English for Academics: Is Critical Thinking Necessary?
1. English for Academics project
2. Course structure
3. Underlying principles
4. Critical thinking
Our target audience

1. HEI Faculty members
2. Researchers
3. HEI Administrators
4. PhD students
British Council project

• started in March 2012
• open competition - 12 authors
• consultant - Rod Bolitho, Academic Director, Norwich Institute for Language Education (NILE)
• tender for a publishing house
Project stages

1. • needs analysis
   • syllabus design

2. • materials development
   • pilot

3. • editing & proofreading
   • artwork & permissions
Learners’ needs

- Publications in peer-reviewed journals
- Organising and participating in international conferences
- International co-operation projects
- Syllabus and course development for international audience
Underlying principles

- Modular structure
Unit 1 International academic conferences
Unit 2 University teaching, learning & research
Unit 3 Academic publications
Unit 4 International cooperation
Contents: Listening – 16 ac. hours

Unit 1 Attending a conference
Unit 2 Troubleshooting
Unit 3 Networking
Unit 4 In the audience
Unit 1 Socialising
- greetings and introductions
- starting and keeping the conversation going
- showing interest and reacting to news
- inviting
- paying and receiving compliments
- saying thank you, sorry and goodbye

Unit 2 Presentation Skills
Contents: Writing – 16 ac. hours

Unit 1 Academic correspondence
Unit 2 Writing a summary
Unit 3 Writing an abstract
Unit 4 Writing an executive summary of a grant proposal
Unit 5 Describing visual data
Course structure

- Student’s Book
- Audio materials online
- Academic Vocabulary list
- Teacher’s Guide
Underlying principles

- Modular structure
- Language awareness approach
Language Awareness

Formal style

6 Read this text and compare it with part (a) of the text in Activity 4. Which one is more formal? How do you know?

Our idea is to improve students’ academic performance in Lightwood High School. We’re looking for a grant to help weak students to do well and stimulate their autonomous learning. So, how do we formulate our objective? By the end of the year we want them to have developed their cognitive skills up to the level of their fellows. Luckily, the project is based on the latest research on how to create good inclusive educational environment.

7 Read the general guidelines for writing in a formal style. Use them to explain why certain words/phrases in the text in Activity 6 are inappropriate.

1 Avoid adverbs that show personal attitude (e.g. unfortunately, surprisingly).
2 Avoid too informal vocabulary (idiomatic or colloquial expressions, e.g. thank goodness, kids).
3 Avoid an informal use of multi-word verbs (phrasal verbs) when there is a suitable synonym (e.g. set up = install).
4 Avoid contracted forms (e.g. can’t, won’t).
5 Avoid rhetorical questions (e.g. And why does it happen?).
8 In the text in Activity 4, choose the more formal options (1–6).
Underlying principles

- Modular structure
- Language awareness approach
- Learner-centredness (strategies)
Strategy focus

9.1.2.9 Listen to this extract from the conversation and do the tasks below.

1. Complete the phrase: We _____ hitch.
2. What will happen after the action in I?
3. What type of word is hitch?
4. Choose the best meaning for hitch (a, b, c or d) in this situation.
   a. a device for a presentation
   b. a temporary difficulty that causes a short delay
   c. a small problem
   d. a complicated problem

10. Decide whether the following statements are true (T) or false (F).

A: Give a piece
   e.g. 1. My daughter

A: Respond with
   e.g. 5. _______
Underlying principles

- Modular structure
- Language awareness approach
- Learner-centredness (strategies)
- Freedom and extension (language support)
Language Support: linking words

- Words used to enumerate: initially, __________, __________, third(ly), next, __________.
- Words that express causation: thus, __________, because, therefore.
- Words that express contrasts and comparisons: __________, however, whereas, likewise, in contrast.
- Words used to generalise: overall, __________, in short, to conclude, generally

11 Put the letters in order to make a word with the same function as the linking words in the right-hand column.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>_________ (utsh)</td>
<td>in this way, hence, so</td>
</tr>
<tr>
<td>2</td>
<td>_________ (eeertrfrh)</td>
<td>as a result, for that reason, consequently</td>
</tr>
<tr>
<td>3</td>
<td>_________ (iiwsklee)</td>
<td>also, similarly, additionally</td>
</tr>
<tr>
<td>4</td>
<td>_________ (ehewrov)</td>
<td>but, still, nevertheless, nonetheless, although</td>
</tr>
<tr>
<td>5</td>
<td>_________ (frthomueerr)</td>
<td>in addition, moreover, besides</td>
</tr>
<tr>
<td>6</td>
<td>_________ (iiiytnall)</td>
<td>at first, at the beginning</td>
</tr>
<tr>
<td>7</td>
<td>_________ (llrvaeoe)</td>
<td>on the whole, generally</td>
</tr>
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</table>
Critical thinking?

“Critical thinking, that’s about asking why, isn’t it?”

“A good teacher makes you think ... even when you don’t want to.”
Critical thinking

- Creating
- Evaluating
- Analysing
- Applying
- Understanding
- Remembering

HOTS
LOTS
2 Read what funders sometimes say when refusing grant proposals (1–3) and choose one recommendation from statements a–f to avoid each reason for refusal.

1. Sorry, but we don’t think the problem raised in your proposal is serious.
2. We doubt whether it is possible to implement your project within the proposed period of time.
3. Sorry, but our fund is trying to achieve slightly different goals.

a. You should provide a clear proposal with an exact time-frame and the expected results of the research.
b. You should present clear objectives of your research project.
c. Your research purposes should correspond with the aims of a grant funder.
d. You should propose a solution to an important and critical problem.
e. You should find additional funding to your project.
f. Your proposal should contain detailed information about how you intend to conduct it.
9 As an educational platform, Moodle contains a great deal of specific teaching/learning vocabulary. Read the text on page 31 and create two spidergrams to summarise what students and teachers do differently in Moodle compared to face-to-face teaching/learning, e.g. students *self-enrol*.

7 Read the text again and make a list of all the benefits of Moodle. Add to the list if you know of any others.
6 Compare Summaries 1 and 2. Tick the correct boxes in the first and second columns.

<table>
<thead>
<tr>
<th></th>
<th>Summary 1</th>
<th>Summary 2</th>
<th>Summary 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The summary is short.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The summary reflects the main idea of the author.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The title of the article and the author’s name are included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Some examples to support the main idea are included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>It is written in language different from the author’s.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>There are no detailed explanations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Quotations are not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The summary is written in a formal style.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 Suggest improvements for the less successful summary.
Predicting

**Reading focus 2**

12 You are going to read about the results of a survey. Before reading, study the diagrams. Predict what the survey is about.

**Figure 1**

- Physical Sciences and Engineering: 45%
- Biological and Biomedical Sciences: 32%
- Arts and Humanities: 10%
- Social Sciences: 13%

**Respondents: 647**

**Figure 2**

- To pursue a career in research: 315
- To enhance my career prospects outside academia: 260
- To enhance my career prospects inside academia: 223
- To research my field in greater depth: 292
- Other: 50
Look at the picture. What problem do you think the traveller has? Have you ever had this problem at an international airport?
Ordering (analysis)

Presentation structure

14 Put the stages of a presentation (a–l) in a logical order. Different answers are possible.

a. present the main body of the talk
b. handle questions
c. signal the beginning of the talk
d. greet the audience
e. summarise the main points
f. introduce yourself
g. have a strong ending
h. introduce the presentation topic and objectives
i. outline the presentation structure
j. thank the audience
k. thank the organisers
l. say when you would like to take questions
Underlying principles

- Modular structure
- Language awareness approach
- Learner-centredness (strategies)
- Freedom and extension (language support)
- Critical thinking
- Variety of the activities
Piloting

- about 60 HEI
- about 400 participants

9. Is this material more relevant to your learners’ needs than a general English coursebook?

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>91.8%</td>
<td>56</td>
</tr>
<tr>
<td>No</td>
<td>8.2%</td>
<td>5</td>
</tr>
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</table>

Please explain your answer

- answered question: 61
- skipped question: 0
5. Были ли Вы в целом мотивированы материалами учебника?

### Difficulty: level of material

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>1 = completely unsuitable for my needs</th>
<th>2 = of limited value for my needs</th>
<th>3 = suitable for my needs but with some reservations</th>
<th>4 = suitable for my needs in most respects</th>
<th>5 = ideal for my needs</th>
<th>Response Count</th>
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<tr>
<td>Speaking</td>
<td>2</td>
<td>12</td>
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<td>208</td>
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<tr>
<td>Reading</td>
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<td>16</td>
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### Relevance: content areas covered

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<tr>
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<td>15</td>
<td>63</td>
<td>181</td>
<td>91</td>
<td>352</td>
</tr>
</tbody>
</table>
Intermediate to Academic researchers

British English

View a complete list of components and prices

Description

English for Academics is a communication skills course for academics who need to work and socialise in English. Aimed at B1 level and above, this two part series practises using English in a range of situations, from making small talk at a conference to giving a presentation, from reading a range of academic texts to writing academic correspondence, abstracts and summaries. The academic orientation is typical of the course's HE and professional focus, with examples of studies, students, committees, journals and so on. It covers the kinds of language used in these contexts, with clear explanations of the grammar and more advanced vocabulary used. It also includes examples of typical genres, such as research articles, and offers extensive support for these challenging genres, including model answers. Two parts are available, with split-level tests at the end of each part.
Thank you for attention!

ekaterina-shadrova@yandex.ru