

МАРІУПОЛЬСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

Кафедра англійської філології

ЗАТВЕРДЖЕНО:
протокол засідання кафедри
«28» серпня 2024 року № 1

МЕТОДИЧНИЙ СУПРОВІД НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

ОКЗП 1.1.4 «НАУКОВА КОМУНІКАЦІЯ ІНОЗЕМНОЮ МОВОЮ»

(шифр і назва навчальної дисципліни)

Освітньо-наукова програма «**Культурологія**»
спеціальність **034 Культурологія**

Факультет іноземних мов

2024 рік

Методичний супровід навчальної дисципліни «Наукова комунікація іноземною мовою» для здобувачів вищої освіти ОНП «Культурологія» за третім рівнем вищої освіти (доктор філософії) спеціальності 034 Культурологія (галузь знань – 03 «Гуманітарні науки»).

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INTRODUCTION

Learning Objectives and Outcomes (C1 Level)

1.1. Rationale and Goal (Мета та завдання)

The course “**Academic Communication in a Foreign Language**” is designed to empower PhD candidates in Cultural Studies (034) with the advanced linguistic tools required for global academic integration.

Мета навчальної дисципліни: формування іншомовної комунікативної компетенції (рівень B2+/C1), необхідної для здійснення ефективної комунікації в академічному та професійно-орієнтованому середовищі, а також розв’язання актуальних проблем дослідницько-інноваційної діяльності у галузі культурології.

1.2. Learning Outcomes: What You Will Achieve (очікувані PH)

In alignment with the Educational-Scientific Program, this methodological study guide attests that upon completion, the students will be able to:

- **Present & Discuss:** Freely present and discuss research results with both specialists and non-specialists in English (PH 2).
- **Publish:** Master the conventions of academic writing to publish your findings in leading international scientific journals.
- **Organize Education:** Develop methodological and normative support for educational processes in the field of culture (PH 8).
- **Translate & Synthesize:** Demonstrate the ability to accurately translate the specialized terminology of cultural research and synthesize complex academic texts for international scholarly communication.

1.3. Competency Map (Матриця компетентностей)

This resource package focuses on developing the following core competencies:

- **Integral Competency:** The ability to produce new ideas and solve complex problems in cultural research through the lens of international methodology.
- **General Competency (ЗК 3):** Capacity to operate effectively within an international context.
- **Specialized Competency (СК 1):** Ability to present and discuss research findings and innovations in Ukrainian and English, complemented by the capacity to synthesize complex academic texts and provide high-quality translation of specialized cultural concepts within the field of research se.

Note to PhD Candidates: *This methodological guide is your "toolkit" for navigating the international scientific landscape. Use the Resource Blocks and Academic Phrase banks provided in the following chapters to build your global research identity.*

CORE RESOURCBLOCKS

BLOCK 1. English as a Lingua Franca: National Strategy and Standards

1.1. Theoretical Framework: The Path to Internationalization

As a PhD candidate, you must understand the strategic landscape of higher education. The following texts outline why English proficiency is not just a skill, but a national priority for Ukrainian researchers.

Resource 1: The British Council Report. Rod Bolitho and Richard West. Internationalization of Ukrainian Universities: The English Language Dimension.

The internationalization of Ukrainian universities: the English language dimension Rod Bolitho and Richard West.

Род Болайто та Річард Вест. Інтернаціоналізація українських університетів у розрізі англійської мови: Проект «Англійська мова для університетів» К.: «Видавництво «Сталь», 2017. 134 с.
https://www.britishcouncil.org.ua/sites/default/files/2017-10-04_ukraine_-_report_h5_en.pdf

Recent political events have re-emphasized Ukraine's European aspirations across a broad sector of society, not least in the educational sphere. The country needs profound transformational change to move away from residual post-Soviet practices to become a society able to replicate the leaps forward made by EU members such as Poland and Slovakia.

The Minister of Education and Science has set a number of reform priorities for Ukraine's education system: these include significantly reducing the number of universities; considering altering the number of school years to 12; and improving levels of English in the HE sectors as a priority.

Standards of English of school leavers entering Ukrainian universities rarely reach CEFR B1 level. There is a strong appetite among the country's leading universities to raise standards of English to be more attractive to potential students, and to facilitate more international interaction and partnerships.

The British Council is a partner with the Ministry of Education and Science in improving the level of English language in schools through continuous professional development. However, improvement will be gradual, and therefore direct work with leading universities is essential for this sector to develop. A number of areas of priority in the Higher Education sector have been identified, all of which involve a particular emphasis on ELT:

- assisting the government in modernizing its approaches in higher education for a European future through UK expertise and through capacity-building for these sectors;
- helping develop the 'next generation' of leaders who will succeed to positions of influence in 10-15 years in higher education;

-helping meet the aspirations of young people in their educational and career needs through stronger educational links with the UK and through the English

-higher Education reform, helping shape a university sector which can build effective partnerships internationally, with quality assurance, autonomy and leadership at its heart;

-achieving transformational change in levels of English in Ukraine's leading universities amongst both teaching staff and students, focusing on 20 universities within the first three years.

These developments have revealed the need to reform the provision for the teaching and learning of English in the university system in many of these countries.

Resource 2: The Legal Roadmap

Road map For Implementation of the Article 7 “Language of Education” of the Law of Ukraine “On Education”

<https://mon.gov.ua/storage/app/media/news/%D0%9D%D0%BE%D0%B2%D0%B8%D0%BD%D0%B8/2018/02/13/brochure-roadmapeng12-02-2018-1.pdf>

1. The language of the educational process at schools is the state language. Everyone who is getting education in a school in Ukraine, studies the state language in this school in accordance with the state standards for general secondary education, which should provide for the fluent knowledge of the state language by all school- graduates.

2. Every citizen of Ukraine is guaranteed and provided the right to obtain complete general secondary education in the state language in state, municipal and corporate schools.

3. Persons belonging to indigenous people and national minorities of Ukraine are guaranteed the right to study the language of the respective indigenous people or national minority in municipal and corporate schools or in national cultural associations.

4. Persons belonging to indigenous people of Ukraine are guaranteed the right to obtain complete general secondary education in municipal or corporate schools in the language of the respective indigenous people along with the official language of the State.

5. Persons belonging to national minorities of Ukraine are guaranteed the right to obtain primary education in municipal or corporate schools in the language of the respective national minority along with the official language of the State.

6. Persons exercising the rights provided in paragraphs 4 and 5 of the aforementioned articles, obtain in municipal and corporate schools in accordance with the requirements of the state standards for primary education in the state language in the scope of not less than 10 percent of the annual amount of study time with a gradual increase of such scope up to 20 percent.

7. Persons belonging to national minorities whose languages are the official

languages of the European Union and who exercise the right to study in the languages of the respective national minorities can obtain in municipal and corporate schools in accordance with the state standards:

- basic secondary education in the state language in scope of 20 percent of the annual amount of study time at the 5th grade yearly increasing its scope (not less than 40 percent at the 9th grade);
- upper-secondary education in the state language in scope of not less than 60 percent of the annual amount of study time.

Persons belonging to other national minorities obtain in municipal and corporate schools basic secondary and upper-secondary education in the state language in scope of not less than 80 percent of the annual amount of study time. The list of study subjects taught in the official language of the State and a language of the national minority is defined at educational curriculum of school in accordance with the respective state standard for general secondary education and taking into account peculiarities of the linguistic environment.

The right to education in the language of indigenous people or national minority is realized by creation of separate classes with education in the respective language along with the official language of the State and is not applied to classes with the Ukrainian language of educational process.

A class with education in language of indigenous people or national minority of Ukraine along with the official language of the State is created in accordance with this Law if there is a sufficient number of applications for the language of instruction from students (or their parents) belonging to respective indigenous people or national minority. Hearing-impaired persons are given the right to education in a sign language as well as for studying of the Ukrainian sign language.

8. Educational curriculums of schools may provide teaching of one or more subjects in English or other official EU languages along with the official language of the State.

9. Private schools that provide obtaining of complete secondary education at the expenses of individuals and/or legal entities may freely choose a language of educational process (except of those that receive public funds) and are obliged to provide students with proficiency in the state language according to state standards for general secondary education.

10. The State promotes establishment and functioning abroad of schools, in which the Ukrainian is the language of education or in which the Ukrainian is taught.

1.2. Practical Insight: The Role of the 21st Century Teacher

Academic communication requires more than just language; it requires a specific mindset. This section explores the shift from being a "source of information" to a "facilitator of skills".

Resource 3: Requirements for the 21st Century Teacher

REQUIREMENTS FOR 21ST CENTURY TEACHER

“21st Century Teacher” is probably the most popular buzzword in today’s education. We can’t ignore huge transformations around and their impact on education. Therefore, and as a result of these changes teachers now are required to have more up-to-date skills that were not called for before. It also becomes imperative for teachers to adapt their teaching practices to the developing learning needs of their students if ever this teaching is to be effective.

Teacher is not the only source of info anymore. If teachers nowadays can only provide content, facts and information, dates, research, theories, stories, is their role obsolete? Students can find information anytime and anywhere 24/7. But they cannot validate, synthesize, leverage, communicate, collaborate with and problem solve with information. That’s why our curriculum should focus on not facts & content but skills.

21st Century Teacher is: the adaptor, communicator, learner, visionary, collaborator, risk taker, leader and model.

Adaptor. This person must be able to adapt the curriculum and the requirements to teach to the curriculum in imaginative ways; to adapt software and hardware designed for a business model into tools utilizable by a variety of age groups and abilities; to adapt to a dynamic teaching experience; to adapt our teaching style to be inclusive of different modes of learning understand and apply different learning styles.

Communicator. He/She is fluent in tools and technologies that enable communication and collaboration. He/She goes beyond learning just how to do it, he/she also knows how to facilitate it, stimulate and control it, moderate and manage it. To have anywhere anytime learning the teacher to must be anywhere and anytime.

Learner. The 21st Century teacher must learn life long, absorb experiences and knowledge, endeavor to stay current.

Visionary. This person must see the potential in the emerging tools and web technologies, grasp these and manipulate them to serve their needs; can look at others ideas and envisage how they would use these in their class; looks across the disciplines and through the curricula; can make links that reinforce and value learning in other areas, and leverage other fields to reinforce their own teaching and the learning of their students.

Collaborator. As an educator the 21st-century teacher must be able to leverage collaborative tools to enhance and captivate the learners.

Risk Taker. This person must take risks and sometimes surrender hem/herself to the students’ knowledge.

Leader and Model. The 21st Century teacher is the model of the behavior that he/she expects from the students. He is a person who leads and commands his class. To be an effective 21st-century teacher, a teacher must first possess the very same 21st-century skills that their students are expected to have. And in addition to those skills, they must be able to help all of their students obtain and develop 21st-century skills:

- life skills: flexibility, initiative, social skills, productivity, leadership;

- learning skills: critical thinking, creative thinking, collaborating, communicating;
- literacy skills: information literacy, media literacy, technology literacy.

The 21st Century teacher has the power to make a real difference to prepare students for a successful future.

Learning Task 1 (Reflection): Based on the text above, which of the roles (adaptor, visionary, or risk taker) do you find most challenging to implement in your academic practice? Write a 50-word reflection.

1.3. Global Perspectives: English for Professional Communication (EPC)

Is “Classical English” enough for a researcher? This section discusses the rise of English as a Lingua Franca (ELF) and its pragmatic applications.

Resource 4: The Problem of Global Language for International Communication

Successful existence of humanity in the epoch of globalization to a great extent depends on understanding this phenomenon and its impact on the further development of civilization.

Globalization is defined as the process of international integration arising from the interchange of world views, products, ideas and mutual sharing, and other aspects of culture. Jane Knight specifies globalization as a free dissemination on the world scale of the ideas, concepts, resources (including human), cultures, values, goods, services and technologies.

Hence the most significant question – what language should the international communication be conducted in. At the first sight, the answer is evident – in English because about 3.5 billion people speak this language. English is the dominant language on the Internet, mail, telexes, cables and radio programs. But is the quantitative criterion reliable enough? We know some other global languages, such as Chinese and Spanish, which outnumber English.

Arabic is growing rapidly too. And still the development of business and international law, science and ICT, the swift spread of the Internet and mobile communication pushed English to the front-line.

Thus, English is recognized as the language of international communication. But there arises another problem – learning classical English is a hard and time-consuming process which contradicts the pragmatic goals of its users. Politicians, businessmen, researchers, financiers, lawyers, representatives of social and cultural spheres have to interact and negotiate here and now. They need a simplified and culturally neutral variant of the language which satisfies the needs of both speakers and non-speakers of English, a kind of world standard English (WSA).

Recently there have been proposals for English as a Lingua franca (ELF). ELF developed around the world throughout human history for commercial, cultural, religious, diplomatic and administrative convenience, and as a means of exchanging

information between scientists and other scholars of different nationalities. While linguists are now working at eliciting its main characteristics, methodologists seek the most rational ways of teaching it but both are held back by numerous problems beginning with traditional spelling and finishing with varied content of teaching and approaches.

One of the most perspective approaches to solving the problem of global language for international communication nowadays seems teaching English for Professional Communication (EPC). EPC is a branch of English for Specific Purposes (ESP) but unlike ESP, which for many years was confined to learning specialized terminology and translating texts, EPC is aimed at developing fluency in speech which is essential in the workplace. Employees are to carry out a wide range of work-related tasks now and deal with complex social and professional issues in English. Besides, professional communication also encompasses written, visual and digital communication. EPC blends together pedagogical principles of rhetoric, technology, software, and learning theory to improve and deliver communication in a variety of settings ranging from technical writing to usability and digital media design. It is a new discipline that focuses on the study of information and the ways it is created, managed, distributed, and consumed. The advantages of mastering EPC are its accessibility, flexibility, integrity into profession, reference to particular students' needs.

In conclusion we may admit that the problem of global language for international communication remains far from its solution. It requires not only profound linguistic research but also elaborating a rational methodology of teaching it. The new methodology should take into consideration the up-to-date needs of the trainees, their professional background knowledge and skills, and the rapid progress in ICT. Regarding English for Professional Communication as a way out may be reasonable at this stage, in our opinion.

Learning Task 2 (Terminology): Define the difference between **ESP** (English for Specific Purposes) and **EPC** (English for Professional Communication) based on the information provided in the text. Why is EPC considered more flexible?

1.4. The Standard of Accuracy in EAP

For a PhD student, being “fluent” is not enough; being “accurate” is essential. Accuracy ensures your research is taken seriously.

Resource 5: Accuracy in EAP (English for Academic Purposes)

Accuracy in EAP

<http://www.uefap.com/accuracy/accfram.htm>

Introduction.

When using English for academic purposes it is important to be accurate both in speaking and writing. It is, however, very difficult to produce language which is intelligent,

appropriate and accurate at the same time. It is therefore important to break down the task into stages: an ideas stage and an accuracy stage.

Speaking. When you are speaking, you therefore need to prepare well. Do not prepare only your ideas; prepare your language as well. Michael Wallace's advice (Wallace, 1980, pp. 209-210) is very useful. Write out your spoken presentation in the way that you intend to say it. This means that if you are working from a piece of your own written work, you must do some of the work of writing the paper again.

Written language is different from spoken language. Your seminar presentation will probably take less time than the written paper it is based on and you cannot summarize while you are standing at the front of the room. When you have written out your talk, you will need to carefully check it for accuracy. Another possibility is to record your presentation and watch it later. While you are watching it, look out for mistakes – a useful way to do this is to transcribe sections of your talk, as it *is easier to notice mistakes when they are written down. You can then try to give the talk again.*

Writing. When you are writing, you need to rewrite and edit your work carefully. In *Writing and the writer*, Frank Smith distinguishes between “composition” and “transcription” in writing. “Composition” is deciding what you want to say, and “transcription” is what you have to do to say it. His advice is “The rule is simple: Composition and transcription must be separated, and transcription must come last. It is asking too much of anyone, and especially of students trying to improve all aspects of their writing ability, to expect that they can concern themselves with polished transcription at the same time that they are trying to compose. The effort to concentrate on spelling, handwriting, and punctuation at the same time that one is struggling with ideas and their expression not only interferes with composition but creates the least favorable situation in which to develop transcription skills as well” (Smith, 1982, p. 24). Therefore, whether you are speaking or writing, it is important to have a specific time for working on accuracy.

Many people would say there was a “mistake” in each of the following sentences. Can you identify them? For each sentence, please do four things:

- **mark the faulty word or words;**
- **briefly describe what is wrong;**
- **try to write a correct or improved version;**
- **decide how important the mistake is.**

1. A rent charge is the right to receive an annual sum out of the income of land every year.
2. All of the solutions considered so far have only involved Legendre functions of even order.
3. Before spelling out exactly what this means, it is worth first asking whether translating machinery is necessarily irreversible.
4. Being in charge, the accusation was particularly annoying to me.
5. Finally, it enables the therapist to assess the effectiveness of his own clinical skills and, hopefully, to improve them in future.
6. He is a former student who I've not seen for years.
7. He is an unskilled labourer and works at odd jobs, but he do not do any of them very

well.

8. However, there were other patients whose lives had ended by suicide.
9. I have now discussed the proposals for replacing all the computers with my colleagues.
10. It is felt that less people would be put off attending with other problems if the stigma of going to a clinic could be dispensed with.
11. It is just possible that you are one of those rare people who has never seriously tried to diet. It may be open to challenge on certain grounds, i.e., if an emergency occurs.
12. It was the community in its purest form.
13. It was thought necessary to determine legally that someone had attained the age when they were allowed to marry.
14. Jean Baptiste Lamarck (1744-1829) had supposed that the main cause of evolutionary change was because of the "inheritance of acquired character".
15. Kinship in these societies had to be completely different to what it was in capitalist society.
16. No matter what he says, he has and will always be in charge.
17. She could give a better response than that to I and to my friends.
18. The category of killings which has come to be known as involuntary manslaughter hasn't nothing to do with involuntariness.
19. The committee has not announced their decision yet.
20. The emphasis on revolution as ending every stage is, also, much more definitely stated than in earlier works.
21. The essential feature of these results has been amply confirmed.
22. The experiment by Norcross (1958) which used a slightly different version of this procedure produced essentially the same outcome.
23. The first really useful realization of the Lie algebra of the Geroch group, was formulated by Kinnersley and Chitre (1977, 1978a, b).
24. The more aggressive technologies, those which need a great deal of energy and natural resources and cause extensive environmental pollution, represent a percentage of industrial production.
25. Jones and Smith argues that the problem began in December 1942.
26. At that time there were hardly any scholarly accounts of the period in question, the only really important biography was that of George V by Harold Nicolson.
27. The task - one that involved pedaling on a stationary bicycle - was equally demanding at all times.
28. They are, in fact, just the kind of thing the natural philosopher might be interested in.
29. This has meant that elsewhere it has been very difficult to clearly assess the extent of the problem.
30. Though he has generally been considered anti-intellectual and disinterested in art theory, at this stage of his career he shared the concerns of his fellows of the Petit Boulevard for principles of colour.
31. When they were discussing the historical development, which led to capitalism

Practical Workshop: The Error Analysis Lab *The text identifies several sentences with common academic mistakes. Review the list (Items 1–31).*

Instructions:

1. Pick **5 sentences** from the provided list.
2. Identify the error (grammar, punctuation, or style).
3. Provide the corrected version. *Example: Item 25. “Jones and Smith argues...” -> Correction: “Jones and Smith argue...” (Subject-Verb Agreement).*

BLOCK 2. The Language of Science: Precision, Style, and Translation

2.1. Theoretical Foundation: The Functions of Academic English

Scientific discourse in Cultural Studies is not just about sharing information; it is about constructing a persuasive argument.

Resource 2.1: Functions of Written English

In academic communication, English fulfills several critical roles:

- **Representational:** Describing cultural artifacts and phenomena.
- **Directive:** Guiding the reader through complex theoretical frameworks.
- **Phatic:** Establishing a connection with the global scientific community.

Academic Style Markers:

To maintain a professional tone at the C1 level, focus on:

1. **Objectivity:** Use of passive voice and impersonal structures (“*It is argued that...*” instead of “*I think...*”).
2. **Formality:** Avoiding phrasal verbs (“*investigate*” instead of “*look into*”) and contractions (“*do not*” instead of “*don't*”).
3. **Nominalization:** Turning verbs into nouns to increase density (“*The transformation of...*” instead of “*When things transformed...*”).

2.2. The Art of Scientific Translation & Equivalence

Translating cultural concepts is not about finding “matching words”, but about achieving Equivalence.

Resource 2.2: Equivalence and Accuracy in Translation

- **Formal Equivalence:** Focuses on the message itself, in form and content (word-for-word).
- **Dynamic Equivalence:** Focuses on the principle of equivalent effect on the target reader (sense-for-sense).
- **The Problem of “Untranslatables”:** Many terms (e.g., *mentality, dasein, gestalt*) require descriptive translation to maintain scientific accuracy.

Learning Task 3 (Translation): Choose three core terms from your PhD research. Provide their Ukrainian equivalents and write a brief note (20-30 words) on whether you should use formal or dynamic equivalence in your abstract.

2.3. Precision in Academic Writing: The 5-Stage Process

A scientific paper is the result of careful layers of editing. Recall the advice from Frank Smith (Resource 5): separate “composition” from “transcription”.

The Writing Workflow:

1. **Pre-writing:** Brainstorming and genre mapping (Topic 3).
2. **Outlining:** Creating a logical skeleton (Thesis statement, Topic sentences).
3. **Drafting:** Focusing on ideas and arguments.
4. **Editing:** Refining the scientific style and precision (Hedging/Boosting).
5. **Proofreading:** Final check for "transcription" errors (spelling, citations).

2.4. Practicing Argumentative Writing: The “Agree or Disagree” Framework

To master academic communication, PhD candidates must be able to construct a clear, persuasive argument. Below is the standard “Band-4” structure for an academic essay.

I. The Introduction (2 sentences)

1. **Sentence 1:** Paraphrase the statement (e.g., using “It is often argued/considered...”).
2. **Sentence 2:** State your clear opinion and extend it.

II. Body Paragraphs (Structure for each)

- **Topic Sentence:** State your first/second reason using “First of all” or “Secondly”.
- **Explanation:** Explain the reason in detail, assuming the reader needs full context.
- **Example:** Always support your idea with a relevant example (e.g., the career of Henry Miller or famous researchers).
- **Summary Sentence:** Briefly summarize how this point supports your thesis.

III. The Conclusion

- Summarize your opinion and two main reasons in one sentence.

Note: Do **not** introduce any new ideas in this section.

Model

This is a full band- 7 answer for the agree/ disagree topic

“Big salary is much more important than job satisfaction”

It is often argued that it is more advantageous to choose a job with high wage, even if it doesn't appeal to you at all. I completely disagree with this opinion and think that job satisfaction is much more important than salary.

First of all, I believe that job satisfaction gives people a sense of fulfillment that no money can guarantee. Even if someone is earning a high salary, but feels tensed and compromises with his conscience, this person won't enjoy his life. While pursuing one's interests will always bring pleasure and feeling of satisfaction. For example, a lot of famous researchers made their career choices not because of appealing wages, but because they were passionate about science. That's why it's more important to choose the kind of work that makes you happy than to look only at a high salary.

Secondly, doing what you like keeps you motivated and therefore leads to a career growth. In other words, there is a strong relation between job satisfaction and productivity. People who

love their jobs can easily excel in their fields of work and achieve better results than those, who put salary on the first place. For instance, Henry Miller decided to leave his everyday job despite a good wage and ventured to become a writer. And after enduring years of ups and downs he became one of the most famous and well-paid authors of the twentieth century. Thus, advantages of jobs that keep you satisfied outweigh the drawback of a low salary in a long-term perspective.

To conclude, I strongly believe that job satisfaction is more beneficial than high salary because it makes people happy and motivated.

Phrase bank for Academic Interaction

Effective communication at the C1 level requires a nuanced range of expressions for professional debate.

Function	Recommended Academic Expressions
Stating an Opinion	In my opinion...; As far as I'm concerned...; The way I see it...
Expressing Agreement	I agree 100 percent; I couldn't agree more; You have a point there
Partial Agreement	I agree up to a point, but...; That's partly true, but...
Expressing Disagreement	I beg to differ; I'm afraid I disagree; Not necessarily
Handling Interruptions	If I might add something...; Is it okay if I jump in for a second?

Seminar Task: Critical Discussion

Work in pairs. Choose one of the topics below. Decide who agrees and who disagrees, then conduct a 5-minute debate using the phrases from the table above.

1. The legal responsibility of celebrities for the products they advertise.
2. The socioeconomic impact of high salaries for artists and athletes.
3. The ethical and practical impact of AI on everyday life and research.

BLOCK 3. Professional Interaction: Conferences & Digital Presence

3.1. Public Speaking for Researchers: The Art of the Presentation

Resource 3.1: The Anatomy of a Conference Presentation

- **The Hook:** Engaging the audience in the first 30 seconds.
- **Signposting:** Using phrases to guide listeners ("*Now let's turn to...*", "*To illustrate this point*" ..."*To begin with*", "*I will outline...*" "*Moving on to my next point...*" "*To illustrate this, let's look at...*"

- **The Conclusion:** Summarizing the novelty of your research.

3.2. Digital Ethics & Zoom Etiquette

In the modern world, your digital presence (Social Media for academics, ResearchGate, Zoom) is your “scientific face”.

- **Active Listening in Zoom:** Using non-verbal cues and the chat function effectively. Use the “raise hand” feature and keep the camera on during discussions to show presence.
- **Chat Management:** Use the chat for sharing links to your sources or briefly supporting a colleague’s point without interrupting.
- **Academic Networking:** Building a profile on **ResearchGate**, **Academia.edu**, or **LinkedIn** is essential. *Tip:* Your “Bio” should be a 3-sentence summary of your PhD focus, using the **Elevator Pitch** technique.
- **Technical Literacy:** Ensuring audio/video quality as a sign of respect for colleagues. The most stressful part for many PhD candidates is the Question & Answer session.

Strategy: The “Triple A” Approach:

1. **Acknowledge:** Thank the person for the question (“*Thank you for that insightful point*”).
2. **Answer:** Provide a concise response.
3. **Advance:** Ask if you have addressed their concern (“*Does that answer your question?*”).

Learning Task (The Elevator Pitch): Imagine you are in a Zoom breakout room or at a coffee break during a conference. You have 60 seconds to introduce yourself. Draft a 1-minute script (approx. 100-120 words) introducing your PhD research to a colleague you just met at an international conference. Focus on your research novelty.

Draft your pitch (100-120 words) following this template:

1. **The Intro:** Your name and university (Mariupol State University).
2. **The Focus:** My research focuses on (your topic)...
3. **The “Why”:** I am investigating this because (the problem) ...
4. **The Goal:** Ultimately, I hope to demonstrate that (your hypothesis)...

Case Study: A Blessing or a Curse? (From Your Presentation)

As a researcher, you must be able to discuss complex ethical issues in a digital environment.

Topic: Generative AI – Catalyst for Innovation or Precursor to Cognitive Atrophy?

Task: Using the “Agree/Disagree” phrases from Block 2, write 3 arguments for a digital debate.

Argument for (Blessing): AI saves time and assists in brainstorming.

Argument against (Curse): Loss of basic research skills and critical thinking.

BLOCK 4. Academic Writing & Integrity (Research Papers, Ethics, and AI Policy)

4.1. The Anatomy of a Research Paper (IMRAD)

International journals expect a specific “logic of discovery”. Following the IMRAD model ensures your research is structured professionally.

The IMRAD Core:

- **Introduction:** Why is this cultural phenomenon important now?
- **Methods:** How did you collect your data (e.g., discourse analysis, semiotics, ethnography)?
- **Results:** What are the key findings?

- **Discussion:** How do your results change our understanding of the field?

4.2. Academic Integrity in the Era of Generative AI

As a 21st-century researcher, you must balance innovation with ethics. Using AI is a "double-edged sword" (recall Block 2).

Guidelines for PhD Candidates:

1. **Transparency:** If you use AI (ChatGPT, Claude) to refine your language or brainstorm titles, acknowledge it in your “Acknowledgments” section.
2. **The “Anti-Lazy” Rule:** AI can help with *transcription* (grammar, flow), but never with *composition* (original ideas, hypotheses).
3. **Fact-Checking:** AI often “hallucinates” citations. Always verify every reference manually.

Learning Task (Ethics Case Study): *Read the scenario: A PhD student uses AI to translate their Ukrainian thesis into English and submits the result without proofreading. Is this a violation of academic integrity? Discuss using phrases from Block 2.*

BLOCK 5. The PhD Finale: Thesis Defense and Viva Voce (defending your novelty)

5.1. Preparing for the Oral Defense (Viva Voce) *The “Viva” is not an exam; it is a professional conversation between peers. Your goal is to prove your **Research Novelty**.*

Key Questions to Prepare For:

- What is the original contribution of your work to Cultural Studies?
- Why did you choose this specific methodological framework?
- What are the limitations of your study?

5.2. The Language of Defense

When answering tough questions, stay professional and “hedged” (avoid over-generalizing).

- **To buy time:** *That is a profound question, let me clarify my position...*
- **To admit a limitation:** *While this study did not focus on [X], it provides a foundation for...*
- **To highlight novelty:** *This research is the first to examine [topic] through the lens of...*

3. PRACTICAL SUPPORT & GUIDELINES

3.1. WRITING & SPEAKING TOOLKIT: Academic Phrase bank for Cultural Studies

Function	Professional Academic Phrases
Introducing a Topic	“The concept of [X] occupies a central position in cultural discourse...”; “This study seeks to illuminate the multifaceted nature of...”
Analyzing Cultural Phenomena	Through the lens of [Theory/Scholar], we can observe...”; “This phenomenon is inextricably linked to the shifts in...”
Establishing Novelty	While previous research focused on [X], this study offers a new perspective on...”; “Our findings challenge the traditional paradigm of...”

Expressing Stance (Hedging)	“The evidence suggests that...”; “It could be argued that...”; “This tends to indicate a shift in...”
Concluding / Summarizing	In light of the evidence, it is clear that...; “Taking everything into account, the cultural impact of [X] is twofold...”

3.2. GUIDELINES FOR INDEPENDENT STUDY

Individual Projects: The “Global Research Identity” Portfolio

1. **Academic Abstract:** Анотація до власного дослідження (150-200 слів).
2. **Elevator Pitch:** Відео- або аудіозапис (60 сек.) з презентацією своєї наукової новизни.
3. **Critical Essay:** Есе на 300 слів за структурою “Band-4” на одну з тем Блоку 2 (напр. *The Impact of AI on Cultural Heritage*).

AI Policy: Striking a Balance between Innovation and Integrity

While we embrace technological innovation, we place a strong emphasis on ethical standards. The guidelines for using Generative AI are as follows:

- **Permitted:** The use of LLMs (e.g., ChatGPT, Gemini, Claude) is encouraged for grammar polishing, enhancing stylistic flow, and brainstorming potential titles or headings.
- **Prohibited:** Generating the core substance of a thesis, creating fictitious citations (hallucinations), and submitting AI-generated content as one’s own original work without substantial human editing are strictly forbidden.
- **Disclosure:** Any significant reliance on AI tools during the research or writing process must be explicitly disclosed in the *Acknowledgments* section.

Ми підтримуємо інновації, але наголошуємо на етиці, а саме:

- Дозволено: Використання LLM (ChatGPT, Claude) для перевірки граматики, стилістичного покращення тексту та генерування ідей для заголовків.
- Заборонено: Генерування основного змісту дисертації, створення фіктивних посилань (hallucinations) та подання згенерованого тексту як власного без редагування
- Disclosure: Будь-яке використання AI, що суттєво допомогло в роботі, має бути зазначене у секції *Acknowledgments*.

3.3. ASSESSMENT CRITERIA: Evaluation Scales

Для того чтобы пособие было официальным документом, укажите, как вы оцениваете аспирантов:

Scale	Grade	Criteria
90–100 A	A (Excellent)	Strong academic voice, sophisticated vocabulary, logical IMRAD structure, zero plagiarism, active critical thinking..
82-89 B	B (Very good)	Clear arguments, consistent use of academic style, minor stylistic slips, effective use of examples

75-81	C (Good)	Generally accurate, but relies on repetitive vocabulary; structure is logical but lacks depth in analysis
60-74	D/E (Sufficient)	Basic understanding, limited vocabulary, requires significant editing.

3.4. GLOSSARY: Key Terminology for Cultural Research

1. **Academic Integrity** – **Академічна доброчесність**: сукупність етичних принципів та правил, якими мають керуватися учасники освітнього процесу для забезпечення довіри до результатів наукових досягнень.
2. **Acculturation** – **Акультурація**: процес взаємодії та взаємовпливу культур, під час якого одна культура запозичує норми та цінності іншої.
3. **Agency** – **Агентність (суб'єктність)**: здатність індивіда або групи діяти самостійно, робити вільний вибір та впливати на культурні структури.
4. **Appropriation (Cultural)** – **Культурна апропріація**: запозичення елементів однієї культури представниками іншої, часто без розуміння їхнього первинного значення чи контексту.
5. **Artifact** – **Артефакт**: будь-який об'єкт, створений людиною, що має історичну, соціальну або культурну цінність.
6. **Cultural Heritage** – **Культурна спадщина**: сукупність матеріальних і нематеріальних цінностей, успадкованих від попередніх поколінь.
7. **Cultural Identity** – **Культурна ідентичність**: усвідомлення людиною своєї належності до певної групи на основі спільних цінностей, мови та традицій.
8. **Discourse Analysis** – **Дискурс-аналіз**: метод дослідження мови, який вивчає її як засіб формування соціальних значень та ідеологій у певному контексті.
9. **Equivalence** – **Еквівалентність**: міра смислової рівноцінності між текстом оригіналу та перекладу (Formal vs. Dynamic equivalence).
10. **Hegemony** – **Гегемонія**: культурне або політичне домінування однієї групи над іншими через нав'язування своїх цінностей як загальноприйнятої норми.
11. **Heuristic** – **Евристичний**: метод наукового пошуку, що базується на досвіді та інтуїції для знаходження рішень складних проблем.
12. **Hybridity** – **Гібридність**: змішування різних культурних форм та практик, що призводить до появи нових культурних явищ.
13. **Immaterial Culture** – **Нематеріальна культура**: сукупність ідей, вірувань, традицій та знань, які не мають фізичного втілення.
14. **Interdisciplinarity** – **Міждисциплінарність**: стратегія дослідження, що передбачає інтеграцію методів та знань із різних наукових галузей.
15. **Lingua Franca** – **Лінгва франка**: мова, що використовується як засіб спілкування між людьми, для яких вона не є рідною (напр. англійська у науці).
16. **Narrative** – **Наратив**: спосіб представлення подій у формі розповіді, що відображає певний культурний світогляд.
17. **Paradigm Shift** – **Зміна парадигми**: фундаментальна трансформація наукових поглядів та методологічних засад у певній галузі.
18. **Representation** – **Репрезентація**: використання знаків та символів для створення значень та формування образів світу в культурі.
19. **Semiotics** – **Семіотика**: наука, що вивчає знакові системи та процеси інтерпретації символів у комунікації.

20. **Subculture** – **Субкультура**: система цінностей та моделей поведінки певної групи, що відрізняється від панівної культури суспільства.

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