. Rewrite the sentences in formal academic style:

1. Many people write in English at university.
2. We changed the text.
3. The results are very good.
4. They looked at the problem carefully.
5. Students use English in science.
6. This method is useful.
7. The study shows something important.
8. We made an analysis.
9. People discuss ideas in English.
10. The text explains the topic.

6. Grammar: Passive Voice. Rewrite in passive voice:

1. Researchers analyze data.
2. Scientists conduct experiments.
3. Students write essays.
4. Teachers explain theories.
5. Experts publish articles.
6. Authors present results.
7. Engineers develop methods.
8. Students learn strategies.
9. Researchers collect information.
10. Analysts interpret data.

7. Discussion. Discuss in pairs or groups:

1. Why is academic writing important?
2. What difficulties do students face in writing?
3. How can writing skills be improved?
4. Is English difficult for academic writing?
5. What role does culture play in writing?
6. Is critical thinking important? Why?
7. How often should students practice writing?
8. What helps improve vocabulary?
9. Why is feedback important?
10. What is your experience with academic writing?

8. Critical Thinking. Answer the questions:

1. Should English dominate academic writing globally?
2. Can cultural differences affect scientific truth?
3. Is academic writing too formal?
4. Should students learn different writing styles?
5. How does language influence thinking?
6. Is plagiarism always a serious issue?
7. Can AI help in academic writing?
8. Should universities teach intercultural writing?
9. Is direct writing always better?
10. What is the future of academic writing?

9. Writing Task. Write short paragraphs (80–100 words):

1. Importance of academic writing
2. Features of English writing style
3. Cultural differences in writing
4. Role of revision in writing
5. Importance of vocabulary
6. Planning in writing process

7. Editing and proofreading
8. Challenges in academic writing
9. Paraphrasing in research
10. Intercultural communication

10. Error Correction. Correct the mistakes:

1. Academic writing are very important.
2. Students writes essays every day.
3. The results was clear and important.
4. Writing require clarity and precision.
5. Researchers uses passive voice often.
6. The data show many informations.
7. Cultural difference influence writing style.
8. The experiment were conducted last year.
9. Editing improve the text quality.
10. Academic texts is formal and structured.

Theme 3. Genres of Scientific Writing

Scientific writing is a fundamental component of academic communication, serving as the primary means through which researchers, scholars, and professionals share knowledge, present findings, and contribute to the development of different fields of study. Each genre of scientific writing fulfills a specific communicative purpose and follows established structural and linguistic conventions. Despite their differences, all genres are characterized by clarity, precision, objectivity, coherence, and adherence to academic standards. Mastering these genres is essential for effective participation in the global scientific community, as it allows writers to adapt their communication to different contexts, audiences, and purposes.

1. Research Articles (Original Scientific Papers)

Research articles are the most important and prestigious genre in scientific writing, as they present original research findings and contribute new knowledge to a specific academic field. These articles are typically published in peer-reviewed journals, which ensures quality, credibility, and academic recognition. A research article usually follows a standardized structure known as IMRaD (Introduction, Methods, Results, Discussion), which helps organize complex scientific information in a logical and accessible way. The introduction outlines the research problem, provides background information, reviews relevant literature, and states the aims or hypotheses of the study. It establishes the scientific context and explains why the research is necessary and relevant.

The methods section describes in detail how the research was conducted, including experimental design, participants, instruments, procedures, and analytical techniques. This section must be written with high precision and transparency so that other researchers can replicate the study if needed. The results section presents the findings of the research in a clear and objective manner, often supported by tables, graphs, and statistical analysis. Importantly, this section avoids interpretation and

focuses only on factual outcomes. The discussion section interprets the results, compares them with previous studies, explains their significance, and identifies limitations and future research directions.

Research articles require a highly formal and impersonal style. Passive voice, nominalization, and discipline-specific terminology are widely used to maintain objectivity and academic tone. Proper citation and referencing are essential to acknowledge previous research and avoid plagiarism. The main purpose of research articles is not only to report findings but also to contribute to scientific progress, stimulate academic discussion, and establish the author's credibility within the research community.

2. Review Articles and Literature Reviews

Review articles and literature reviews are essential genres of scientific writing that focus on analyzing, synthesizing, and evaluating existing research rather than presenting new experimental data. Their primary purpose is to provide a comprehensive overview of the current state of knowledge on a specific topic. These texts play a crucial role in identifying research trends, theoretical frameworks, methodological approaches, contradictions, and gaps in existing literature.

A literature review begins with the selection of relevant academic sources, which may include journal articles, books, conference papers, and research reports. The author must critically evaluate the credibility, relevance, and quality of each source. Unlike simple summaries, review articles require deep analytical thinking and the ability to compare different perspectives, highlight similarities and differences, and integrate findings into a coherent narrative.

Language in review articles is formal, analytical, and evaluative. Writers often use comparative structures, such as “in contrast,” “similarly,” “however,” and “whereas,” to connect ideas and show relationships between studies. Hedging language is also commonly used to express caution and avoid overgeneralization, for example, “may suggest,” “appears to indicate,” or “it is possible that.”

Literature reviews are often included in theses, dissertations, and research proposals, where they provide theoretical foundations for new studies. They help researchers justify their research questions and demonstrate awareness of existing scholarship. In addition, review articles are highly valuable for the academic community because they consolidate large amounts of information and make it accessible for further research and teaching purposes.

3. Abstracts and Summaries

Abstracts and summaries are concise forms of scientific writing designed to present the essential content of a longer academic text in a shortened and highly informative format. An abstract is usually a self-contained section placed at the beginning of a research article, thesis, or conference paper. It provides a brief overview of the research problem, objectives, methods, main results, and conclusions. Despite its short length, an abstract must accurately reflect the entire study and allow readers to understand the core contribution of the research without reading the full text.

Writing an effective abstract requires strong analytical and synthesis skills, as the author must identify the most important elements of the study and present them in a compact form. Clarity and precision are essential, as abstracts are often used in academic databases where researchers decide whether to access the full article. Because of this, abstracts must be written in a clear, formal, and objective style, avoiding unnecessary details, examples, or explanations.

Summaries, while similar to abstracts, may be more flexible in structure and can be used independently in various academic contexts. They condense information from longer texts such as books, reports, or articles, highlighting the main ideas and key arguments. Both abstracts and summaries require the ability to paraphrase effectively, which helps avoid plagiarism and demonstrates understanding of the original material. In scientific communication, abstracts play a crucial role in dissemination, as they allow researchers to quickly evaluate the relevance of a study. They are also essential

for indexing scientific literature and increasing the visibility of academic work in global databases.

4. Case Studies and Reports

Case studies and reports are practical genres of scientific writing that focus on detailed analysis, description, and evaluation of specific phenomena, events, individuals, groups, or organizations. Case studies are widely used in disciplines such as sociology, psychology, medicine, business, education, and law. They provide in-depth, contextualized understanding of a particular case, often combining qualitative and quantitative data. The purpose of a case study is to explore complex issues in real-life contexts and to generate insights that may be applied to similar situations.

A case study typically includes background information, description of the case, data collection methods, analysis, and conclusions. It often involves multiple sources of evidence, such as interviews, observations, documents, and statistical data. This genre emphasizes interpretation and explanation rather than generalization, although it may contribute to theory development.

Reports, on the other hand, are structured documents that present information about experiments, projects, investigations, or practical activities. They are commonly used in scientific, technical, and professional settings. A report usually includes sections such as introduction, objectives, methodology, findings, analysis, conclusions, and recommendations. Reports are highly structured and aim to present information clearly and systematically for decision-making purposes.

Both case studies and reports require accuracy, clarity, and logical organization. They often include visual elements such as tables, charts, and diagrams to support the presentation of data. The language used is formal and objective, focusing on facts and evidence. These genres are particularly important in applied sciences, where research outcomes are directly connected to practical solutions and real-world applications.

5. Conference Papers and Presentations

Conference papers and presentations are dynamic genres of scientific communication that play a crucial role in the dissemination of research and the development of academic networks. A conference paper is a written version of research prepared specifically for presentation at academic conferences, symposiums, or workshops. These papers are usually shorter than journal articles but still follow a formal academic structure and present original research findings, theoretical discussions, or methodological innovations.

The primary purpose of conference papers is to share research results quickly with the academic community and to receive feedback from experts in the field. They often represent work in progress, preliminary findings, or emerging research ideas. Because of time and format limitations, conference papers must be concise, focused, and clearly structured.

Conference presentations are oral versions of these papers and are often supported by visual aids such as slides, posters, or multimedia materials. Effective presentations require not only strong academic content but also excellent communication skills, including clarity of speech, appropriate pacing, and audience engagement. The language used in presentations must be accessible to an international audience, which often includes non-native English speakers.

This genre emphasizes interaction and academic dialogue. After presentations, researchers typically engage in discussions, answer questions, and exchange ideas with colleagues. This feedback process is essential for improving research quality and developing new perspectives. Conference communication also plays an important role in academic networking, allowing researchers to establish professional contacts and collaborate on future projects.

Discussion Questions

1. What is scientific writing and what is its main purpose?
2. What common features do all genres of scientific writing share?
3. Why are research articles considered the most important genre of scientific writing?
4. What is the IMRaD structure and what does each part include?
5. Why must the methods section be written with precision and clarity?
6. What is the main purpose of a literature review?
7. How does a review article differ from a research article?
8. Why is critical analysis important in literature reviews?
9. What information is usually included in an abstract?
10. Why are abstracts important for academic databases?
11. What is the difference between an abstract and a summary?
12. In which academic fields are case studies most commonly used?
13. What is the structure of a typical scientific report?
14. How do conference papers contribute to scientific communication?
15. Why is feedback at conferences important for researchers?

Tasks for Developing English Language Skills

- 1. Put words in correct order:**
2. English / is / scientific / language / global / a
3. research / articles / present / findings / new
4. literature / reviews / analyze / studies / previous
5. abstracts / summarize / papers / scientific
6. case / study / a / analysis / detailed / is
7. reports / structured / are / documents
8. conferences / papers / presented / are / at

9. writing / requires / academic / precision
10. genres / different / scientific / exist / writing

2. True / False. Decide if the statements are true or false:

1. Scientific writing has no specific structure.
2. Research articles present original research.
3. Literature reviews include new experiments.
4. Abstracts summarize the whole study.
5. Case studies are always theoretical.
6. Reports are unstructured texts.
7. Conference papers are shorter than journal articles.
8. IMRaD is a writing model for research articles.
9. All genres use informal language.
10. Scientific writing requires clarity and precision.

3. Matching Task. Match the genre with its description:

1. Research article
 2. Literature review
 3. Abstract
 4. Case study
 5. Report
 6. Conference paper
- a) Short summary of a scientific paper
 - b) Detailed analysis of a specific case
 - c) Presentation of original research results
 - d) Analysis of existing research
 - e) Structured document with findings and recommendations
 - f) Paper presented at a scientific conference

4. Fill in the Gaps. Complete the sentences:

1. Scientific writing must be _____ and precise.
2. A research article follows the _____ structure.

3. A literature review analyzes _____ research.
4. An abstract is a _____ summary of a study.
5. Case studies provide _____ analysis of a situation.
6. Reports include _____ and recommendations.
7. Conference papers are presented at academic _____.
8. IMRaD stands for Introduction, Methods, Results, and _____.
9. Scientific writing uses formal _____.
10. All genres aim to share _____.

5. Paraphrasing Task. Rewrite in academic style:

1. Scientists did an experiment.
2. We studied the problem.
3. The results are important.
4. They wrote a report.
5. People use English in science.
6. This paper talks about research.
7. We checked the data.
8. The study shows changes.
9. Researchers found something new.
10. The article is very useful.

6. Error Correction. Correct the mistakes:

1. Research articles is important in science.
2. Scientists writes papers regularly.
3. The data show many informations.
4. A abstract summarize the study.
5. Reports are used for present findings.
6. IMRaD include five parts.
7. Case study analyze a situation.
8. Conference papers is long texts.
9. Writing require precision.

10. Literature reviews present new data.

7. Classification Task. Classify the genres:

1. Research article
2. Literature review
3. Abstract
4. Case study
5. Report
6. Conference paper
 - a) Summarizes previous studies → _____
 - b) Presents new research → _____
 - c) Short summary of a paper → _____
 - d) Detailed real-life analysis → _____
 - e) Formal structured document → _____
 - f) Presented at a conference → _____

8. Discussion Questions. Discuss:

1. Which genre is the most difficult and why?
2. Why is scientific writing important in education?
3. Should students learn all genres?
4. What genre is most used in your field?
5. How do conferences help researchers?
6. What skills are needed for writing abstracts?
7. Why is structure important in writing?
8. Is English necessary for all scientific writing?
9. What helps improve writing skills?
10. What genre would you like to practice most?

9. Writing Task. Write 80–100 words:

1. Importance of research articles
2. Role of literature reviews
3. Features of abstracts

4. Case studies in science
5. Scientific reports
6. Conference communication
7. Differences between genres
8. Importance of IMRaD
9. Scientific writing skills
10. Academic communication

10. Translation Task (Ukrainian → English)

1. Наукова стаття містить нові результати дослідження.
2. Літературний огляд аналізує попередні дослідження.
3. Анотація є коротким змістом статті.
4. Кейс-стаді описує конкретну ситуацію.
5. Звіт містить висновки та рекомендації.
6. Конференційна доповідь представляє дослідження.
7. Наукове письмо вимагає точності.
8. Структура IMRaD є дуже важливою.
9. Дослідники використовують англійську мову.
10. Академічне письмо є формальним і логічним.

Theme 4. English Academic Style and Language. Important Elements of Academic Texts

1. General Features of English Academic Style

English academic style is a highly developed and standardized form of written communication used in universities, research institutions, scientific publications, and professional academic environments worldwide. Its main purpose is to communicate complex ideas, theories, and research findings in a way that is clear, logical, and accessible to an international audience, including readers who may not be native speakers of English. One of the most important characteristics of academic style is formality, which means that the text avoids informal expressions, slang, contractions, and colloquial language. Instead, it relies on structured sentences, precise vocabulary, and objective tone.

Another essential feature is clarity, which ensures that each idea is expressed in a straightforward and unambiguous manner. Academic writing avoids unnecessary repetition, vague expressions, and emotionally charged language. Precision is also crucial, as every term must be used accurately, especially in scientific and technical contexts where small differences in meaning can change interpretation. Logical organization is another key principle: ideas must be presented in a clear sequence, allowing the reader to follow the argument step by step without confusion.

Coherence and cohesion are fundamental aspects of academic style. Coherence refers to the logical flow of ideas across the entire text, while cohesion refers to the linguistic devices that connect sentences and paragraphs, such as linking words (“however,” “therefore,” “in addition,” “consequently”), pronouns, and lexical repetition. Academic style also emphasizes objectivity, meaning that personal opinions and emotional expressions are minimized, and arguments are supported by evidence, data, or references to previous research.

Overall, English academic style is not only a linguistic system but also a way of thinking that prioritizes logic, evidence, and structured reasoning. It reflects the values

of the academic community, where knowledge must be communicated in a transparent, verifiable, and universally understandable form.

2. Lexical Features of Academic Language

The lexical features of academic English are characterized by formality, precision, abstraction, and discipline-specific terminology. Academic vocabulary plays a central role in expressing complex ideas clearly and efficiently. This vocabulary includes general academic words such as “analysis,” “method,” “theory,” “evidence,” “significance,” and “framework,” which are commonly used across different fields of study. In addition, each academic discipline—such as linguistics, medicine, engineering, or economics—has its own specialized terminology that must be used accurately and consistently.

One important feature of academic lexical style is the preference for formal word choices instead of informal or colloquial expressions. For example, academic writing prefers “investigate” instead of “look into,” “obtain” instead of “get,” and “demonstrate” instead of “show.” This ensures a more professional and objective tone. Another key feature is nominalization, which transforms verbs and adjectives into nouns, allowing ideas to be expressed in a more abstract and condensed form. For instance, “analyze data” becomes “data analysis,” and “decide on a method” becomes “decision-making process.”

Hedging language is also an essential lexical feature in academic writing. It is used to express uncertainty, caution, or probability rather than absolute certainty. Examples include expressions such as “may suggest,” “appears to indicate,” “it is possible that,” and “could be interpreted as.” Hedging is important because academic knowledge is often tentative and open to further revision based on new evidence.

Collocations and fixed academic phrases are another important aspect of lexical competence. Academic writing often uses standard combinations of words such as “conduct research,” “reach conclusions,” “provide evidence,” and “significant results.” Mastery of these lexical patterns is essential for producing natural and fluent academic

texts. Overall, lexical features of academic language ensure precision, clarity, and professionalism in scientific communication.

3. Grammatical Features of Academic Texts

Grammar in academic writing is used strategically to create clarity, formality, and objectivity. One of the most common grammatical features is the passive voice, which is widely used to emphasize processes, results, and objects of study rather than the researcher. For example, instead of saying “We conducted the experiment,” academic writing often uses “The experiment was conducted.” This helps maintain an impersonal and objective tone, which is a key requirement of scientific communication. Tense usage in academic writing is also highly systematic and purposeful. The present simple tense is often used to express general truths, established knowledge, and ongoing relevance, such as “Water boils at 100°C.” The past simple tense is used to describe completed research actions, such as “The data were collected in 2023.” The present perfect tense is frequently used to show the connection between past research and current knowledge, for example “Several studies have shown...”

Complex sentence structures are another important grammatical feature. Academic writing often uses subordinate clauses to express relationships such as cause and effect, contrast, condition, and comparison. For example, “Although the results were limited, they provided valuable insights.” This allows writers to express nuanced and logically connected ideas. Modal verbs such as “may,” “might,” “can,” “could,” and “should” are used to express possibility, probability, recommendation, or limitation, which is essential for maintaining academic caution.

Another important grammatical feature is sentence variety and syntactic complexity. Academic texts avoid overly simple or repetitive sentence structures and instead use varied constructions to improve readability and logical flow. At the same time, sentences must remain clear and not overly complicated. Grammar in academic writing is therefore a balance between complexity and clarity. Overall, grammatical features support the formal, precise, and objective nature of academic discourse.

4. Structure and Organization of Academic Texts

Academic texts are organized according to clear and standardized structural principles that ensure logical flow and readability. One of the most widely used structures in research writing is IMRaD, which stands for Introduction, Methods, Results, and Discussion. Each section has a specific communicative function and contributes to the overall coherence of the text. The introduction establishes the research context, defines the problem, reviews relevant literature, and states the aims or hypotheses of the study. It provides the theoretical foundation for the research and explains its relevance and significance.

The methods section describes the research design in detail, including participants, instruments, procedures, and analytical techniques. It must be sufficiently detailed to allow replication by other researchers, which is a key principle of scientific reliability. The results section presents the findings of the study in a clear and objective manner, often using tables, graphs, figures, and statistical data. This section avoids interpretation and focuses solely on factual outcomes. The discussion section interprets the results, explains their meaning, compares them with previous studies, identifies limitations, and suggests directions for future research.

At the micro level, academic texts are organized into well-structured paragraphs. Each paragraph typically begins with a topic sentence that introduces the main idea, followed by supporting evidence, explanation, and examples, and ends with a concluding or linking sentence. This structure ensures clarity and logical development of ideas. Cohesion is achieved through linking devices such as transitional phrases (“however,” “therefore,” “in addition,” “as a result”), pronouns, and lexical repetition. Visual elements such as tables, charts, and diagrams are also important components of academic structure, as they help present complex data in a clear and accessible form. Headings and subheadings further improve organization by dividing the text into meaningful sections. Overall, the structure of academic texts ensures that information is presented in a logical, systematic, and reader-friendly way.

5. Important Elements of Academic Texts

Academic texts consist of several essential elements that ensure their quality, credibility, and effectiveness in scientific communication. One of the most important elements is a clear thesis statement or research focus, which defines the main purpose and direction of the text. It helps the reader understand what the study is about and what problem is being addressed. Another crucial element is supporting evidence, which includes data, examples, statistics, and references to previous research. Evidence strengthens arguments and ensures that conclusions are based on reliable information rather than personal opinion.

Proper citation and referencing are also fundamental elements of academic writing. They acknowledge the work of other researchers, demonstrate academic integrity, and allow readers to verify sources. Without proper referencing, academic work may be considered incomplete or even plagiarized. Coherence and cohesion are additional essential elements that ensure logical flow and smooth transitions between ideas. They make the text easier to read and understand by connecting sentences and paragraphs in a meaningful way.

Objectivity and neutrality are also key elements of academic texts. Writers must avoid emotional language and subjective opinions, focusing instead on facts, analysis, and evidence-based reasoning. Critical analysis is another important element, as it demonstrates the writer's ability to evaluate information, compare different perspectives, and draw well-reasoned conclusions. This goes beyond description and shows deep understanding of the topic.

Academic vocabulary and formal style contribute to precision and professionalism in writing. They ensure that ideas are expressed clearly and appropriately for an academic audience. Finally, a well-developed conclusion summarizes the main findings, restates the significance of the research, and may suggest future directions for study. Together, all these elements form the foundation of effective academic writing and ensure that academic texts meet international standards of scientific communication.

Discussion Questions

1. What are the main characteristics of English academic style?
2. Why is formality important in academic writing?
3. How does academic writing ensure clarity and precision?
4. What is the difference between coherence and cohesion?
5. Why is objectivity essential in academic texts?
6. What role do linking words play in academic writing?
7. What lexical features are typical of academic language?
8. Why is discipline-specific terminology important?
9. What is nominalization and why is it used in academic writing?
10. What is hedging language and why do writers use it?
11. What are the main grammatical features of academic texts?
12. Why is passive voice frequently used in scientific writing?
13. How are tenses used in academic writing?
14. What are the main structural parts of academic texts?
15. What are the key elements that make an academic text effective?

Tasks for Developing English Language Skills

1. Sentence Building. Put words in correct order:

1. academic / is / writing / formal / style / a
2. English / global / is / language / academic / a
3. research / requires / writing / clarity
4. passive / used / is / voice / often
5. texts / academic / structured / are
6. cohesion / ideas / connects
7. vocabulary / academic / important / is
8. analysis / requires / critical / thinking
9. IMRaD / structure / used / is
10. writing / requires / precision

2. Decide if the statements are true or false:

1. Academic writing uses informal language.
2. Clarity and precision are important in academic texts.
3. Cohesion connects ideas in a text.
4. Passive voice is never used in academic writing.
5. Academic vocabulary is discipline-specific.
6. Hedging expresses certainty.
7. Academic texts are always emotional.
8. IMRaD is used in research articles.
9. Formal style is important in academic writing.
10. Grammar is not important in academic texts.

3. Match the term with the definition:

1. Cohesion
 2. Nominalization
 3. Hedging
 4. Objectivity
 5. Clarity
 6. Precision
 7. Academic style
 8. Evidence
 9. Passive voice
 10. Structure
- a) clear and understandable expression
 - b) use of nouns instead of verbs
 - c) lack of personal opinion
 - d) linking of ideas in text
 - e) support for arguments
 - f) formal way of writing
 - g) careful and exact language

- h) organization of a text
- i) expressing uncertainty
- j) focus on action, not subject

4. Complete the sentences:

1. Academic writing requires _____ and precision.
2. Cohesion connects _____ in a text.
3. Passive voice is used to create _____.
4. Hedging expresses _____ in academic writing.
5. Academic vocabulary is often _____-specific.
6. The IMRaD structure includes Introduction, Methods, Results, and _____.
7. Nominalization makes language more _____.
8. Academic texts avoid _____ language.
9. A thesis statement presents the main _____ of the text.
10. Linking words improve _____ in writing.

5. Rewrite in academic style:

1. We looked at the problem.
2. Scientists did an experiment.
3. The results are very good.
4. People use English in science.
5. This method is useful.
6. They found something important.
7. We checked the data.
8. The study shows changes.
9. Researchers wrote a paper.
10. The article is very interesting.

6. Grammar: Passive Voice. Rewrite in passive voice:

1. Researchers analyze data.
2. Scientists conduct experiments.
3. Students write essays.

4. Teachers explain theories.
5. Experts publish articles.
6. Engineers develop methods.
7. Analysts interpret results.
8. Authors present findings.
9. Researchers collect information.
10. Students learn strategies.

7. Error Correction. Correct the mistakes:

1. Academic writing are formal.
2. Scientists uses passive voice often.
3. The data show many informations.
4. Writing require clarity and precision.
5. The results was important.
6. Cohesion connect ideas in text.
7. Academic texts is structured.
8. He analyze the data carefully.
9. Nominalization make writing formal.
10. The study were conducted in 2023.

8. Discussion

1. Why is academic writing important?
2. What is the most difficult part of writing?
3. How can students improve writing skills?
4. Why is formal style necessary?
5. What is your experience with academic writing?
6. Is English necessary for science?
7. How does vocabulary affect writing quality?
8. Why is feedback important?
9. What helps avoid mistakes?
10. What role does culture play in writing?

9. Writing Task. Write 80–100 words:

1. Importance of academic style
2. Features of scientific language
3. Role of grammar in academic writing
4. Importance of structure in texts
5. Academic vocabulary development
6. Cohesion and coherence
7. Passive voice in science
8. Challenges in academic writing
9. Role of hedging
10. Elements of academic texts

10. Translation Task (Ukrainian → English). Translate:

1. Академічний стиль є формальним і точним.
2. Наукові тексти потребують об'єктивності.
3. Пасивний стан часто використовується в академічному письмі.
4. Лінки допомагають об'єднувати ідеї.
5. Хеджинг використовується для вираження невпевненості.
6. Структура тексту є дуже важливою.
7. Дослідники використовують англійську мову.
8. Академічна лексика є специфічною.
9. Наукові статті містять докази.
10. Висновки узагальнюють результати.

Theme 5. Typical structure of the research paper and grant proposals.

1. General Overview of Research Papers and Grant Proposals

A research paper and a grant proposal are two fundamental genres of academic and scientific writing that play a central role in the development, communication, and support of research activities across all disciplines. Although they are closely connected and often belong to the same research cycle, they serve fundamentally different purposes, follow different communicative goals, and use different rhetorical strategies. A research paper is a completed academic document that presents original research findings, interprets data, and contributes new knowledge to a specific field of study. It is typically published in peer-reviewed journals and becomes part of the global scientific knowledge base. Its primary function is informative and explanatory: it communicates what has been discovered, how it was discovered, and why the findings are significant for the academic community.

In contrast, a grant proposal is a forward-looking, persuasive academic document written to request financial or institutional support for a research project that has not yet been conducted. Its main function is not to report results but to convince funding bodies, universities, or organizations that the proposed research is important, feasible, innovative, and worth investing in. It must demonstrate the relevance of the topic, the methodological soundness of the project, and the potential impact of the expected outcomes.

Both genres share several common features, such as academic style, logical structure, formal language, and evidence-based reasoning. However, they differ significantly in terms of time orientation: research papers are retrospective (focused on completed work), while grant proposals are prospective (focused on planned research). They also differ in rhetorical strategy: research papers emphasize objectivity and analysis, whereas grant proposals emphasize persuasion and justification. Understanding both genres is essential for academic success, as researchers must not only conduct studies but also secure funding and communicate results effectively.

2. Typical Structure of a Research Paper

The structure of a research paper is highly standardized in most academic disciplines and is designed to ensure clarity, transparency, and reproducibility of scientific research. The most widely used model is IMRaD (Introduction, Methods, Results, Discussion), which reflects the logical sequence of scientific inquiry. Each section has a specific communicative function and contributes to the overall coherence of the paper.

The introduction is the opening section of the research paper and serves several important functions. It introduces the general topic, defines the research problem, provides background information, and reviews relevant literature. It also identifies a gap in existing knowledge and formulates the research questions, aims, or hypotheses. In many cases, the introduction also explains the significance of the study and its contribution to the field. A well-written introduction gradually narrows from general context to specific research focus, guiding the reader toward the core of the study.

The methods section is one of the most critical parts of a research paper because it ensures scientific transparency and reproducibility. It describes in detail how the research was conducted, including research design, participants or data sources, instruments, procedures, and methods of data analysis. In experimental studies, this section may include information about control groups, variables, and statistical techniques. The language used is highly precise, formal, and often written in passive voice to maintain objectivity. The goal is to provide enough detail so that other researchers could replicate the study under similar conditions.

The results section presents the findings of the study in a clear, structured, and objective manner. It focuses exclusively on data presentation without interpretation or personal commentary. Results are often supported by tables, graphs, charts, and statistical indicators that help readers understand complex information more easily. This section emphasizes accuracy and clarity, ensuring that all findings are reported honestly and systematically.

The discussion section is interpretative and analytical. It explains the meaning of the results, connects them with the research questions, and compares them with findings from previous studies. It also discusses possible explanations for the results, identifies limitations of the study, and suggests directions for future research. In many cases, the discussion also highlights theoretical and practical implications of the findings.

In addition to IMRaD, research papers include several other important components such as an abstract, keywords, acknowledgements, references, and sometimes appendices. The abstract provides a concise summary of the entire study, while keywords improve discoverability in academic databases. References ensure academic integrity by acknowledging previous research. Overall, the structure of a research paper reflects the logical process of scientific investigation, from problem identification to conclusion.

3. Key Elements of Effective Research Papers

An effective research paper is not only defined by its structure but also by the presence of several essential academic and scientific elements that ensure its quality, reliability, and scholarly value. One of the most important elements is a clearly defined research problem or hypothesis. This element determines the direction of the entire study and ensures that the research is focused, relevant, and meaningful. Without a clear research question, the study may become unfocused and lack scientific contribution.

Another crucial element is the literature review, which situates the research within the context of existing knowledge. A strong literature review demonstrates that the researcher is aware of previous studies, theoretical frameworks, and methodological approaches. It also helps identify gaps in the literature that the current study aims to address.

Methodological rigor is another key component. The methods used in the research must be appropriate, transparent, and clearly described. This ensures that the

study can be evaluated critically and replicated if necessary. Reliability and validity of data collection and analysis are essential for scientific credibility.

Data presentation is also a fundamental element. Results must be presented clearly, accurately, and systematically, often using visual tools such as tables, figures, and statistical models. Interpretation of results in the discussion section must be logically grounded in evidence rather than subjective assumptions.

Academic style is another important element. Research papers must use formal language, precise terminology, and objective tone. Passive constructions, nominalization, and hedging expressions are commonly used to maintain academic neutrality.

Citation and referencing are essential for academic integrity. They acknowledge previous research, avoid plagiarism, and allow readers to verify sources. Coherence and cohesion ensure that the text is logically connected and easy to follow. Finally, a strong conclusion summarizes findings and highlights their significance within the broader academic context.

4. Typical Structure of Grant Proposals

A grant proposal is a highly structured academic and professional document designed to persuade funding organizations to support a specific research project. Unlike a research paper, which reports completed work, a grant proposal presents a planned study and focuses on justification, feasibility, and expected impact. It must convincingly demonstrate that the proposed research is important, innovative, and achievable within a given timeframe and budget.

The proposal usually begins with an abstract or executive summary, which provides a concise overview of the entire project. This section includes the research problem, objectives, methodology, and expected outcomes. It is often the first part read by reviewers and therefore must be clear, persuasive, and informative.

The introduction follows, presenting the research problem in detail and explaining its significance. It highlights why the topic is important, what gap in

knowledge exists, and how the proposed research will address this gap. A strong introduction establishes urgency and relevance.

The literature review demonstrates the researcher's familiarity with existing studies and theoretical frameworks. It shows that the proposed project is grounded in academic knowledge and builds upon previous research while contributing something new.

The objectives and aims section clearly defines what the project intends to achieve. These objectives must be specific, measurable, achievable, relevant, and time-bound (SMART). This section helps reviewers understand the exact purpose of the research.

The methodology section is one of the most important parts of a grant proposal. It explains how the research will be conducted, including research design, methods, data collection techniques, and analysis procedures. It also often includes a timeline or work plan that divides the project into stages with specific deadlines.

The budget section is a unique feature of grant proposals. It provides a detailed explanation of how the requested funds will be used, including costs for equipment, personnel, travel, materials, and other resources. This section must be realistic, transparent, and justified.

Expected results and impact are also crucial. This part explains what outcomes are anticipated and how the research will contribute to scientific knowledge, policy development, technological innovation, or social improvement. Finally, references and appendices support the credibility and completeness of the proposal.

5. Key Differences Between Research Papers and Grant Proposals

Although research papers and grant proposals are closely related and often part of the same research cycle, they differ significantly in purpose, structure, language, and rhetorical strategy. A research paper is written after the completion of a study and focuses on presenting, analyzing, and interpreting empirical results. Its main goal is to

contribute new knowledge to the academic community and to document scientific findings in a transparent and objective way.

A grant proposal, on the other hand, is written before the research begins and focuses on planning, justification, and persuasion. Its main goal is to secure funding or institutional support by convincing reviewers that the proposed research is valuable, feasible, and impactful.

In terms of language, research papers use a descriptive, analytical, and objective style, emphasizing data and evidence. Grant proposals use a more persuasive and evaluative tone, highlighting importance, innovation, and expected benefits. Research papers focus on what has been done, while grant proposals focus on what will be done. Structurally, research papers follow the IMRaD format, while grant proposals include additional components such as budget, timeline, and impact statements. Both genres require academic rigor, but grant proposals require stronger rhetorical persuasion and strategic presentation of ideas.

Understanding these differences is essential for researchers because academic success depends not only on conducting research but also on obtaining funding and effectively communicating results to the scientific community and funding institutions.

Discussion Questions

1. What is the main difference between a research paper and a grant proposal?
2. What is the main purpose of a research paper?
3. What is the main purpose of a grant proposal?
4. Why is IMRaD important in research papers?
5. What does the Introduction section include in a research paper?
6. What is the role of the Methods section?
7. Why must the Results section be objective and data-based?
8. What is discussed in the Discussion section of a research paper?

9. What additional elements are usually included in research papers besides IMRaD?

10. Why is a literature review important in both genres?
11. What is the purpose of the abstract in a research paper or proposal?
12. What makes a grant proposal persuasive?
13. Why is the budget section important in a grant proposal?
14. What is the role of the expected results and impact section in a proposal?
15. How do research papers and grant proposals differ in language style and tone?

Tasks for Developing English Language Skills

1. Sentence Building. Put words in correct order:

1. research / paper / is / a / scientific / text
2. grant / proposal / funding / requests
3. IMRaD / structure / is / used / widely
4. methods / explain / research / procedures
5. results / present / findings
6. discussion / interprets / results
7. academic / writing / requires / clarity
8. budget / explains / costs
9. literature / review / analyzes / studies
10. proposals / focus / future / on / research

2. True / False. Decide if the statements are true or false:

1. A research paper is written before the research is conducted.
2. A grant proposal requests funding for research.
3. IMRaD is used in grant proposals.
4. The Results section includes interpretation.
5. The Methods section explains how research is conducted.
6. Grant proposals include a budget.
7. Research papers are persuasive documents.

8. Abstract summarizes the whole study.
9. Discussion interprets the results.
10. Both genres use academic style.

3. Matching Task. Match the section with its function:

1. Introduction
 2. Methods
 3. Results
 4. Discussion
 5. Budget
 6. Abstract
- a) Explains research procedures
 - b) Summarizes the study
 - c) Presents findings
 - d) Explains and interprets results
 - e) Justifies financial costs
 - f) Presents research problem and aims

4. Fill in the Gaps. Complete the sentences:

1. A research paper uses the _____ structure.
2. A grant proposal is written to request _____.
3. The Methods section ensures _____.
4. The Results section is _____ and objective.
5. The Discussion section provides _____ of findings.
6. The Introduction explains the research _____.
7. A proposal includes a detailed _____ plan.
8. Academic writing uses formal _____.
9. Both genres require _____ and clarity.
10. A literature review summarizes previous _____.

5. Paraphrasing Task. Rewrite in academic style:

1. Scientists did a study.

2. We looked at the data.
3. The results are important.
4. They wrote a proposal.
5. People use English in science.
6. The study shows changes.
7. We checked information.
8. Researchers found results.
9. The paper is useful.
10. They explained the method.

6. Grammar: Passive Voice. Rewrite in passive voice:

1. Researchers conduct experiments.
2. Scientists collect data.
3. Students write papers.
4. Experts analyze results.
5. Authors present findings.
6. Teachers explain methods.
7. Analysts interpret data.
8. Researchers develop proposals.
9. Scientists test hypotheses.
10. Students prepare reports.

7. Classification Task. Classify:

1. Research paper
2. Grant proposal
3. Presents results of completed research → _____
4. Requests funding → _____
5. Includes IMRaD structure → _____
6. Includes budget section → _____
7. Focuses on future research → _____
8. Focuses on published findings → _____

8. Discussion Questions

1. Which document is more difficult to write and why?
2. Why is funding important for research?
3. How do proposals influence scientific progress?
4. What skills are needed for writing research papers?
5. Why is structure important in academic writing?
6. How do language and style differ in both genres?
7. What makes a proposal successful?
8. What role does evidence play?
9. Should students learn both genres?
10. How can writing skills be improved?

9. Writing Task. Write 80–100 words:

1. Importance of research papers
2. Role of grant proposals
3. Structure of IMRaD
4. Differences between genres
5. Importance of methodology
6. Role of budget in proposals
7. Academic writing features
8. Importance of literature review
9. Scientific communication
10. Funding in research

10. Translation Task (Ukrainian → English). Translate:

1. Наукова стаття представляє результати дослідження.
2. Грантова заявка використовується для отримання фінансування.
3. Методи описують процес дослідження.
4. Результати подаються об'єктивно.
5. Обговорення інтерпретує результати.
6. Бюджет пояснює витрати проекту.
7. Вступ формулює проблему дослідження.
8. Літературний огляд аналізує попередні дослідження.
9. Наукове письмо є формальним.
10. Обидва жанри важливі для науки.

Theme 6. Research paper, abstracts (анотація). Conference abstracts, submitted for international and national conferences.

1. Research Paper as a Core Genre of Scientific Communication

A research paper is the central genre of scientific writing used to present completed original research. It is a structured academic text that reports the process, results, and interpretation of a scientific investigation. The main purpose of a research paper is to contribute new knowledge to a specific field and to make research findings available to the international academic community. Research papers are usually published in peer-reviewed journals, which ensures their scientific quality and credibility.

A typical research paper follows the IMRaD structure: Introduction, Methods, Results, and Discussion. The introduction defines the research problem, provides background information, and explains the significance of the study. The methods section describes how the research was conducted in detail, ensuring transparency and reproducibility. The results section presents factual findings using tables, graphs, and statistical data. The discussion interprets the results, compares them with previous studies, and outlines implications and limitations. Research papers also include an abstract, keywords, references, and sometimes acknowledgements. The language is formal, objective, and precise, with frequent use of passive constructions and academic vocabulary.

2. Abstracts (Annotations) in Scientific Writing

An abstract is a short, concise, and self-contained summary of a research paper, thesis, or academic article. Its main purpose is to help readers quickly understand the essence of the study without reading the full text. Abstracts are extremely important in academic communication because they are often the first and sometimes the only part of a paper that is read in databases and indexing systems.

A standard abstract usually includes four key elements: the research problem or purpose, the methodology, the main results, and the conclusions. Despite its short length, an abstract must be highly informative and accurately reflect the content of the full paper. It should not contain unnecessary details, citations, or extended explanations. The language of abstracts is formal, clear, and objective. Sentences are often concise and focused on essential information. Abstracts play a crucial role in scientific visibility, as they help researchers decide whether a paper is relevant to their interests and should be read in full.

3. Structure and Features of Conference Abstracts (Conference Theses)

Conference abstracts, also known as conference theses, are short academic texts submitted to scientific conferences for presentation consideration. Unlike journal abstracts, conference abstracts often represent ongoing research or preliminary results rather than fully completed studies. Their main purpose is to present research ideas to an academic audience and to participate in scientific discussion.

A conference abstract usually includes a brief introduction of the topic, research objectives, methodology, key findings (if available), and expected or preliminary conclusions. Due to strict word limits, conference abstracts must be extremely concise and well-structured. Every sentence must carry important information, and unnecessary details are avoided. These abstracts are evaluated by conference committees to decide whether the research will be accepted for oral or poster presentation.

Language in conference abstracts is formal and precise, but often more flexible than in journal articles. Since research may still be in progress, hedging language such as “preliminary results suggest” or “this study aims to investigate” is commonly used. Conference abstracts serve as an entry point into academic communication and professional networking.

4. National and International Conferences: Academic Dissemination

Scientific conferences can be national or international and play a key role in the dissemination of research and academic networking. National conferences usually involve researchers from one country and are often conducted in the native language or in English, depending on the academic field. International conferences bring together researchers from different countries and require English as the main language of communication, making them an important platform for global scientific exchange. Submitting a conference abstract is the first step in participating in a conference. Accepted authors are invited to present their work either orally or in poster form. Oral presentations involve structured speeches supported by slides, while poster presentations allow visual display and interactive discussion with participants. Conferences provide opportunities for feedback, academic debate, and collaboration, which are essential for improving research quality and developing new ideas. Participation in conferences is also important for academic career development, as it increases visibility, helps build professional networks, and often leads to publication opportunities in conference proceedings or journals. Therefore, conferences are a vital part of the scientific communication process.

5. Key Differences Between Research Papers, Abstracts, and Conference Abstracts

Although research papers, abstracts, and conference abstracts are closely related, they differ significantly in purpose, structure, length, and level of detail. A research paper is a full scientific document that presents complete research, including detailed methodology, data analysis, and interpretation. It is comprehensive and intended for publication in academic journals.

An abstract is a condensed summary of a research paper, designed to provide an overview of the study in a very short format. It is not independent but is always connected to a full paper. Its purpose is to help readers quickly understand the essence of the research and decide whether to read the full text.

A conference abstract is even more concise and often represents ongoing or preliminary research. It is used for conference submission and selection purposes. Unlike journal abstracts, it is more flexible and may emphasize research goals and expected results rather than final conclusions.

In summary, research papers provide full scientific information, abstracts provide condensed summaries, and conference abstracts serve as short proposals for academic presentation. All three genres are essential components of scientific communication and contribute to the dissemination of knowledge in different ways.

Discussion Questions

1. What is the main purpose of a research paper?
2. What does a research paper typically include?
3. What is the IMRaD structure and why is it important?
4. What is the role of the Methods section in a research paper?
5. Why is the Results section considered objective?
6. What is the purpose of an abstract in scientific writing?
7. What key elements are included in an abstract?
8. Why are abstracts important in academic databases?
9. What is a conference abstract?
10. How does a conference abstract differ from a journal abstract?
11. What information is usually included in a conference abstract?
12. Why are conference abstracts shorter than research papers?
13. What is the difference between national and international conferences?
14. What types of presentations are used at conferences?
15. Why is participation in conferences important for researchers?

Tasks for Developing English Language Skills

1. Sentence Building. Put words in correct order:

1. research / paper / is / a / full / document
2. abstract / summary / short / is / a
3. conference / abstracts / for / used / are
4. IMRaD / structure / is / standard
5. results / present / data
6. methods / explain / research
7. discussion / interprets / results
8. conferences / important / are
9. writing / requires / academic / clarity
10. communication / scientific / is / global

2. Decide if the statements are true or false:

1. A research paper presents completed research.
2. Abstracts are long and detailed texts.
3. Conference abstracts are very short.
4. IMRaD is used in all academic texts.
5. Results include interpretation and opinion.
6. Abstracts summarize the main ideas of a paper.
7. Conference abstracts are used for selection.
8. Research papers are informal texts.
9. Conferences help academic communication.
10. National and international conferences are the same.

3. Matching Task. Match the term with the definition:

1. Research paper
2. Abstract
3. Conference abstract
4. Introduction
5. Methods

6. Results
7. Discussion
8. Conference
9. Presentation
10. IMRaD

- a) Short summary of a paper
- b) Structure of research papers
- c) Oral explanation of research
- d) Full scientific study
- e) Shows research findings
- f) Explains procedures
- g) Event for scientific exchange
- h) Interpretation of results
- i) Brief conference submission
- j) Research background section

4. Fill in the Gaps. Complete the sentences:

1. A research paper presents _____ research.
2. An abstract is a _____ summary.
3. IMRaD stands for Introduction, Methods, Results, and _____.
4. The Results section is _____ and objective.
5. Conference abstracts are used for _____.
6. The Methods section explains the _____ of research.
7. Conferences help scientific _____.
8. Abstracts are used in academic _____.
9. The Discussion section _____ the results.
10. Research papers include _____ and references.

5. Paraphrasing Task. Rewrite in academic style:

1. Scientists did research.
2. We wrote a paper.

3. The results are good.
4. They made a presentation.
5. People attend conferences.
6. The study shows something.
7. We analyzed data.
8. Researchers found results.
9. The paper is interesting.
10. They explained the method.

6. Grammar: Passive Voice. Rewrite in passive voice:

1. Researchers conduct studies.
2. Scientists collect data.
3. Students write abstracts.
4. Authors present findings.
5. Experts analyze results.
6. Teachers explain methods.
7. Researchers develop papers.
8. Scientists test hypotheses.
9. Students prepare presentations.
10. Analysts interpret data.

7. Classification Task

1. Research paper
2. Abstract
3. Conference abstract
4. Full scientific document → _____
5. Short summary of paper → _____
6. Submitted for conferences → _____
7. Includes IMRaD → _____
8. Very concise text → _____

8. Discussion Questions

1. Why are abstracts important?
2. What is difficult in writing abstracts?
3. Why do researchers attend conferences?
4. How do conferences help science?
5. What is the role of English in science?
6. What skills are needed for presentations?
7. Why is structure important?
8. What is the difference between genres?
9. How can writing skills be improved?
10. What is the value of scientific communication?

9. Writing Task. Write 80–100 words:

1. Importance of research papers
2. Role of abstracts
3. Conference communication
4. IMRaD structure
5. Academic writing features
6. Differences between genres
7. Scientific conferences
8. Research dissemination
9. Writing challenges
10. Academic communication

10. Translation Task (Ukrainian → English)

1. Наукова стаття містить повне дослідження.
2. Анотація є коротким змістом статті.
3. Тези конференції подаються для участі.
4. Результати є об'єктивними.
5. Методи описують процес дослідження.
6. Конференції сприяють науковому обміну.
7. Дослідники презентують свої роботи.
8. IMRaD є стандартною структурою.
9. Академічне письмо є формальним.
10. Анотації допомагають швидко зрозуміти текст.

Theme 7. Academic/scientific vocabulary. Grammar peculiarities of English scientific text.

1. General Characteristics of Academic and Scientific Vocabulary

Academic and scientific vocabulary represents a highly specialized layer of the English language that is used in formal education, research, and professional scientific communication. It serves the primary function of transmitting knowledge in a precise, objective, and universally understandable form. Unlike everyday conversational language, scientific vocabulary is characterized by standardization, abstraction, and discipline-specific meaning, which allows researchers from different countries and linguistic backgrounds to communicate effectively within a shared academic framework.

A fundamental distinction is made between general academic vocabulary and specialized scientific terminology. General academic vocabulary includes high-frequency words that are common across disciplines, such as analysis, method, theory, evidence, data, hypothesis, result, structure, function, and process. These words form the core of scientific communication and are essential for describing research activities and interpreting findings. They are considered “bridge vocabulary” because they connect different academic fields and ensure mutual understanding.

In contrast, specialized terminology is specific to individual disciplines. For example, linguistics uses terms such as syntax, semantics, pragmatics, discourse, morphology, while biology includes cell, genome, mutation, organism, and physics uses quantum, force, energy, acceleration. This terminology is often highly technical and cannot be fully understood without subject knowledge. Therefore, mastering scientific vocabulary requires both linguistic competence and disciplinary expertise.

Another important feature is lexical precision. Scientific vocabulary is designed to eliminate ambiguity, ensuring that each term has a clear and fixed meaning within a specific context. This precision is essential in scientific communication, where even small misunderstandings can lead to incorrect interpretations of data or theories. As a

result, scientific vocabulary is carefully selected, standardized, and often internationally recognized.

2. Features of Scientific Lexis: Formality, Precision, Abstraction, and Objectivity

One of the defining features of scientific lexis is formality, which distinguishes academic writing from everyday communication. Formal vocabulary avoids colloquial expressions, slang, idioms, and emotional language. Instead of informal phrases like “find out” or “a lot of,” academic English prefers “investigate,” “a significant number of,” or “a considerable amount of.” This ensures a professional tone suitable for academic and scientific contexts.

Precision is equally important, as scientific vocabulary must convey exact meaning without vagueness. Many scientific terms are context-dependent and carry specific meanings that differ from everyday usage. For example, the word “theory” in science refers to a well-supported explanatory framework, not a simple guess as in everyday language.

Abstraction is another key characteristic. Scientific writing often deals with complex concepts that cannot be directly observed, such as “globalization,” “cognitive development,” or “energy transformation.” To express such ideas, academic language relies heavily on abstract nouns and conceptual structures. One of the main linguistic tools for abstraction is nominalization, which transforms verbs and adjectives into nouns. For example, “analyze data” becomes “data analysis,” and “decide on a strategy” becomes “decision-making process.” This process allows ideas to be expressed more compactly and impersonally.

Objectivity is also essential in scientific vocabulary. Academic writing avoids subjective expressions and emotional evaluation. Instead of saying “This is a very good result,” scientific language uses “The results are significant” or “The findings indicate a positive correlation.” This ensures that statements are based on evidence rather than

personal opinion. Together, these lexical features create a formal, neutral, and highly structured scientific register.

3. Grammar Features: Passive Voice and Impersonal Constructions in Scientific Texts

Grammar in scientific writing is carefully designed to support objectivity, clarity, and focus on processes rather than individuals. One of the most important grammatical features is the passive voice, which shifts attention from the researcher to the action or process itself. For example, instead of writing “We conducted the experiment,” academic writing prefers “The experiment was conducted.” This removes personal involvement and emphasizes the scientific procedure, making the text more objective and impersonal.

The passive voice is especially common in the Methods and Results sections of research papers, where the focus is on what was done and what was discovered rather than who performed the actions. It also contributes to universality, suggesting that scientific procedures are independent of individual researchers.

Another important grammatical feature is the use of impersonal constructions, which further enhance objectivity. These include expressions such as “It is believed that...,” “It is assumed that...,” “There is evidence that...,” and “It can be observed that...”. Such structures allow authors to present information without directly attributing it to themselves, which is a key principle of academic neutrality.

Scientific texts also frequently use complex sentence structures, including subordinate clauses, to express logical relationships such as cause and effect, contrast, condition, and comparison. For example: “Although the sample size was limited, the results were statistically significant.” This complexity allows for precise expression of nuanced scientific ideas. Grammar in academic writing is therefore not only a system of rules but also a tool for structuring scientific reasoning.

4. Tense Usage and Modal Verbs in Scientific Texts

Tense usage in scientific writing is systematic and functionally motivated. Different tenses are used depending on whether the writer is referring to general truths, specific research actions, or previously established findings. The present simple tense is commonly used for general scientific facts, established knowledge, and universally accepted truths, such as “Water boils at 100°C” or “The Earth orbits the Sun.” It is also used in academic discussions to describe what a study shows or argues in general terms. The past simple tense is used to describe completed research activities and specific events in a study. For example, “The data were collected during a six-month period” or “Participants completed a questionnaire.” This tense is typical for the Methods and Results sections of research papers.

The present perfect tense plays a special role in connecting past research with current knowledge. It is used to describe research developments and accumulated findings, such as “Researchers have identified several key factors influencing behavior.” This tense emphasizes continuity and relevance of previous studies to the present academic context.

Modal verbs are another essential grammatical feature of scientific writing. They are used to express probability, possibility, necessity, and caution. Words such as may, might, could, and can help researchers avoid absolute statements and introduce hedging, which is a key strategy in academic discourse. For example, “These results may suggest a correlation between variables” indicates cautious interpretation rather than definitive conclusion. This is important because scientific knowledge is often tentative and open to revision based on new evidence.

5. Cohesion, Nominalization, and Logical Structure in Scientific Writing

Cohesion and logical structure are fundamental components of effective scientific writing, ensuring that complex ideas are presented in a clear, organized, and accessible manner. Cohesion refers to the linguistic connections between sentences and

paragraphs that help guide the reader through the text. This is achieved through the use of linking words and discourse markers such as however, therefore, in addition, moreover, consequently, on the other hand, and as a result. These connectors establish logical relationships between ideas and improve readability.

Nominalization is one of the most powerful tools in scientific writing. It allows writers to transform dynamic processes into abstract concepts, making the text more formal, compact, and objective. For example, “analyze data” becomes “data analysis,” and “decide on policies” becomes “policy decision-making.” This transformation enables writers to focus on concepts rather than actions, which is essential in academic discourse.

Scientific writing also follows a strict logical structure, where ideas are organized hierarchically from general to specific or from problem to solution. Each paragraph typically contains a clear topic sentence, supporting evidence, explanation, and sometimes a concluding sentence that links to the next idea. This structure ensures that the reader can easily follow the argument and understand the progression of thought.

Together, cohesion, nominalization, and structured organization create a coherent and professional scientific text. These features are essential for effective international academic communication, where clarity and logical precision are required for sharing knowledge across different languages and disciplines.

Discussion Questions

1. What is academic and scientific vocabulary used for?
2. What is the difference between general academic vocabulary and specialized terminology?
3. Why is precision important in scientific vocabulary?
4. What are examples of general academic words?
5. What is discipline-specific terminology?
6. Why is formality important in scientific language?

7. How does academic vocabulary differ from everyday language?
8. What is nominalization and why is it used in academic writing?
9. How does nominalization make scientific writing more formal?
10. What is the purpose of the passive voice in scientific texts?
11. Why are impersonal constructions used in academic writing?
12. How are different tenses used in scientific texts?
13. What is the function of modal verbs in academic writing?
14. What does hedging mean in scientific language?
15. How do cohesion and linking words improve scientific texts?

Tasks for Developing English Language Skills

1. Put words in correct order:

1. scientific / vocabulary / is / formal / language
2. academic / writing / requires / precision
3. passive / voice / is / used / often
4. cohesion / connects / ideas
5. nominalization / makes / texts / formal
6. modal / verbs / express / possibility
7. research / requires / analysis
8. academic / texts / structured / are

2. Decide if the statements are true or false:

1. Scientific vocabulary includes slang expressions.
2. Academic writing is formal and precise.
3. Nominalization makes language less formal.
4. Passive voice is common in scientific texts.
5. Impersonal constructions express personal opinion.
6. Present simple is used for general truths.
7. Modal verbs express certainty only.
8. Cohesion connects ideas in a text.

9. Scientific writing avoids ambiguity.
10. Academic language is always informal.

3. Matching Task. Match the term with the definition:

1. Nominalization
2. Passive voice
3. Hedging
4. Cohesion
5. Precision
6. Formality
7. Impersonal construction
8. Modal verb
9. Scientific vocabulary

Discipline-specific terms

- a) linking ideas in text
- b) transformation into noun form
- c) language used in science
- d) exact and clear meaning
- e) avoiding personal reference
- f) grammar structure focusing on action
- g) expressing uncertainty
- h) specialized field terms
- i) formal style of writing
- j) can, may, might

4. Fill in the Gaps. Complete the sentences:

1. Scientific vocabulary is used in _____ writing.
2. Precision helps avoid _____.
3. Nominalization makes language more _____.
4. Passive voice focuses on _____, not the subject.
5. Hedging expresses _____ in academic texts.

6. Cohesion connects _____ in a text.
7. Academic writing uses _____ language.
8. Modal verbs show possibility or _____.
9. Impersonal constructions avoid _____ reference.
10. Scientific texts use discipline-_____ terms.

5. Paraphrasing Task. Rewrite in academic style:

1. Scientists did research.
2. We looked at the data.
3. They found something important.
4. The results are good.
5. People use science methods.
6. We checked information.
7. Researchers wrote papers.
8. The study shows results.
9. They analyzed the problem.
10. The experiment was useful.

6. Grammar: Passive Voice. Rewrite in passive voice:

1. Researchers collect data.
2. Scientists conduct experiments.
3. Students write reports.
4. Experts analyze results.
5. Teachers explain methods.
6. Authors publish articles.
7. Analysts interpret data.
8. Researchers develop theories.
9. Scientists test hypotheses.
10. Students prepare abstracts.

7. Error Correction. Correct the mistakes:

1. Scientific writing are formal.

2. Researchers uses passive voice.
3. The data show many informations.
4. Writing require precision.
5. Cohesion connect ideas.
6. The results was clear.
7. Academic texts is structured.
8. He analyze data carefully.
9. Nominalization make texts formal.
- 10.The study were important.

8. Classification Task

1. Scientific vocabulary
2. Grammar feature
3. Passive voice → _____
4. Hypothesis → _____
5. Cohesion → _____
6. Cell → _____
7. Modal verbs → _____
8. Data analysis → _____

9. Discussion Questions

1. Why is scientific vocabulary important?
2. What is difficult in academic grammar?
3. How can students improve writing skills?
4. Why is formal style necessary?
5. What is the role of hedging?
6. Why is passive voice useful?
7. How does vocabulary affect meaning?
8. What is the role of cohesion?
9. What mistakes do students often make?
- 10.How can scientific writing be improved?

10. Writing Task. Write 80–100 words:

1. Importance of scientific vocabulary
2. Grammar in academic writing
3. Role of nominalization
4. Passive voice in science
5. Cohesion in texts
6. Academic style features
7. Scientific communication
8. Tense usage in research
9. Language precision
10. Writing challenges
11. grammar / supports / clarity
12. language / scientific / is / objective

Theme 8. Citing and referencing.

1. General Concept of Citing and Referencing

Citing and referencing are fundamental academic practices that form the basis of scientific integrity, intellectual honesty, and scholarly communication. They are essential in all types of academic writing, including research papers, theses, dissertations, articles, and conference papers. The process of citing refers to the practice of acknowledging within the text that a specific idea, argument, theory, fact, or piece of data originates from another author. This is usually done through short in-text references that point to the original source.

Referencing, on the other hand, is the systematic process of providing complete bibliographic details of all sources cited in the text. These details are usually listed at the end of the document in a reference list or bibliography. Together, citing and referencing create a transparent academic framework that allows readers to trace the origin of information, verify claims, and explore sources further.

These practices are not merely formal academic requirements; they are a core part of the scientific method. Science is cumulative in nature, meaning that new knowledge is built upon previous research. By citing sources, researchers acknowledge this intellectual continuity and show how their work is connected to existing scholarship. This also helps position the research within a broader academic context and demonstrates the author's awareness of the field.

Moreover, citing and referencing contribute to the credibility and reliability of academic work. A text that is well-supported by references is considered more trustworthy because it is based on established evidence rather than unsupported opinion. In this way, citation practices strengthen academic argumentation and ensure the ethical use of information.

2. Types of Citations: Direct, Indirect, and Paraphrased

Academic writing uses several types of citations, each serving a specific communicative and rhetorical purpose. The most explicit form is the direct citation or quotation. In this case, the exact words of the original author are reproduced and placed inside quotation marks. A direct citation is always accompanied by a reference to the source, including the author, year, and often page number. Direct quotations are used when the original wording is particularly important, authoritative, or difficult to rephrase without losing meaning. They are also used when analyzing language, definitions, or key theoretical statements.

The indirect citation involves expressing the idea of another author without using their exact wording. Instead, the writer summarizes the main idea in their own words while still clearly attributing it to the original source. This type of citation demonstrates understanding of the source material and allows for smoother integration of external ideas into the writer's own argument.

Paraphrasing is a more advanced form of indirect citation. It involves rewording and restructuring the original text while preserving its meaning. Effective paraphrasing requires a deep understanding of the source and the ability to express complex ideas in a new linguistic form. Paraphrasing is widely used in academic writing because it helps avoid overuse of direct quotations and demonstrates critical engagement with sources. All types of citations must be properly referenced to avoid plagiarism. Even when ideas are reformulated, the original author must always be acknowledged. The ability to use different types of citations effectively is an important academic skill that reflects both linguistic competence and scholarly maturity.

3. Referencing Styles and Systems

Referencing in academic writing follows standardized systems that ensure consistency, clarity, and universal understanding across disciplines and publications. Different academic fields prefer different citation styles, each with its own rules for formatting in-text citations and reference lists. The most widely used systems include

APA (American Psychological Association), MLA (Modern Language Association), Chicago style, and Harvard referencing system.

Each system has specific conventions. For example, APA style uses an author-date format such as (Smith, 2020), which emphasizes the currency of research. It is widely used in social sciences, psychology, and education. MLA style, commonly used in literature and humanities, uses author-page format such as (Smith 23), focusing more on textual analysis than publication date.

The Chicago style offers two systems: notes and bibliography (using footnotes or endnotes) and author-date format. It is often used in history and some humanities disciplines. The Harvard style is widely used in many universities and follows an author-date system similar to APA but with slight variations in formatting rules.

The choice of referencing style depends on institutional guidelines, journal requirements, and disciplinary conventions. Regardless of the system used, consistency is crucial. Mixing different styles within one document is considered a serious formatting error in academic writing. Mastery of referencing styles reflects not only technical skill but also academic professionalism and attention to detail.

4. In-text Citations and Reference Lists

In-text citations and reference lists are two interconnected components of academic referencing systems. In-text citations are brief references placed directly within the body of the text. They indicate that specific information, ideas, or data come from an external source. These citations usually include the author's surname and year of publication, and sometimes page numbers depending on the citation style. In-text citations are essential for maintaining the flow of academic writing while ensuring transparency of information sources.

The placement of in-text citations is carefully structured. They can appear at the beginning, middle, or end of a sentence depending on emphasis. For example, the focus may be on the author ("Smith (2020) argues that..."), or on the information itself ("It

has been argued that...” (Smith, 2020)). This flexibility allows writers to integrate sources smoothly into their argumentation.

The reference list or bibliography is a complete list of all sources cited in the text. It appears at the end of the document and provides full bibliographic information, including author names, publication year, title of the work, journal or book title, publisher, volume, issue, and page numbers. Each entry must be formatted according to the chosen referencing style.

The relationship between in-text citations and the reference list must be exact: every in-text citation must correspond to a full reference entry, and every entry in the reference list must be cited in the text. This system ensures traceability, academic transparency, and the possibility for readers to locate original sources easily.

5. Importance of Citing and Avoiding Plagiarism

Citing and referencing play a crucial ethical and academic role in preventing plagiarism and maintaining intellectual honesty. Plagiarism is the act of using another person’s ideas, words, data, or research results without proper acknowledgment. It is considered a serious violation of academic integrity and can lead to severe consequences, including rejection of academic work, loss of credibility, disciplinary actions, or even legal issues in some contexts.

Proper citation practices ensure that original authors receive recognition for their intellectual contributions. This is essential in academic culture, where knowledge is built collaboratively and cumulatively. By citing sources, researchers demonstrate respect for previous work and acknowledge the foundation upon which their own research is built.

Citations also strengthen academic arguments by providing evidence from credible and authoritative sources. Instead of relying on personal opinion, researchers support their claims with data, studies, and theoretical frameworks developed by other scholars. This increases the reliability and persuasiveness of academic writing.

Furthermore, citing and referencing help readers verify information, trace the development of ideas, and explore additional literature. This contributes to academic transparency and allows scientific knowledge to remain open, accessible, and continuously evolving. In this way, citation practices are not only ethical requirements but also essential tools for scientific progress and communication.

Discussion Questions

1. What is the purpose of citing in academic writing?
2. What is the difference between citing and referencing?
3. Why are citing and referencing important in scientific communication?
4. What is a direct citation (quotation)?
5. When is a direct quotation used in academic writing?
6. What is an indirect citation?
7. How does paraphrasing differ from direct quotation?
8. Why is paraphrasing important in academic texts?
9. What is plagiarism?
10. Why is plagiarism considered an academic offense?
11. What are the main referencing styles used in academic writing?
12. What is the difference between APA and MLA styles?
13. What is the role of in-text citations?
14. What information is included in a reference list?
15. Why is consistency important in referencing?

Tasks for Developing English Language Skills

1. Put words in correct order:

citing / sources / acknowledges

referencing / provides / details / full

plagiarism / is / academic / violation

academic / writing / requires / honesty

in-text / appear / citations / text / in

reference / list / end / at / is / the

paraphrasing / ideas / rewrites

authors / use / sources

APA / uses / format / date

MLA / author-page / uses / system

2. Decide if the statements are true or false:

1. Citing means copying text without changes.
2. Referencing provides full source details.
3. Paraphrasing does not require citation.
4. Plagiarism is acceptable in academic writing.
5. Direct quotations use quotation marks.
6. In-text citations appear in the main text.
7. A reference list is placed at the end of a paper.
8. APA and MLA are referencing styles.
9. All ideas must be properly acknowledged.
10. Academic writing does not require sources.

3. Matching Task. Match the term with the definition:

1. Citing
2. Referencing
3. Paraphrasing
4. Quotation
5. Plagiarism
6. Reference list
7. In-text citation
8. APA style
9. MLA style
10. Academic integrity

- a) List of sources at the end
- b) Copying without permission
- c) Reformulating ideas in own words
- d) Author-date system
- e) Ethical academic behavior
- f) Author-page system
- g) Short reference in text
- h) Acknowledging sources in text
- i) Exact words from a source
- j) Full source documentation

4. Fill in the Gaps. Complete the sentences:

1. Citing shows the _____ of information.
2. Referencing provides full _____ details.
3. A quotation uses exact _____ of the author.
4. Paraphrasing means rewriting in your own _____.
5. Plagiarism is a violation of academic _____.
6. A reference list is placed at the _____ of a paper.
7. In-text citations appear in the _____.
8. APA uses an _____-date format.
9. MLA uses an author-_____ format.
10. Academic writing requires _____ and honesty.

5. Paraphrasing Task. Rewrite in academic style:

1. Scientists did research.
2. We used data from books.
3. The results are important.
4. They copied information.
5. Students wrote papers.
6. Researchers found results.
7. The study is useful.

8. People use sources.
9. The paper is interesting.
10. They explained ideas.

6. Grammar: Passive Voice. Rewrite in passive voice:

1. Researchers cite sources.
2. Students write essays.
3. Authors use references.
4. Scientists conduct studies.
5. Experts analyze data.
6. Teachers explain methods.
7. Writers paraphrase texts.
8. Scholars publish articles.
9. Students prepare reports.
10. Researchers collect information.

7. Classification Task

1. Citing
2. Referencing
3. In-text citation → _____
4. Reference list → _____
5. Acknowledging ideas → _____
6. Full bibliographic entry → _____
7. Short source mention → _____

8. Error Correction. Correct the mistakes:

1. He copy the text from book.
2. Sources is very important.
3. Students writes references.
4. Plagiarism are bad.
5. We using APA style.
6. Citation show ideas source.

7. The data was collected.
8. Authors not cite sources.
9. Reference list are missing.
10. Writing require honesty.

9. Discussion Questions

1. Why is plagiarism dangerous?
2. How can students avoid plagiarism?
3. Why are citations important in science?
4. Which referencing style is easiest?
5. What is difficult in paraphrasing?
6. How does citing improve research?
7. Why is academic honesty important?
8. How do references support arguments?
9. What happens if sources are not cited?
10. How can referencing skills be improved?

10. Writing Task. Write 80–100 words:

1. Importance of citing
2. Role of referencing
3. Plagiarism in academic writing
4. Academic integrity
5. Types of citations
6. Reference systems
7. Paraphrasing skills
8. Scientific writing ethics
9. Use of sources
10. Academic honesty

Theme 1. English as the World Language of Research and Education

1. English is considered a global language of research because it...

- A. is the oldest language in the world
- B. is used only in Europe
- C. serves as a lingua franca in academic communication
- D. replaces all other languages

2. The status of English as an academic language is historically linked to...

- A. the French Revolution
- B. the expansion of the British Empire and US leadership
- C. the invention of the internet
- D. Asian scientific development

3. English is widely used in academic communication because it...

- A. is simple to learn
- B. eliminates the need for translation into multiple languages
- C. is mandatory in all schools
- D. is a phonetic language

4. High-impact academic publications are mainly written in...

- A. Spanish
- B. German
- C. English
- D. Latin

5. For researchers, English provides access to...

- A. only local journals
- B. cutting-edge discoveries and international collaboration
- C. entertainment content
- D. informal communication only

6. One concern about global use of English is...

- A. lack of grammar rules
- B. loss of linguistic diversity
- C. too many dialects
- D. absence of vocabulary

7. Scientific English is mainly characterized by...

- A. emotional expression
- B. ambiguity
- C. precision
- D. informal style

8. The main goal of clarity in scientific English is to...

- A. impress readers with complexity
- B. ensure understanding by international audience
- C. reduce text length
- D. avoid using terminology

9. Objectivity in scientific writing means...

- A. using emotional language
- B. avoiding facts
- C. presenting facts rather than personal opinions
- D. using storytelling techniques

10. Passive constructions in scientific English are used to...

- A. make sentences shorter
- B. emphasize the researcher
- C. create a neutral tone
- D. avoid grammar rules

11. Nominalization refers to...

- A. changing nouns into verbs
- B. transforming verbs/adjectives into nouns
- C. deleting verbs
- D. simplifying grammar

12. Example of nominalization is...

- A. "They study data"
- B. "The data was studied"
- C. "The analysis of data was conducted"
- D. "Studying is fun"

13. IMRaD structure stands for...

- A. Introduction, Methods, Results, Discussion
- B. Ideas, Models, Reports, Data
- C. Input, Methods, Reasoning, Design
- D. Introduction, Meaning, Review, Development

14. The Methods section describes...

- A. research conclusions
- B. how the study was conducted
- C. personal opinions
- D. future ideas only

15. The Results section focuses on...

- A. interpretation of data
- B. raw opinions
- C. presentation of findings
- D. literature review

16. The Discussion section is responsible for...

- A. collecting data
- B. interpreting results and comparing studies
- C. describing methods only
- D. defining vocabulary

17. A topic sentence in a paragraph is used to...

- A. end the text
- B. introduce the main idea
- C. list references
- D. summarize the article

18. Skimming is used to...

- A. analyze grammar
- B. read every word carefully
- C. identify the main idea quickly
- D. translate text

19. Editing in writing involves...

- A. creating new ideas
- B. correcting grammar and style
- C. deleting paragraphs
- D. choosing topic

20. One major challenge for non-native speakers is...

- A. too much vocabulary knowledge
- B. lack of academic motivation
- C. linguistic and cultural differences in academic conventions
- D. absence of reading materials

Theme 2: Academic Writing Strategies and Cultural Differences**1. Academic writing in English is mainly used in...**

- A. social media platforms
- B. universities and research institutions
- C. entertainment industry
- D. informal conversations

2. One of the main features of academic writing is...

- A. emotional language
- B. ambiguity
- C. clarity
- D. slang usage

3. Precision in academic writing means...

- A. using long sentences
- B. avoiding grammar rules
- C. using exact terminology and clear meaning
- D. writing quickly

4. Objectivity in academic writing refers to...

- A. expressing personal emotions
- B. focusing on facts and evidence
- C. using informal language
- D. avoiding structure

5. A typical academic text usually includes...

- A. jokes and stories
- B. introduction, body, and conclusion
- C. dialogue sections
- D. advertisements

6. Cohesion in academic writing is achieved through...

- A. repetition of ideas
- B. linking words and transitions
- C. informal phrases
- D. emotional expressions

7. Academic writing avoids...

- A. formal vocabulary
- B. slang and contractions
- C. terminology
- D. structure

8. Passive voice in academic writing is used to...

- A. emphasize the writer
- B. make sentences informal
- C. emphasize processes and results
- D. reduce clarity

9. Nominalization means...

- A. turning nouns into verbs
- B. turning verbs/adjectives into nouns
- C. removing nouns
- D. simplifying sentences

10. Planning in academic writing involves...

- A. final proofreading only
- B. organizing ideas and defining purpose
- C. translating text
- D. copying sources

11. Drafting stage focuses on...

- A. grammatical perfection
- B. idea development and content creation
- C. correcting punctuation
- D. formatting references

12. Revision mainly involves...

- A. changing topic completely
- B. improving structure and logic
- C. writing without planning
- D. deleting all examples

13. Editing focuses on...

- A. grammar and style correction
- B. generating ideas
- C. selecting topic
- D. argument development

14. Academic vocabulary includes...

- A. slang expressions
- B. general and specialized terminology
- C. jokes and idioms
- D. informal speech only

15. Paraphrasing is used to...

- A. copy text directly
- B. avoid plagiarism and restate ideas
- C. shorten grammar rules
- D. translate word-for-word

16. In English academic culture, writing is usually...

- A. implicit and indirect
- B. direct and explicit
- C. emotional and narrative
- D. unstructured

17. In some cultures academic writing may be...

- A. highly structured
- B. indirect and less explicit
- C. identical to English style
- D. always argumentative

18. Citation in English academic writing is important because it...

- A. increases word count
- B. shows plagiarism
- C. ensures academic integrity
- D. replaces writing

19. One cultural difference in academic writing concerns...

- A. handwriting style
- B. argumentation and critical thinking expectations
- C. font size
- D. page layout only

20. Intercultural academic communication requires...

- A. ignoring cultural differences
- B. linguistic and cultural awareness
- C. only grammar knowledge
- D. memorizing texts

Thme 3 : Genres of Scientific Writing

1. Scientific writing is mainly used to...

- A. entertain readers
- B. share knowledge and research findings
- C. tell personal stories
- D. write advertisements

2. All genres of scientific writing are characterized by...

- A. humor and creativity
- B. clarity and objectivity
- C. emotional language
- D. slang expressions

3. The most prestigious genre of scientific writing is...

- A. case study
- B. abstract
- C. research article
- D. report

4. Research articles are usually published in...

- A. newspapers
- B. peer-reviewed journals
- C. social media platforms
- D. blogs

5. IMRaD structure stands for...

- A. Introduction, Methods, Results, Discussion
- B. Ideas, Models, Research, Data
- C. Introduction, Meaning, Review, Design
- D. Input, Methods, Results, Definition

6. The Methods section explains...

- A. research conclusions
- B. how the study was conducted
- C. personal opinions
- D. literature review only

7. The Results section focuses on...

- A. interpretation of data
- B. presentation of findings
- C. background theory
- D. future predictions only

8. The Discussion section is used to...

- A. collect data
- B. interpret results and compare studies
- C. describe instruments only
- D. define terms

9. Review articles focus on...

- A. new experiments
- B. analysis of existing research
- C. personal experience
- D. fictional topics

10. The main purpose of literature reviews is to...

- A. summarize jokes
- B. identify research gaps and trends
- C. replace research articles
- D. avoid citations

11. Hedging language is used to...

- A. make statements stronger and absolute
- B. express caution and avoid overgeneralization
- C. avoid grammar rules
- D. increase word count

12. An example of hedging is...

- A. "This proves that..."
- B. "It is possible that..."
- C. "Always happens..."
- D. "Definitely shows..."

13. An abstract is...

- A. a long detailed report
- B. a full research article
- C. a short summary of a study
- D. a bibliography

14. The main purpose of an abstract is to...

- A. entertain readers
- B. provide complete details of research
- C. summarize key elements of a study
- D. replace the full article

15. Summaries are different from abstracts because they are...

- A. always longer
- B. more flexible in structure
- C. only used in journals
- D. written only for presentations

16. Case studies are mainly used to...

- A. describe fictional events
- B. analyze real-life situations in depth
- C. avoid data collection
- D. replace experiments

17. Reports usually include...

- A. jokes and stories
- B. structured sections like findings and recommendations
- C. poetry and metaphors
- D. dialogues only

18. Conference papers are typically...

- A. longer than journal articles
- B. informal blog posts
- C. shorter and more concise than journal articles
- D. fictional essays

19. The main purpose of conference presentations is to...

- A. hide research results
- B. share research and receive feedback
- C. avoid discussion
- D. replace writing

20. Conference communication is important for...

- A. entertainment
- B. academic networking and collaboration
- C. social media popularity
- D. personal storytelling

Theme 4: English Academic Style and Academic Text Structure

1. The main purpose of academic style is to...

- A. entertain readers
- B. communicate ideas clearly and logically
- C. use informal language
- D. simplify all concepts

2. One key feature of academic writing is...

- A. slang
- B. formality
- C. emotional expression
- D. contractions

3. Clarity in academic writing means...

- A. using complex vocabulary only
- B. expressing ideas in a straightforward way
- C. avoiding structure
- D. using long sentences

4. Precision refers to...

- A. using vague expressions
- B. exact and accurate use of terminology
- C. repeating ideas
- D. emotional language

5. Coherence in academic writing is related to...

- A. grammar rules
- B. logical flow of ideas in the whole text
- C. spelling accuracy
- D. word length

6. Cohesion is achieved through...

- A. jokes and examples
- B. linking words and lexical devices
- C. repetition only
- D. punctuation only

7. Objectivity in academic writing means...

- A. expressing opinions freely
- B. avoiding evidence
- C. focusing on facts and evidence
- D. using emotional language

8. Academic writing avoids...

- A. formal vocabulary
- B. slang and colloquial expressions
- C. structured sentences
- D. references

9. A common formal word choice is...

- A. “get” instead of “obtain”
- B. “look into” instead of “investigate”
- C. “demonstrate” instead of “show”
- D. “fix” instead of “repair”

10. Nominalization is the process of...

- A. changing nouns into verbs
- B. turning verbs into nouns
- C. deleting verbs
- D. simplifying grammar

11. Hedging language is used to express...

- A. certainty
- B. probability or caution
- C. commands
- D. slang meanings

12. An example of hedging is...

- A. “This proves that...”
- B. “It is possible that...”
- C. “Always shows...”
- D. “Definitely confirms...”

13. The passive voice is used to...

- A. emphasize the researcher
- B. emphasize processes and results
- C. make writing informal
- D. avoid grammar rules

14. In academic writing, present simple tense is used for...

- A. future plans
- B. general truths
- C. completed experiments
- D. personal opinions

15. Past simple tense is used to describe...

- A. ongoing theories
- B. completed research actions
- C. general facts
- D. hypotheses only

16. Complex sentences in academic writing are used to show...

- A. random ideas
- B. logical relationships between ideas
- C. informal speech
- D. jokes

17. IMRaD structure stands for...

- A. Introduction, Methods, Results, Discussion
- B. Ideas, Models, Research, Data
- C. Input, Methods, Reasoning, Design
- D. Introduction, Meaning, Review, Development

18. The Methods section includes...

- A. personal opinions
- B. research design and procedures
- C. final conclusions only
- D. summaries of books

19. A topic sentence is used to...

- A. end the paragraph
- B. introduce the main idea of a paragraph
- C. list references
- D. write conclusions only

20. One essential element of academic texts is...

- A. emotional storytelling
- B. supporting evidence and references
- C. informal vocabulary
- D. slang expressions

Theme 5: Research Papers and Grant Proposals**1. A research paper mainly aims to...**

- A. request funding
- B. present completed research findings
- C. advertise a project
- D. describe personal opinions

2. A grant proposal is written to...

- A. report finished results
- B. summarize textbooks
- C. request financial support for research
- D. publish final conclusions

3. The main difference between research papers and grant proposals is...

- A. language complexity
- B. number of pages
- C. time orientation
- D. grammar rules

4. Research papers are considered...

- A. prospective documents
- B. retrospective documents
- C. informal texts
- D. fictional texts

5. Grant proposals are mainly...

- A. descriptive reports
- B. persuasive documents
- C. narrative essays
- D. summaries of books

6. IMRaD stands for...

- A. Introduction, Methods, Results, Discussion
- B. Ideas, Methods, Review, Data
- C. Introduction, Models, Results, Data
- D. Input, Methods, Reasoning, Design

7. The Introduction section of a research paper includes...

- A. budget information
- B. research problem and background
- C. raw data only
- D. equipment list

8. The Methods section explains...

- A. how the research was conducted
- B. final conclusions
- C. literature review
- D. future funding

9. The Results section focuses on...

- A. interpretation of data
- B. data presentation without interpretation
- C. personal opinions
- D. literature analysis

10. The Discussion section is used to...

- A. collect data
- B. interpret results and compare studies
- C. write references
- D. define terminology

11. One key feature of the Methods section is...

- A. emotional language
- B. reproducibility
- C. storytelling
- D. persuasion

12. The literature review is important because it...

- A. replaces results
- B. shows existing research and gaps
- C. removes citations
- D. shortens the paper

13. A research hypothesis is...

- A. a budget plan
- B. a testable scientific assumption
- C. a conclusion
- D. a summary

14. Grant proposals usually include a section on...

- A. jokes and examples
- B. budget and funding
- C. personal biography
- D. poetry

15. The budget section in a grant proposal explains...

- A. research results
- B. how money will be spent
- C. literature review
- D. grammar rules

16. SMART objectives mean they are...

- A. simple, major, accurate, real, true
- B. specific, measurable, achievable, relevant, time-bound
- C. short, minimal, abstract, random, textual
- D. scientific, modern, analytical, reliable, technical

17. Research papers mainly use which writing style?

- A. persuasive
- B. descriptive and objective
- C. informal
- D. narrative

18. Grant proposals mainly use which tone?

- A. persuasive and evaluative
- B. emotional and informal
- C. humorous
- D. poetic

19. A common feature of both research papers and grant proposals is...

- A. slang language
- B. academic structure and formal style
- C. storytelling
- D. absence of references

20. A key purpose of a grant proposal is to show that research is...

- A. already completed
- B. unimportant
- C. feasible and worth funding
- D. purely theoretical without application

Theme 6: Research Papers and Abstracts in Scientific Communication**1. A research paper mainly presents...**

- A. future research ideas
- B. completed original research
- C. advertisements for studies
- D. personal opinions

2. The main purpose of a research paper is to...

- A. entertain readers
- B. contribute new scientific knowledge
- C. summarize textbooks
- D. avoid publishing results

3. Research papers are usually published in...

- A. blogs
- B. peer-reviewed journals
- C. newspapers
- D. social media

4. IMRaD stands for...

- A. Introduction, Methods, Results, Discussion
- B. Ideas, Models, Research, Data
- C. Introduction, Meaning, Review, Design
- D. Input, Methods, Results, Data

5. The Methods section ensures...

- A. creativity
- B. reproducibility and transparency
- C. entertainment
- D. emotional expression

6. The Results section contains...

- A. interpretation of data
- B. raw findings and data
- C. personal opinions
- D. literature review

7. The Discussion section focuses on...

- A. collecting data
- B. interpreting results and comparing studies
- C. writing references
- D. grammar correction

8. An abstract is...

- A. a full research paper
- B. a short summary of a study
- C. a bibliography list
- D. a research proposal

9. The main purpose of an abstract is to...

- A. provide full explanations
- B. help readers quickly understand the study
- C. replace the research paper
- D. list all references

10. A standard abstract includes...

- A. jokes and examples
- B. problem, methods, results, conclusions
- C. only introduction
- D. budget and funding

11. Abstracts are especially important in...

- A. fiction writing
- B. academic databases and indexing systems
- C. social media posts
- D. advertising

12. Conference abstracts are also called...

- A. research papers
- B. conference theses
- C. books
- D. reviews

13. Conference abstracts usually describe...

- A. completed research only
- B. ongoing or preliminary research
- C. fictional studies
- D. personal experiences

14. The main purpose of a conference abstract is to...

- A. publish a full article
- B. present research ideas for selection
- C. write a textbook
- D. avoid academic communication

15. Conference abstracts are limited by...

- A. grammar rules only
- B. strict word limits
- C. lack of topics
- D. absence of structure

16. Conference abstracts often use hedging language because...

- A. research is always complete
- B. results may be preliminary
- C. writing is informal
- D. they are fictional

17. International conferences mainly use...

- A. native languages only
- B. English as the main language
- C. Latin
- D. no spoken language

18. One purpose of conferences is to...

- A. avoid communication
- B. provide academic networking and feedback
- C. reduce research quality
- D. eliminate collaboration

19. A key difference between research papers and abstracts is...

- A. grammar rules
- B. length and level of detail
- C. punctuation
- D. font style

20. Conference abstracts differ from journal abstracts because they...

- A. are longer
- B. often describe ongoing research
- C. include full data analysis
- D. replace research papers

Theme 7: Scientific Vocabulary and Grammar Features

1. Academic and scientific vocabulary is mainly used for...

- A. entertainment
- B. informal conversation
- C. precise scientific communication
- D. storytelling

2. General academic vocabulary includes words like...

- A. quantum, genome, syntax
- B. analysis, method, evidence
- C. slang, idioms, jokes
- D. poetry, metaphor, rhyme

3. Specialized terminology is...

- A. used in everyday speech
- B. common across all disciplines
- C. specific to particular scientific fields
- D. informal language

4. An example of linguistic terminology is...

- A. cell
- B. syntax
- C. energy
- D. function

5. One key feature of scientific vocabulary is...

- A. ambiguity
- B. lexical precision
- C. emotional tone
- D. slang usage

6. Formality in academic vocabulary means...

- A. using slang
- B. avoiding informal expressions
- C. using jokes
- D. writing emotionally

7. Instead of “find out,” academic English prefers...

- A. look into
- B. investigate
- C. guess
- D. check up

8. Abstraction in scientific language refers to...

- A. using jokes
- B. expressing complex, non-physical ideas
- C. avoiding grammar
- D. writing stories

9. Nominalization means...

- A. turning nouns into verbs
- B. turning verbs/adjectives into nouns
- C. deleting verbs
- D. simplifying sentences

10. Example of nominalization is...

- A. analyze → analysis
- B. run → running
- C. write → wrote
- D. see → saw

11. Objectivity in scientific writing means...

- A. using emotions
- B. expressing personal opinions
- C. focusing on evidence
- D. using slang

12. The passive voice is used to...

- A. emphasize the researcher
- B. emphasize processes and results
- C. make writing informal
- D. avoid clarity

13. Example of passive voice is...

- A. We conducted the experiment
- B. The experiment was conducted
- C. I think the result is good
- D. They are running fast

14. Impersonal constructions include...

- A. I believe that...
- B. It is assumed that...
- C. We think...
- D. I saw that...

15. Scientific texts often use complex sentences to show...

- A. jokes
- B. logical relationships
- C. informal speech
- D. repetition

16. Present simple tense in scientific writing is used for...

- A. completed experiments
- B. general truths and facts
- C. future predictions only
- D. personal stories

17. Past simple tense is mainly used for...

- A. general facts
- B. completed research actions
- C. theories
- D. definitions

18. Present perfect tense is used to show...

- A. finished actions unrelated to science
- B. connection between past research and present knowledge
- C. future plans
- D. instructions

19. Modal verbs in scientific writing express...

- A. certainty only
- B. probability, possibility, and caution
- C. slang meanings
- D. commands only

20. Cohesion in scientific writing is achieved through...

- A. jokes and stories
- B. linking words and discourse markers
- C. random sentences
- D. repetition only

Theme 8 : Citing and Referencing in Academic Writing**1. Citing and referencing are used to ensure...**

- A. creativity in writing
- B. academic integrity and intellectual honesty
- C. longer texts
- D. informal style

2. Citing refers to...

- A. listing all books at the end
- B. acknowledging sources within the text
- C. rewriting sentences
- D. summarizing articles

3. Referencing is the process of...

- A. quoting directly in text
- B. providing full bibliographic details of sources
- C. paraphrasing ideas
- D. writing summaries

4. The main purpose of referencing is to...

- A. decorate academic text
- B. allow readers to locate original sources
- C. increase word count
- D. avoid writing citations

5. Science is considered cumulative because...

- A. it is based on opinions
- B. new knowledge builds on previous research
- C. it avoids past studies
- D. it is always changing randomly

6. A direct citation means...

- A. rewriting an idea in your own words
- B. copying exact words with quotation marks
- C. summarizing a text
- D. translating a text

7. Direct quotations must include...

- A. only the author's name
- B. author, year, and sometimes page number
- C. only page number
- D. no reference

8. Indirect citation means...

- A. copying text exactly
- B. expressing someone's idea in your own words
- C. ignoring sources
- D. listing references

9. Paraphrasing is...

- A. copying sentences
- B. rewording and restructuring ideas
- C. deleting ideas
- D. translating word by word

10. One requirement of paraphrasing is...

- A. changing punctuation only
- B. deep understanding of the source
- C. using quotation marks
- D. avoiding meaning

11. Plagiarism is...

- A. proper referencing
- B. using others' ideas without acknowledgment
- C. paraphrasing correctly
- D. citing sources

12. APA style uses which format?

- A. author-page
- B. author-date
- C. footnotes only
- D. title-year-page

13. MLA style uses...

- A. author-page format
- B. author-date format
- C. numeric format
- D. footnote-only format

14. Chicago style may include...

- A. only author-date system
- B. notes and bibliography system
- C. no references
- D. informal citations

15. Harvard referencing is similar to...

- A. MLA style
- B. APA style
- C. Chicago footnotes
- D. IEEE style only

16. One important rule in referencing is...

- A. mixing styles freely
- B. consistency within a document
- C. avoiding citations
- D. using only paraphrasing

17. In-text citations are placed...

- A. only in reference list
- B. within the body of the text
- C. only in footnotes
- D. only in titles

18. A reference list contains...

- A. only paraphrased ideas
- B. full details of all cited sources
- C. only quotes
- D. summaries of articles

19. Every in-text citation must...

- A. have no reference entry
- B. correspond to a full reference list entry
- C. be written in footnotes only
- D. be optional

20. The main purpose of citations is to...

- A. make writing longer
- B. give credit and support academic arguments
- C. avoid reading sources
- D. replace research

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