



**Уральский  
федеральный  
университет**

имени первого Президента  
России Б.Н.Ельцина

**Уральский гуманитарный  
институт**

**М. О. ГУЗИКОВА  
Н. А. ЗАВЬЯЛОВА**

**ЧТЕНИЕ И ПИСЬМО НА АНГЛИЙСКОМ ЯЗЫКЕ  
ДЛЯ АКАДЕМИЧЕСКИХ ЦЕЛЕЙ**

**ENGLISH WRITING AND READING  
FOR ACADEMIC PURPOSES**

**Учебно-методическое пособие**



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ  
УРАЛЬСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ  
ИМЕНИ ПЕРВОГО ПРЕЗИДЕНТА РОССИИ Б. Н. ЕЛЬЦИНА

М. О. Гузикова, Н. А. Завьялова

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(заведующий кафедрой кандидат филологических наук,  
доцент *О. Л. Соколова*);  
*Н. Ю. Анашкина*, кандидат филологических наук, доцент,  
доцент кафедры иностранных языков  
и межкультурной коммуникации  
Уральского государственного университета путей сообщения

**Гузикова, М. О.**

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Учебно-методическое пособие представляет собой рекомендации, демонстрирующие основные этапы работы над научной статьей на английском языке. В пособие включены базовые клише и выражения, которые призваны стать необходимой опорой для российских авторов в процессе создания научных текстов на английском языке. Авторы пособия полагают, что знакомство с представленными наборами фраз и образцами научных текстов будет способствовать генерации научных текстов на английском языке в среде российских авторов. Пособие содержит ряд практикоориентированных заданий, которые могут быть расширены и дополнены по желанию преподавателей.

Пособие предназначено для студентов, изучающих дисциплины «Практический курс первого иностранного языка», «Академическое письмо» и «Академический английский язык», для магистрантов, аспирантов и преподавателей, которые стремятся повысить свою публикационную активность на английском языке.

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# Introduction

Данное пособие представляет собой набор теоретических и практических рекомендаций для авторов научных статей на английском языке (бакалавров, магистрантов, аспирантов и профессорско-преподавательского состава). Спецификой материалов, вошедших в данное пособие, является тот факт, что они ориентированы на непосредственный продуктивный вид деятельности, выраженный в создании научных публикаций.

Пособие представляет собой попытку синтеза трех подходов: стилистического, аналитического и творческого. Оно предназначено для использования на занятиях как очного, так и дистанционного режимов обучения. Основная цель пособия — внести элемент разнообразия на занятиях по академическому письму и чтению, показать многогранность и неоднозначность изучаемых явлений.

Актуальность данного пособия заключается в новых вызовах научной коммуникации, обусловленных интеграцией российских ученых в глобальное образовательное пространство. Интеграция подразумевает поиск ниши, в рамках которой российские ученые смогут предъявить собственные идеи. Презентация ключевых идей в глобальном образовательном пространстве осуществляется на языке мировой науки — английском языке. Предлагаемое пособие призвано смягчить вызовы, связанные с переходом научной коммуникации на английский язык.

Объектом пособия являются научные выражения и клише, характерные для коммуникации на английском языке. Предмет можно сформулировать как интегративная роль представленных клише в общей канве научного повествования. По мнению авторов, клише и обороты, вошедшие в пособие, могут выступать катализатором развития научного повествования, представлять собой необходимую опору для развития научного дискурса на английском языке.

Можно с уверенностью говорить о том, что на современном рынке учебной литературы наблюдается существенная нехватка материала, призванного смягчить вызовы научного англоязычного

дискурса для российских ученых. В пособие включены как рекомендации по заявленной проблематике зарубежных авторов, так и примеры научных статей, составленных авторами данного пособия и принятых к печати зарубежными научными изданиями.

Работа с пособием рассчитана на два семестра по два академических часа в неделю. План прохождения материалов пособия включает знакомство с фразами и текстами, ответы на предтекстовые и послетекстовые вопросы. Особое внимание уделено проектной деятельности, результатом которой должны стать собственные научные тексты на английском языке. По желанию студентов и преподавателей рамки проектной деятельности могут быть расширены.

Авторами пособия являются заведующая кафедрой лингвистики и профессиональной коммуникации на иностранных языках М. О. Гузикова и доцент кафедры лингвистики и профессиональной коммуникации на иностранных языках Н. А. Завьялова. Оба автора известны своими многочисленными публикациями в сфере коммуникации, лингвистики и лингводидактики.

Пособие адресовано культурологам, лингвистам, философам, социологам, искусствоведам, историкам, педагогам, студентам, магистрантам и аспирантам гуманитарных направлений, а также широкому кругу читателей, интересующихся проблематикой современного социально-гуманитарного знания на английском языке.

The study guide is a set of theoretical and practical recommendations for the authors of academic publications in English (bachelors, undergraduates, graduate students and faculty). The focus of the study guide is a productive activity, directed at the development of academic publications.

The study guide is an attempt to synthesize three approaches: stylistic, analytical, and creative. It is intended for use in both full-time and distance learning modes. The main purpose of the study guide is to introduce the element of diversity to the classes of academic writing and reading, to show the multifacetedness and ambiguity of the phenomena studied. The relevance of this study guide lies in the new challenges of scientific communication, stimulated by the integration of Russian scholars into the global educational community. The integration involves identification of a niche within which Russian scholars

can present their own ideas. The presentation of key ideas to the global educational community is based on the language of world science, i.e. English. The proposed study guide serves to simplify the challenges associated with the transition of scientific communication to English speaking tradition.

The object of the study guide is scientific expressions and cliches, characteristic of academic communication in English. The pivotal moment of the guide is the integrative role of the cliches presented in the general outline of the scientific narrative. According to the idea of the authors, the cliches and the expressions included in the publication can act as a catalyst for the development of scientific narrative, to be a necessary support for the development of scientific discourse in English.

One can say with certainty that in the modern market of educational literature there is a significant shortage of publications designed to simplify the challenges of scientific English-language discourses for Russian scholars. The manual includes both recommendations on the stated problems for authors, as well as the examples of articles compiled by the authors of this manual and taken to print by foreign scientific journals.

The processing of the whole study guide may be covered during two semesters for 2 academic hours per week. The plan for the materials of the manual includes the acquisition of necessary phrases and texts, answers to pretextual and post-textual questions. Of much importance are stimulating project activities which result in the design of academic texts in English. At the request of students and teachers, the scope of the project activities can be expanded.

The authors of the manual are the head of the Chair of Linguistics and Professional Communication in Foreign Languages, M. O. Guzikova and the Assistant Professor of the Chair of Linguistics and Professional Communication in Foreign Languages N. A. Zavyalova. Both authors are known for their numerous publications in the field of communication, linguistics and linguodidactics.

The study guide is addressed to culture experts, linguists, philosophers, sociologists, art historians, teachers, students, undergraduates and graduate students of liberal arts and humanities, as well as a wide range of readers interested in the issues of modern social and communicative issues of the English language.



## ***Section 1. Composing an Abstract***

When we proceed to abstract composition, it is critical to present the main results of the research. Most conference proceedings and science journal require a careful abstract. Therefore, abstracts present the leading section of the research paper.

When readers chose your paper, the only guideline for them is to read your abstract carefully and make a final decision of whether to spend their time on reading your paper. The reviewers of your paper also consider the abstract section with much attention in order to describe their first impressions on your text. The abstract section mainly targets the description of the subject-matter of your paper, methods and methodologies and main results of the research. Search engines register abstracts and make it possible for researchers to reach your paper, in case you have provided all the necessary key-words, tags and supplementary notes. The paper abstract must also contain significant figures, given by means of illustration of the main outcomes of the research [1].

Consider the following necessary parts of the abstract:

- Problem
- Prospects
- Limits
- Outcomes
- Conclusion

### **The following vocabulary is interesting and useful**

An initial exposition to the subject-matter \_\_\_

The pattern of \_\_\_ has a long representation.

For many years, one of the most popular concepts in \_\_\_ literature is the concept that \_\_\_

Recent theories have revealed that \_\_\_

A widely spread pattern used to research the subject-matter \_\_\_ is to \_\_\_

This research presents a relatively fresh direction which has arisen from \_\_\_

These directions have been meaningful in the area because of \_\_\_

In the past several years, \_\_\_ has been a meaningful aspect in \_\_\_

There are calls for \_\_\_

The field is the research area that describes \_\_\_

The larger part of studies \_\_\_ are nevertheless directed at \_\_\_

There are two main schemes for \_\_\_

The subject area has successively expanded as \_\_\_

The aspect of the research is known as \_\_\_

The approach has been widely accepted in the area of \_\_\_

The report describes the area of \_\_\_ as the focal point of its research.

One of the primary outcomes to be stressed in this field is \_\_\_

The method is a well-developed area which is applicable to commercial projects.

The field is being developed, with a rich variety of well-designed tools and procedures \_\_\_

The classification nearly pursues the system of \_\_\_

This approach has reached a universal recognition in several many scientific circles \_\_\_

The area started operating in the 90s and it became more applicable to \_\_\_

The project is not exclusively fresh and innovative but \_\_\_

The subject-matter closely pursues the system of \_\_\_

Universally accepted to be a perfect method to \_\_\_

The tool has been at large espoused in the area of \_\_\_

The technology is utilized when \_\_\_

The fact has been universally described as \_\_\_

A widely-spread tool is to \_\_\_

The method is a tool utilized in \_\_\_

There are many popular methods of \_\_\_

**Rewrite the following abstracts to make them more stylistically attractive**

### **Abstract 1**

The article describes a step-by-step strategy for designing a universal comprehensive vision of a vast majority of financial research topics. The strategy is

focused around the analysis of the retrieval results of the word processing system Serelex which is based on the semantic similarity measure. While designing a research topic, scientists usually employ their individual background. They rely in most cases on their individual assumptions and hypotheses. The strategy, introduced in the article, highlights the method of identifying components of semantic maps which can lead to a better coverage of any scientific topic under analysis. On the example of the research field of finance we show the practical and theoretical value of semantic similarity measurements, i.e. a better coverage of the problems which might be included in the scientific analysis of financial field. At the designing stage of any research scientists are not immune to an insufficient and, thus, erroneous spectrum of problems under analysis. According to the famous maxima of St. Augustine, 'Fallor ergo sum', the researchers' activities are driven along the way from one mistake to another. However, this might not be the case for the 21<sup>st</sup> century science approach. Our strategy offers an innovative methodology, according to which the number of mistakes at the initial stage of any research may be significantly reduced. The second stage of our experiment was driven towards analyzing the correlation between the language and income level of the respondents. The article contains the information about data processing [3].

## **Abstract 2**

New international agendas for Russia are becoming a key instrument in shaping multi-polar global future. There is much evidence that China plays a pivotal role in Russian foreign affairs. Socio-cultural acquisition of Chinese heritage in Russia comes together with learning the Chinese language. To successfully meet new targets Russian teenagers today must acquire fluent Chinese competence. The key factor to meet this ambitious goal is motivation which must be developed by new teaching principles. The paper focuses on innovative computer-based technologies for teaching Chinese. The main stress is laid on the analysis of corpus frequencies and audio annotation of recorded speech. One more aspect of the paper is the interaction with students outside the central region of Russia. The article features a teaching experiment with school students from Yekaterinburg, Ural region. The results of the experiment showed that the introduction of hands-on corpus-analysis experience made it possible for students to share their feeling of achievement, become more autonomous in learning and flexible with daily studying routines. Though the experiment was conducted with a small group of 10 learners – which is a common practice for Chinese learning groups in cities outside the central region – the author believes that the results are suggestive enough for a large-scale practice of introducing modern linguistics' methods to a school classroom [4].

### **Abstract 3**

The focus of this paper is the concept of the frontier as a three-fold model, incorporating aspects of locality, spirit, and language. The paper describes modern visions of the frontier myth based on the data obtained from big data resources, putting forward the idea that all three dimensions can be considered as multi-faceted units in transition. The primary stress of the article lies within the domain of the spiritual frontiers of a nation, arguing that geographical frontiers do not necessarily coincide with the spiritual edges of a nation. The Russian spiritual frontier of the Urals region is set against the background of the German Schwarzwald (Black Forest) and the North American “Wild West” frontiers within the time span of the mid-nineteenth to end of the twentieth century. The author builds a linguistic taxonomy of the concept of “frontier” in German, Russian and English based upon the methodologies of linguistic philosophy. The paper is mainly based on ethnographic descriptions and linguistic data analysis. The conclusion of the article is the observation that the German linguistic representations of the concept of “frontier” are predominately based on technical and practical applications in such branches of science as thermodynamics and the mathematical field of topology. Meanwhile, the German Schwarzwald frontier myth is treated as an imaginary linear border between the actual world and the world of spirits. However, Russian, and North American concepts of “frontier” are culturally bound and present an area, rather than a linear representation. The article is a point of interest for both theoretical and practical applications. Theoretically speaking, the research offers new directions of exploring frontiers, based on linguistic data, obtained from online linguistic corpora. Practically speaking, the author describes new approaches to frontier identification which may be useful in the tourism industry [5].

### **Abstract 4**

The article deals with culture genesis within the framework of present-day mass media with the focus on universal cultural communicative formulae (CCF) typical of the Russian, Ukrainian and English languages. The author stresses the cultural relevance of CCFs, which are analogous to cultural artifacts. Cultural significance of CCFs is achieved through the function of knowledge transmission from a generation to other generations. The social function of CCFs is realized through social norms indispensable for the sustainable development of modern society. The article is written in cross-cultural and comparative keys, highlighting philosophical reflections of modern communicative processes. The socio-cultural dynamics is construed in accordance with the theory of the thesaurus approach to the conceptualization of the person and his/her world developed by distinguished Russian scholars Valery A. Lukov and Vladimir A. Lukov.

The article also makes use of the communication theories by Jeffrey C. Alexander and N. Luhmann. The article stresses the significance of communication for both philosophy and social culture. The modern communicative sphere is described as having universal features, the analysis of which leads to a profound understanding of culture genesis. CCFs are characterized by retrospective nature and elastic contexts, reflecting the dynamics of changing day-to-day life. CCFs successfully mirror public relations and society development. The social nature of these phenomena brings them to the front of a multi-aspect investigation. In present-day Russia, such formulae as “shale gas revolution”, “Crimea is ours!”, “Cold War” are perfect reflections of the mindset of the contemporary Russian society. Owing to their retrospective nature, CCFs use experience to outline meanings relevant to a particular socio-cultural code in the present. Actively participating in social interaction, CCFs form an integral part of both enculturation and socialization. The advent of electronic media and the rise of new cultural trends transformed CCFs into vivid examples of postmodern cultural patterns and characteristic reflections of how the socio-cultural dynamics develops [6].

## **Section 2. Composing an Introduction**

Of much importance is the introduction section which comes exactly after the abstract. The purpose of introduction is to explain to the reader the importance of the research topic. What is critical about introduction is the fact that it is concerned with the theme and the first feeling about your paper.

As far as the size of introduction is concerned, it must constitute around 15 % of the text, demonstrate the good knowledge of the subject, relevant terms and reasons for describing the subject in detail. Many scientists believe that a good beginning makes a good ending. This statement is true even in reference to science discourse.

The final version of introduction emerges when the whole research is well-prepared, and the main parts of the paper are ready. We find it critical to stress that a good introduction always comprises references to influential figures in the subject field of your research. The introduction performs the function of a visiting card which makes the promotion of your paper successful [1].

The introduction section of your research paper should include the sections which are as follows:

- Question description. The introduction of the shortcomings in the existing science discourse
- The way to resolve the main problems
- Study support
- Goals & aspirations
- The importance of the project to the entire subject

### **Question description**

The problem appears to be a widely-spread issue in \_\_

The question results in many complications in \_\_

This leads to the major shortcoming in \_\_

This is a bad problem since \_\_  
The major bottleneck \_\_ is that \_\_  
These tools result in bad outcomes which are as follows \_\_  
These issues show the major highlights in \_\_  
The problem stresses the issue of \_\_  
The problem appears to be a sticking point in \_\_  
The problem is a hard issue to resolve and to make it simpler demands for  
the following things \_\_  
A hard question which emerges here in this framework is \_\_  
This issue is hard to resolve \_\_  
These are major issues in \_\_  
A prominent question connected with \_\_ is that \_\_  
The focal problem here is that \_\_  
This problem is of much importance because \_\_  
It is a prominent feature because \_\_  
The issue is well-described and does not demand to describe \_\_  
These issues function as a more urgent problems compared to the \_\_  
These issues are harder to resolve because \_\_  
This idea with such a complicated issue that \_\_  
These ideas result in many shortcomings when holding the \_\_  
The issue has emerged as \_\_  
These is a widely-spread issue because \_\_  
Interestingly, this method stems from the issues related to \_\_  
This limit develops into a difficult outcome \_\_  
Many discoveries in this field develop into a bad problem of \_\_  
The issue is still unresolved in this subject-field.  
The issue has received important prominence.  
This issue points out the idea that \_\_  
This major issue is linked with \_\_  
Basically, what is needed is \_\_  
Scholars all over the globe believe that \_\_  
Of primary concern is the problem that \_\_  
Here a controversy arises that \_\_  
The problem of \_\_ is a highly controversial issue.

### **Shortcomings in science discourse**

This approach has received little or no attention in \_\_  
Very little is known about this problem \_\_  
This issue receives insignificant attention in \_\_

Previous research has described that \_\_  
As far as we are concerned, we know very little about \_\_  
There are limited research fields describing the problem of \_\_  
There are a few studies which have demonstrated that \_\_  
Nevertheless, \_\_ has seldom been given a prominent attention.  
On top of that, little is known about \_\_  
We are a loss when it comes to \_\_

### **Resolving major issues**

To resolve this issue, it is critical to \_\_  
These are major solutions of this issue.  
If you want to irradiate this problem, it critical to \_\_  
We propose the following solution to this problem \_\_  
The major approach here is to \_\_  
We insist on a different strategy here \_\_  
One can see the methods here which are as follows.  
Several prominent scholars have shown that it is possible to irradiate this issue by means of \_\_  
Alternative issues are applicable to this sphere because they are more affective.  
We demonstrate that it is possible to get rid of this issue in a very short period of time.  
This is the only way to correct this problem.  
Our primary attention here is directed at the sphere of \_\_  
It is critical to understand that this issue is of much importance because \_\_  
We proposed to do this in the way which is as follows \_\_  
We stick to a different tool here \_\_  
It is of much importance to understand that complex solutions are needed here.  
These tools are indispensable when it comes to resolving major issues of \_\_  
It is necessary to give a timely response to challenges of \_\_  
Here are some standard answers to these challenges \_\_  
What is possible to do here is \_\_  
Here are some tools which may be used here, they are as follows \_\_  
We may resolve this issue by \_\_  
Many scientists have tried to overcome these obstacles \_\_  
The issue is the subject to many solutions \_\_  
No doubt, it is possible to resolve the issue by means of \_\_  
It is necessary to understand that \_\_



The aspect under scrutiny has already been described in a big body of literature.

Generally, we are bound to propose two strategies here.

Our major policy here is to concentrate on the power base, rather than points of weakness.

To solve the problem, it is critical to understand that.

We are obliged to mention that scientists have developed several ways to overcome this question.

We must concentrate on several approaches to resolve the issue.

Scientists all over the globe are thinking in the way that \_\_

Scientists frequently concentrate on these issues nowadays.

The tool works here in several directions.

This is the way to resolve the problem \_\_

What is interesting is the fact that people from different countries have the same opinion here.

We are going to provide figures by means of illustration.

It is possible to provide a synchronous answer to several issues.

We are clear about the outcomes which are as follows \_\_

An obvious way out here is \_\_

To tackle the issue, it is recommended to \_\_

Experts believe that \_\_

What is expected here is \_\_

Although the subject-matter is complicated, we are obliged to \_\_

Scholars are encouraged nowadays to \_\_

We are not immune to mistakes but \_\_

Globally speaking, this problem appears to be of paramount importance.

### **Study support**

Of much importance to know that \_\_

It is critical to understand that \_\_

However, we described the issue that \_\_ and discussed if \_\_

It is enough to say that \_\_

The authors have described that \_\_

We proceeded from \_\_, in order to \_\_

The scholars believe that \_\_

Many scientists hold the opinion that \_\_

It is critical to see that \_\_

We understand that we need a new tool here \_\_

We provide a lot of evidence of \_\_

## Goals & aspirations

To target this issue, we started the new stage of \_\_  
The goal of this stage is to demonstrate that \_\_  
There is a double approach here. Initially \_\_. Then \_\_  
To target the first problem, we \_\_  
Our primary concern here is to operate \_\_  
What is needed here is \_\_  
To balance both sides we've tried to \_\_  
Our major concern here is to describe \_\_  
Our biggest target is the result which may prove that \_\_  
Here we pursue several targets which are as follows \_\_  
We must be aware of the fact that.  
It is critical to see that the goal is contradictory. Consequently, \_\_  
The target of our research is primarily concerned with \_\_  
No universal approach is possible to achieve this goal but \_\_  
The aim of the research targets the area of \_\_  
What is of much practical value is \_\_  
The researchers' focal point is \_\_  
We propose a fresh and innovative approach here which is to \_\_  
It is difficult to follow the goals simultaneously but \_\_  
Our major point is to reassure the audience that \_\_  
One should be clear about the target that \_\_  
The objectives are multifarious \_\_  
It is critical to design a new system which is culturally bound \_\_  
The targeting was successful to the extent that \_\_  
The objectives were feasible, therefore \_\_  
Our major target is to \_\_

## Pluses and minuses of the research project

The major contributions of the research to the area of \_\_ are \_\_  
Our research has significantly contributed to the sphere of \_\_  
The improvements of the theory are hard to be overestimated.  
Of much importance are the improvements made by the research.  
The first enhancement provided by our technology is \_\_  
The improvements in the field are as follows: \_\_  
The major achievement in this area as follows: \_\_  
It is critical to assume that the field has been improved immensely.  
The major achievement here is the strategy which is as follows \_\_

Our major advantages are \_\_  
Our biggest discovery here is an attempt to \_\_  
The pluses of this research speak volumes. They are as follows \_\_  
All these contributions are relevant and significant in a way that \_\_  
Our primary concern here is a special tool which increases immensely \_\_  
Here the major improvement is the ability to \_\_  
The predictability of this mechanism makes it possible to say \_\_  
Our key advantage here is \_\_  
The biggest improving here is \_\_  
The technology results in practical bonuses.  
We are concerned with the contribution which makes this theory relevant.  
Our biggest achievement is \_\_  
We are relying on the assumption that is fruitful and constructive.  
What is needed here is the tool which will help people identify their primary \_\_  
The technology also targets \_\_  
The idea which stems from this practice is as follows \_\_  
There were speedy improvements in the sphere of \_\_  
The impact of the project \_\_ is required to \_\_  
The project offers several gains which are as follows \_\_  
The approach offers several contributions to the field \_\_  
An unexpected gain of this method is \_\_  
What is critical about this process is that fact that \_\_  
The approach offers important insights which are \_\_  
The project is innovative and contains many important insights.  
This point is relevant to \_\_  
Computing has several overruling advantages which are as follows \_\_  
The project is central to the entire discipline \_\_  
It is a chief player in the entire industry.  
The project performs a determining role in \_\_  
The project is a big structure which stimulates discussions of \_\_  
The project attracts important contributors such as \_\_  
The project can play a unique role in the sphere of \_\_  
These particles are the most promising items of today.  
Data suggests that this issue is critical for \_\_  
One of the major contributions here is the idea that \_\_  
From the point of view of global market, this project is \_\_  
There is enough data to assume that the project is \_\_  
The project is increasingly important for many sectors of economy.  
The particles function as major players in the field of \_\_

Many literary resources stress the significance of \_\_  
The industry is crucial for the entire functioning of the region.  
The genesis of the economy shows that the industry is indispensable and significant.  
The particles are very important for the genesis of \_\_

### **The impact of the issue for the subject**

A substantial aspect of the research field \_\_  
The project is of much importance because \_\_  
The project is a first-rate because \_\_  
The project belongs to the field of \_\_  
The project plays a decisive role because \_\_  
The project is crucial because \_\_  
The project is the essential feature of modern \_\_  
The ideas of \_\_ are central to the understanding of \_\_  
The idea is a big issue in the field of \_\_  
Describing this issue is an important concern of \_\_  
The project is a big field in the domain of \_\_  
The issue has been studied by scientists applying \_\_  
This issue has been investigated by scientists since the 1980s.  
This issue is of paramount importance \_\_  
This is a key issue to finetune the theory with the practice.  
This issue teaches us how \_\_  
We are generally trying to \_\_  
This issue is a perfect example of \_\_  
We are expressing our concern by stressing the fact that \_\_  
The issue is of big interest from one end of the spectrum. From the other end of the spectrum it is also important.  
The evidence is scarce \_\_  
The data is insufficient \_\_  
The details remain uncertain \_\_  
Of much interest is the fact that \_\_  
We follow the example of \_\_  
We need a further development of the issue because \_\_  
The research point is interesting and relevant \_\_  
The subject under discussion stimulates a debate on \_\_  
The discussion is fruitful and vibrant.  
The ideas expressed in the paper are of primary importance.  
So far nothing is known here but we believe to close this gap.

Our major concern here is to satisfy the demands of \_\_  
We need a further discussion here.  
Our major interest lies in the domain of \_\_  
So far little is said about \_\_  
We proceed from the idea that \_\_  
What is needed is \_\_  
The requirements are as follows \_\_  
Let us specify the requirements.  
More knowledge is needed here.

### **Describing the time span**

Lately, audience has developed a new vision of \_\_  
Typically, the researchers follow the idea that \_\_  
It is of much interest to show that currently \_\_  
Recently, scientists have been primarily concerned with \_\_  
New ideas in the field have outlined the main issues in \_\_  
The second part of the 20th century has seen an unprecedented interest in \_\_  
Researchers are mainly concerned with \_\_  
Of primary importance is the fact that \_\_  
The latest trends in \_\_ have resulted in \_\_  
What strikes as unusual is the fact that \_\_  
From this point on \_\_  
The last decade demonstrated that \_\_  
Nowadays it is the universal truth that \_\_  
Nowadays we have reached the point when \_\_  
The past twenty years have seen an unprecedented interest in the area of \_\_  
The innovations in the field of are surprising and outstanding.  
Fresh developments in this field have proven that more and more people  
of today are increasingly concerned with \_\_  
Nowadays it is infrequently assumed that \_\_  
The last decade witnessed a trailblazing effect of \_\_  
Nowadays this a flagship project of \_\_  
This problem was particularly relevant in 2000.  
The flagship project here dates back to \_\_

### **Specifying the impact of the issue**

Life expectancy is a principle issue in \_\_  
Of primary importance is \_\_

The biggest doubt arises in the field of \_\_\_  
An enormous challenge stems from the field of \_\_\_  
The biggest threat emerges from \_\_\_  
The main shortcoming of this problem is that \_\_\_  
The problem is bound with such challenges as \_\_\_  
The problem is directly linked with \_\_\_  
The issue is a widely spread bottleneck described as \_\_\_  
The issue has a direct impact on \_\_\_  
The problem resulted in the decision to \_\_\_  
Globally speaking, this issue is linked to \_\_\_  
The scientists believe this issue has far-reaching outcomes \_\_\_  
The project is finetuned with \_\_\_  
The shortages of this type are an ever-lasting problem.  
This problem is critical and remains unresolved for decades.  
The problem is exacerbated by the fact that \_\_\_  
What is needed here is a quick response to \_\_\_  
Of much relevance are the issues of \_\_\_  
What is needed is the vision of \_\_\_  
The inadequacy of the situation is directly linked with the disbalance  
in the field of \_\_\_  
The focal point of the problem is \_\_\_  
The phenomenon may result in \_\_\_  
The phenomenon is limited to \_\_\_  
The phenomenon endures \_\_\_  
The item is out of reach for many because \_\_\_  
The point is relevant but needs a quick response \_\_\_  
The operation of \_\_\_ is better when \_\_\_  
The idea of \_\_\_ can be an additional sticking point in \_\_\_  
The mixture of \_\_\_ is a perfect pretext for \_\_\_  
Nevertheless, this point is contributing enormously to the pollution and  
deforestation.  
The studying has shown that there is the problem of \_\_\_  
A key issue here is \_\_\_ The ideas lead us to the conclusion that the current  
methods are unreliable. They are hazardous and result in the massive destruc-  
tions of natural habitats.

### **Referring to previous work**

Modern data proponents that \_\_\_  
Wide investigations have demonstrated that \_\_\_

The description of the cycle demonstrates the significance of \_\_  
We have lately discovered that \_\_  
Many efforts have proven that \_\_  
Preceding projects have shown that \_\_  
Evidence from many research projects demonstrates that \_\_  
The latest discoveries by anthropologists have demonstrated that \_\_  
The comparison of these two items reveals that \_\_  
There is enough evidence to prove that \_\_  
Much has been done in the field of \_\_  
Scientists believe that nowadays life cycles are critical to our understanding of \_\_  
What is known about this phenomenon is that \_\_  
From one point of view, we learn that \_\_, from the other point of view, it is evident that \_\_  
Researches have demonstrated that the life cycle reaches its summit at the point of \_\_  
The analytics suggests that \_\_  
The graph shows that \_\_  
Experts believe that \_\_  
The research has shown that \_\_  
The focal point of the study signals that \_\_  
A big body of evidence has described that \_\_  
The project proves that \_\_

### **Describing the inconsistency within the research area**

There is a big dispute if \_\_  
We have discovered in our previous research that \_\_  
Little is known about \_\_  
The point of research contradicts previous assumptions that \_\_  
The area contains important discoveries, i.e. \_\_  
It is important to see that these subjects are uncertain.  
There is a lot of controversy over \_\_  
Many scientists confront this theory because \_\_  
This theory is relatively debatable because \_\_  
Scientists discuss this issue offering contrasting views \_\_  
There are a lot of diametrically opposed visions \_\_  
The ideas of this scholar are antagonistic to the mainstream science \_\_  
There are antagonistic descriptions of this theory because \_\_  
The contradictory outcomes seem to be very strong here.

Scientists believe that this approach is hostile to the tradition of \_\_  
This aspect is highly controversial and raises myriads of discussions related  
to \_\_  
What is needed here is a new approach which runs counter to basic visions  
related to \_\_

### **Describing the shortages of preceding research**

There is not enough evidence of \_\_  
Former research did not describe the ideas in full detail.  
Scientists believe that there are big gaps in the knowledge of this subject \_\_  
The analysis of this subject matter is not of high quality \_\_  
There is not reliable evidence related to the quality of \_\_  
Not enough attention is paid to \_\_  
There are heated debates describing the issue of \_\_  
The outcome of this study is not illustrative enough because \_\_  
The description of this phenomenon is insufficient on the grounds that \_\_  
The effect of the research caused the storm of contradictions.  
The information about \_\_ is dubious and unreliable.  
There is very little data describing \_\_  
There is a huge gap in our understanding of \_\_  
No matter how this issue is relevant today, there is still the big lack of evi-  
dence about \_\_  
We need more time to analyze the outcomes of this experiment describing \_\_  
We are not quite sure about \_\_  
Little or nothing is said about \_\_  
Unfortunately, but very little is known about \_\_  
However, no research can completely describe \_\_  
No matter how hard scientists have tried to \_\_  
Despite the fact that \_\_  
In spite of our attempts, we failed to \_\_  
No scientific relevance was found in \_\_  
No significant results were provided by \_\_

### **Describing the lack of information in earlier studies**

Very little has been discovered in the sphere of \_\_  
We do not know much about \_\_  
The main features of the process are obscure.  
Nowadays there is very little information about \_\_



We are completely unaware of \_\_  
There is a huge information gap in this sphere \_\_  
There are significant shortages of information in this field \_\_  
We are still unaware of many aspects related to \_\_  
Much is not clear about \_\_  
There is uncertainty about this issue.  
We are not fully aware of \_\_  
The picture of \_\_ is incomplete.  
We cannot describe the situation of \_\_ in detail but \_\_  
We have described only a small part of the research.  
The ideas behind this concept are dubious.  
We need more time to see the results of \_\_  
The data is insufficient and fragmental.  
The point is not well-described.  
Although many things are well-known here, we cannot rely on them completely.  
Not much is said about \_\_  
The scholars who study this question are few \_\_  
The essence of this point is obscure.  
The idea is not very well expressed \_\_  
The fact which is of much importance is \_\_  
Insufficient attention has been paid to \_\_  
The pattern of this type has not been well described \_\_  
The focal point of the paper is not specified.

### **Describing the subject-matter of an article**

The focal point of the paper is \_\_  
The paper describes \_\_  
The central point of the paper is \_\_  
Of much importance for the entire concept of the paper is the fact that \_\_  
The central idea of the paper comes down to the following \_\_  
The paper outlines / highlights / discusses / stresses / points out that \_\_

**Rewrite the following introductions to make them more stylistically attractive**

#### **Introduction 1**

The experimental design of our research was based on the assumption that a better semantic coverage of money issues can lead us to new fields of further

research. Although the retrieval of such notions as “credit card”, “banking”, “interest rate”, “asset” was predictable, the inclusion of such notions as “information” and “telecommunication” led us to the conclusion that in our research we might specify certain communicative areas of financial policies of the present and the future. Thus, we decided to conduct a research of communicative policy of the NDB (BRICS Development Bank) [7].

## Introduction 2

The paper describes the practice of teaching Chinese as the third foreign language to non-Chinese background beginners. The imperative of the time suggests that Russia should become a country with a better integration with and within BRICS community, both from economic and social perspectives. The key bottleneck, jeopardizing the well-grounded establishment of learning Chinese in Russia, especially in the regions outside Moscow and St. Petersburg, namely Yekaterinburg in Sverdlovsk region, is the lack of motivation among Russian middle school students. One should bear in mind the long history of mantras, underlining the challenges of learning Chinese for Russian students, fixed in Russian traditional proverbs and sayings. This old false stereotype is eloquently discussed in the article in ‘BRICS Business Magazine’ by M. Fedotova, first Vice-President of the Russian-Asian Union of Industrialists and Entrepreneurs (RASPP) which she entitled as follows: ‘Russian Sayings: It’s All Chinese to Me’ [8]. However, the information retrieval, performed by Serelex [9] – the system which finds semantically related words in Wikipedia articles – testifies to the fact that Russia comes fourth in the Chinese system of priorities.

The strategic value and utility of the Chinese language has been continuously rising in Russia over the last decade. In order to support the learning of Chinese among Russian students Russian government has a strong commitment to establish State Unified Exam in Chinese by the year 2016. Thus, the problem of continuous motivation to learn this language and get a high school leaving exam mark is of vital importance for many students. This problem is organically connected with the ideas of socio-cultural narratives, actualized in learning [10].

This paper targets at describing key concepts of motivation development in the sphere of learning Chinese. From technological perspective, we are focused on modern technologies, facilitating learning of Chinese to Russian teenagers, which makes language acquisition free and accessible to everyone. Socially speaking, we concentrate on such aspects as equity, social justice, and multicultural education in Russia.

In this paper, we argue that in order to maintain a stable motivation to the Chinese language acquisition we have to introduce a new type

of educational philosophy based on cut-of-the-edge technological innovations. It entails the latest linguistics' tools and technologies in every day classroom. From the Russian layman's perspective, the usage of mobile phones and PCs is a stable regular practice which has to be adopted for major classroom activities. To put it in the words of Cheng Aimin, modern teachers of Chinese are obliged 'to fully utilize modern information technology, multimedia and internet techniques in combining paper writing, audio-visual and network features, and even game activities into an integrated multi-dimensional text, thus making teaching and learning Chinese easier and more interesting' [11]. On top of that we propose the idea that even the latest data mining and information extraction tools have to be utilized for the purpose of Chinese instruction in middle school. This new philosophy offers a wide variety of alternative tasks and practices.

### Introduction 3

The concept of "frontier" is multifarious and complex. In this paper we follow the idea that the "frontier" myth is observed at three levels: geographical, spiritual and linguistic. However, this paper discusses the transitional character of all elements of this triad. The study directly relates to traditional descriptions of the frontier myth, as well as some new dimensions of socio-cultural descriptions. The central question of our research and the primary hypothesis are connected with the debatable point of geographical frontiers and spiritual frontiers. We argue that geographical frontiers are not spiritual frontiers, and that even linguistic labels – such as the incorporation of the stem for "frontier" into a territory name – do not necessarily signify their importance as a spiritual frontier of a nation. The secondary hypothesis of the paper is related to various representations of the frontier myth in German, Russian and North American cultural frameworks. The theoretical implication of the study lies within the domain of understanding nations, as well as their intricate correlations with the localities they occupy. The practical outcome of the article is a new hybrid method of analysis of big linguistic data, blended with historical facts and interpretations, which can be further applied for various purposes within modern historiographical approaches, adopting linguistic philosophy as a methodological basis.

The concept of geographical frontiers is well defined by the geographical positions of localities and people, though scholars also observe its multi-faceted, transitional nature. Based on research in Nunavik, the northern third of Quebec, Canada, N. Gombay [12] describes the formation of frontier community psychology, united by a common territory and frontiers, and [...] focuses on how, through wildlife management, notions of personhood are being legally codified, particularly in relation to property [...], examines the degree to which official ideas of personhood coincide with Indigenous ones in the construction

of citizenship, and considers how these combine with property relations in the performance of subjectivities. Enforcing state wildlife regulations has altered the moral codes that define what persons are and determine how they should interact with one another.

However, spiritual frontiers are even harder to detect. In the age of digital environments, some scholars prefer to describe the frontiers of the iOS and Android platforms, rather than tangible geographic frontiers. In this connection we pay special attention to the attempt described in research which “analyses the platform environments in which content providers (CPs) may succeed by using a meta-frontier analysis that compares the efficiency of different groups in identical industries”. The digital aspect is also objectified in the sphere of computer game names, such as “Brave Frontier” and “Dead Frontier”.

Another spiritual domain of frontier is the so-called “frontier mentality”. The linguistic aspects of frontiers are reflected in linguistic units containing a “frontier” stem. By means of illustration we use the example of the “frontier” stem in the Slavonic term *Okraina* (developed later into *Ukraina*, the modern *Ukraine*) which is of much importance within Russian culture. History experts believe that within the period of the twelfth to seventeenth centuries, the term *okraina / ukraina* related to a vast majority of Russian frontier territories, known as the *Tatarskaya ukraina*, the *Kazanskaya ukraina* and even the *Nemetskaya ukraina*. The people at the service of Russian tsars defending the territories of Russian frontiers were called *ukraintsy*. They belonged to a special social stratum and were also often called *kazaky* / “Cossacks”. The term *ukraintsy* came into use as the name of an ethnic group in the second half of the nineteenth century within the circles of radical Russian intellectuals. And only in the mid-twentieth century did this term reach wide circulation in the USSR and become officially accepted as an ethnic group name, which later gave birth to the country name *Ukraina / Ukraine*. Here the question arises: if a certain territory is called a “frontier” or contains the linguistic stem for “frontier”, can it automatically be classified as a geographical and spiritual frontier? The answer is that geography changes and the spiritual atmosphere is also very unstable. The case of the Slavonic term *ukraina* is a very convincing example.

**Read the following text belonging to the pen of the scientist of the 18<sup>th</sup> century and answer the questions after the text.**

**An essay on the formation, structure, and use  
of the teeth: with a supplement by Mayer Lewis [10]**

TO THE GENTLEMEN OF THE UNIVERSITY OF OXFORD  
GENTLEMEN,

The numerous favors which, during a residence of five years in Oxford, I have received from you, will, I hope, justify the propriety of this dedication; and make that, which otherwise would appear an act of the highest presumption in me, considered as a small tribute of my gratitude and respect.

AN ESSAY ON THE TEETH

The complaint which generally attends the execution of a work of this kind seems to be, that the author, being puffed up with a vain conceit and opinion of his own abilities and consequence, takes too frequent and unnecessary occasions of introducing in his writings technical terms, and obscure expressions of the art; making that, which professedly undertakes in a clear and simple manner to treat of the disorders incidental to the teeth, and the remedial applications necessary in such a case, a work of laborious inquiry, and a mere display of anatomical knowledge. This error I will endeavour cautiously to avoid; as well, because the natural history and anatomical structure of the teeth have been explained and amply treated of in some late very ingenious and elaborate treatises (those I mean written by Mr. John Hunter, F. R. S. and surgeon to St. George's Hospital; and Mr. Beardmore, surgeon dentist in ordinary to his Majesty) as because I should be too circumscribed in such an attempt by the limits of these pages: such an attempt requiring more time and leisure thoroughly to finish than I could be able to secure from my necessary avocations of business. I therefore beg leave to recommend the treatises above mentioned, from the perusal of which I have received great pleasure and satisfaction, to those, whose curiosity or profession lead them to attend to the minutiae of the subject.

My design is merely to give a plain and brief account of the teeth, the complaints they are subject to, and the methods of cure; omitting nothing, I hope, which is necessary to be known, and avoiding all obscurities of style and meaning. The subject has been already amply and copiously treated of, and I have not the vanity to think that I shall be able to set it, or any branch of it, in a new or more instructive point of view. The teeth are hard substances of bone and enamel growing in the cavities of the upper and lower jaw. These cavities anatomists call the alveoli, which have circular processes embracing the body of the tooth with great closeness, and thereby are to be considered as principal supports of the teeth.

These alveolar processes are covered by a compact elastic substance or fleshy covering, called the gums; which covering adhering firmly to the alveolar processes invests and contains the teeth firm in their sockets: and are besides an admirable protection for them against the injuries they might receive from an exposure to the air and cold, and from the occasional pressure of our food against the thin membrane which covers them. The circular ridge which separates and distinguishes the body and roots, or fangs of the teeth, and to which the gums grow up, and are closely attached, is called the neck or collar of the tooth. The fangs or roots are those parts which are hid from our sight in the sockets: they are covered with a thin vascular membrane, called the periosteum, which unites them firmly to the jaw. The inner substance of the tooth is the bone, having an internal cavity, which extends nearly the whole length of the tooth; beginning at the point of the root or fang, and ending in the body of the tooth. This cavity is well supplied with nerves and blood vessels, which nourish the teeth, promote their growth; and when subject to any disorder or obstruction, are the seat of the most exquisite sensations of pain. The enamel grows only on and surrounds the body of the tooth. It is a very white and smoothly polished substance, of a degree of hardness so great, as to be impenetrable to our keenest instruments: in cutting or dividing it therefore, we are obliged to use files, and even those must be skillfully used by the operators, to prevent any damage being given to the remaining polish of the enamel.

The shape of the teeth being within the immediate extent of every one's own knowledge, I shall not here make mention of it. Their number is uncertain; though I believe they rarely exceed thirty. Mr. Hunter says, that he once saw only twenty-seven, but never more than thirty-two; and makes thereupon this very sensible remark, "That where the number is less than thirty-two, the deficiency is in the last grinder." This is, however (I mean the number of teeth in a full subject) a point of mere curiosity; since during the course of my practice, I never could discover any difference in the formation or structure of them, whether more or less in number: but they all equally as well perform their usual functions, and answer the purposes for which they are designed. The number is not certain, I think, for this reason, that if it were, when the jaw bone of a man is enlarged, and grows in proportion to the increase of his age, we do not find any difference in the alveolar spaces, either with regard to their number or extension, which would otherwise undoubtedly happen in the case between a man, who in his perfect state, had thirty two teeth, and of another, who had only thirty.

The above is a brief description of the situation and structure of the teeth: the formation of them is curious and particular, which I will endeavor to give

as satisfactory and concise an account of, as the limits of this work will permit. The contents of the alveoli, or cavities in the jaw, in which the teeth grow; are at almost the earliest state of infancy, some little soft pulpy substances which are attached to the bottom of the sockets by a nervous filament, whose vessels diffuse themselves through the pulpy substances, and the thin membrane that covers them. Nourishment is hereby conveyed to these pulpy substances, which, as the child increases in age, begin gradually to ossify, and advance higher and higher from the sockets. The tooth is yet imperfectly formed, not having gained any degree of strength and rigidity. By degrees they begin to press against the gums, which, by constant attrition are inflamed and affected with redness and swelling, and occasion great pain and uneasiness to the infant. What is called the cutting of the teeth now begins, which is a violent effort of nature to pierce through the confinement of the gums, where the teeth have undergone the state of formation and ossification, and to appear above the sockets. As this operation of nature is attended with great and continued pain to the child, and frequently not finished without the hazard of much danger, it has been a matter of surprise to some gentlemen of eminence in surgery. That a new and more expeditious method has not been introduced to assist the cutting of the teeth, and that the efforts and endeavors of nature have not been, as in almost all other cases, promoted by the assistance of art. Those gentlemen have thought, and with great appearance of reason and good sense, that no danger or inconvenience would attend the opening of the gums at the particular time of the first appearance of dentition, with an instrument, and thereby, by making a way for the teeth to raise themselves from the sockets to prevent the slow advances of nature. The instrument certainly must be managed with a nice and skillful hand; or it may, by penetrating too deep, do much harm and damage to the tooth itself, not yet sufficiently hardened. I cannot suggest to myself any plausible objection to the propriety and expediency of this plan; however, I willingly submit this opinion to the judgments of those gentlemen, who claim a superior knowledge in this point, from their attendance upon children in their infancy; my practice having been chiefly confined to the care of the teeth in their full grown and perfect state.

Anatomists divide the teeth into three classes. The incisors cutting teeth, the canine, or canine teeth, and the molars or Grinders: the first class including the four anterior teeth; the second including the two next, one on each side, called the canine teeth, from the similarity and resemblance they bear to the teeth of dogs; and the third including the rest. For a particular description of which, I beg leave to refer the curious reader to Mr. Hunter's late treatise, which I mentioned before, where he will receive every degree of intelligence and satisfaction to his inquiries. I do not here take so much notice of them, as

perhaps some people may think I ought; as their situation and parts are pretty universally marked out to every one's knowledge, and all that could be said would amount only to some comparative remarks on their different degrees of prominence, thickness, or other inherent properties.

Having thus briefly treated of the formation and structure of the teeth, the third proposed point, their use, comes under our consideration. This, though already appearing sufficiently clear and comprehensive, may be thought to stand in need of no farther explanatory elucidation; but really the preservation and care of the teeth being a matter of no small consequence, indeed of much greater importance than the generality of mankind seem from their indolence and inattention to them to suspect, I beg leave to be indulged in a few words. The teeth are parts which will sooner decay and become disordered through neglect, than any other parts of our Frame; and, when disordered, occasion greater pain, and introduce a greater variety of other complaints than can be conjectured upon casual consideration. An enumeration of the benefits arising from their perfect state may therefore make us more attentive to them, and more desirous of avoiding the numerous trains of inconveniences and disorders we shall feel upon their decay and imperfect state.

The most common and principal uses which we find to result from the growth and perfection of the teeth, are the assistances they give us in mastication, and in speech. I speak from the common experience which everyone must be presumed to be in possession of, when I mention the painful and unpleasant operation of chewing our food, at a time when any accident or disorder has deprived us of the temporary or entire loss of our teeth, not to mention any physical reasons of the harm it may do our constitution, when the necessary assistance which the food we eat requires to promote its speedy mixture with the salivary liquor, facilitating thereby its passage into the stomach, and occasioning a pleasant and safe digestion, is lost or impaired. Another inconvenience will arise in this case, from the continual pressure of our food against the gums, which may irritate and inflame them; occasioning, thereby, soreness and swellings. In speech, we all know the well timed, and regular aid, which the teeth in their perfect state give to our voice and pronunciation; and, by consequence, the essential service they are off to the study and practice of oratory in public life; where the form of the English government and constitution, the elevated rank and esteem in which the liberal professions are held, and the reputation and fashionable celebrity which public speaking claims, give the happiest opportunities for eloquence to display her powers, and engage and captivate the attention of the largest assemblies: and in private life, where a graceful and elegant address are no less necessary to attach us to the good opinion and favour of our neighbours, who would not be susceptible of so



favourable an impression in our behalf, by an imperfect and broken voice, and a difficulty of expressing our sentiments with fluency, and facility; which I affirm, will be the case in a disordered and rotten state of the teeth. The tongue, indeed, modifies the voice, and gives it different forms, but I cannot help being seriously of opinion, that the various graces of pronunciation arise from the assistance of the teeth; I mean according to the propulsion of the tongue against the teeth, which detains or transmits the sounds at pleasure. This is, indeed, too curious, and indeed too philosophical an argument to be attended too in this short treatise, nor is it at all of consequence in common observations. The easiness wherewith we speak, and the pleasure we take in hearing an harangue gracefully, and well pronounced are, I am sure, not superficial or trifling recommendations to us to keep, when in our power, the organs of speech perfect and unimpaired; of which organs I by no means reckon the teeth in an inferior class. A collateral advantage arising from the care and preservation of the teeth, is the grace and symmetry they give to the countenance, keeping the complexion in a state of youthful bloom, and preventing all wrinkles about the face; which the depression of the jaws, in consequence of the loss of our teeth, would inevitably occasion.

Who could endure the toothache patiently? Meaning certainly thereby, that with whatever great fortitude, and philosophical patience, other disorders might be born and combated with. The pain of the tooth ache surpassed all human resolution and courage. The anguish is frequently so insupportable that it forces us to use violent means to obtain some kind of temporary ease, which means occasion, not a long time after, a greater and more afflicting return of the disorder. Such are, I think unnecessary extraction of the teeth, which, according to some modern operators, is the universal method of cure; without considering that the pain may be oftentimes alleviated by gentle methods, and the tooth preserved entire. It frequently happens that the pain is severely felt in sound teeth, owing to ulcers and excrescencies on the gums, sudden colds, from sympathy with the neighbouring affected parts, or other causes. Can the extraction of those sound teeth be therefore in such cases deemed necessary, or even expedient? Common experience and sense shew the contrary. We cannot perform the operation without increasing the evil which it is intended to diminish or remove. By uncovering the roots, and baring the sockets of the neighbouring teeth, we make them loose, and susceptible of pain, and cause frequent inflammations in their nerves and vascular parts. I have known not a few instances where the extraction of one of the molars or grinders has considerably weakened the jaw, though performed in a skillful manner, and by a violent distension of the muscles of the jaw, brought on a great soreness and inflammation of them. I am, however, a great friend to extraction when

the circumstances of the case positively demand it. Another method no less injudicious of expelling the pain, and gaining a temporary relief, is the filling the mouth with acrid and hot spices and substances, and burning spirituous liquors; which deaden all sensation for a while, but when their influence is at an end the pain returns with redoubled strength and severity: exclusive of the harm which such applications certainly do the gums by disposing them to inflammations, and occasioning sorenesses, and external swellings.

The tooth ache is frequently occasioned by acrid humors being lodged in the sockets of the teeth, and purulent matter, which affects the roots of the teeth, and is always attended with a foul and offensive smell of the breath. In this case, if the cure be not speedily undertaken, the whole tooth becomes quite rotten and carious: the nerves and vessels are corrupted, and ulcerations of the parts will ensue. Of this kind is the scurvy, that most inveterate enemy to the soundness of the teeth, which is however very effectually dislodged by lancing the gums and extracting the coagulated blood and matter. The tartar of the teeth is another cause of their destruction, which is a yellowish substance formed on the teeth, which hardens in time, and forms a complete incrustation over them: deforming and discoloring them, and by secretly and imperceptibly insinuating itself in the interstices of the teeth, open too great a passage between them, prevent the growth of the gums by an inconvenient pressure of them, and are productive of a numerous train of disorders. This tartar, however, when early discovered, is very easily removed, being at first of a soft pulpy nature, and may be rubbed off the teeth by washing the mouth with clean water, and afterwards gently rubbing the teeth with a soft spongy brush, or by using any common tooth powder. When however, it has formed an incrustation too hard to be rubbed off in that manner, having acquired a strong adhesion to the teeth, the operator's instrument must be used, but great care is necessary to be taken in the use of it, so as not to damage the enamel. Some kind of an inflammation in the gums generally attends this operation, which inflammation may however be reduced with gentle means.

Venereal complaints, and the great quantities of mercury which are generally administered, in such cases, affect the teeth and gums in a violent degree: destroy the nourishment which the teeth should receive from the nerves and blood vessels, impoverish and render the gums pale and flaccid, loosen the teeth from their sockets, and occasion putrid disorders, attended with foulnesses of breath. I am not versed in surgery enough to be able to declare what methods, to prevent such complaints and evils, should be taken, during the continuance of that venereal disorder to which they owe their rise, but certainly would recommend at the re-establishment of the patient's health, that he should have his teeth thoroughly cleaned, his gums lanced, and all the other

necessary processes performed, whereby the gums will regain their former redness and firmness, and adhere, as originally, closely to the teeth; the teeth will be cleared from all foul discolorations, all the coagulated blood will be removed from the sockets, and every part be braced a new and strengthened.

### Questions and tasks

1. Do you like the general manner of narration presented in the text?
2. How does the author achieve an impression of the friendly manner of narration?
3. What is the purpose of the text?
4. Describe the targeted audience of the text.
5. Is the author a professional medical expert? Justify your answer.
6. Which of the author's recommendations seem to be unreliable and doubtful?
7. Do you find the information provided in the text useful?
8. Which information provided in the text is old and obsolete?
9. Which problems described in the text are treated differently nowadays?
10. Which ideas expressed in the text are scientifically proven today?
11. Which recommendations remain the same today?
12. Comment on the style of the text.
13. Are there any emotional expressions in the text, i.e. metaphors, epithets, idioms?
14. If you were asked to express your ideas of the text in a metaphorical way, which metaphor would it be?
15. Which textual features in the text of the 18<sup>th</sup> century are still relevant today?
16. Which ideas seem to be strange and funny today?

**Rewrite the text describing the same subject. Use the material provided in the text for your own inspiration and the source of quotations.**

## ***Section 3. Composing Literature Review***

While discussing literature review, it is critical to know that it reflects the author's knowledge of the subject-matter and the latest developments in this area. Authors are obliged to concentrate on the pluses and minuses of the works which they mention in their reference list. The reference list itself must reflect the topicality of the subject. Of much importance is the idea that the literature review must provide the genesis of the subject-matter, its past picture and its present situation.

As far as the criticism of other authors' developments are concerned, it is important to assume that this criticism must be on points of facts, with substantial arguments, personal assumptions and the concepts of improvement. Undoubtedly, criticism without any substantial foundation provides a poor impression and significantly reduces the impression from your writing. A quality literature review is a perfect chance to stress the reasons for your own research, it shows the author as a knowledgeable expert with a deep prospective and a wide world outlook [1].

The literature review section of your research paper should include the following:

- Preceding readings
- The shortcomings of prior research

### **Preceding readings**

The references to the subject-matter demonstrate that \_\_\_

Preceding investigations demonstrate that \_\_\_

Prior contributions testify to the fact that \_\_\_

Recently, it has been proven that \_\_\_

The focal point of recent research has always been in the direction of \_\_\_

The preceding descriptions of \_\_\_ are of much practical value.

The prior assessments of the situation are \_\_\_

The preceding developments clearly demonstrate that \_\_\_

Recently, there has been enough evidence of \_\_  
Previously, the major contributor to the field was \_\_  
The point of \_\_ was described in the works by \_\_  
Prior literature shows that \_\_  
Earlier projects have been entirely concentrated on \_\_

### **Shortcomings of prior research**

There is still much scope for the development of new directions in the sphere of \_\_

The shortcomings in this area were discussed the essays by \_\_\_\_

What is needed in this research area is \_\_\_\_

Previous research was significantly limited in the aspect of \_\_

We are concentrated on the attempt to eradicate the following shortcomings arising from previous research.

We clearly understand that these problems are deeply embedded in history.

The genesis of the subject-matter shows that there are many bottlenecks in this area.

The research of the past was not immune to the problems which were as follows.

What is required now is not like in the past.

Nowadays the practices are quite different from what we used to have in the past.

Prior studies are significantly different and suffer from limitations.

It is advisable to critically estimate the ideas of the past.

What we used to have in this research area is not relevant any more.

Scientists of the past used to believe that \_\_, however, this is not actual any more.

The limitations of the past prevent us from moving further in this direction.

Until recently many things were inexplicable and doubtful.

Needless to say, that until recently there have been severe shortcomings in the subject-matter under discussion.

Today it is suffice to say that \_\_, however, in the past people used to think that \_\_

**Read the following text belonging to the pen of the scientist of the 18<sup>th</sup> century and answer the questions after the text.**

**An essay on plain directions  
for the treatment of wounds by T. Reed [11]**

PREFACE

As it is the wish of the Editor of these Observations to render them generally useful, pains have been taken to draw them up in such language as shall be generally understood; with this view all technical terms and medical phrases have been avoided as much as possible; where they have necessarily occurred they are accompanied with such explanations as it is hoped will render them perfectly intelligible to every capacity.

In treating of wounds, a good deal of minuteness has been employed; but he believes not more than is required when the importance of the subject is considered. To point out the most proper method of stopping violent bleedings, it was necessary to say something on the relative situation of the veins and arteries, he trusts this has been done in as clear a manner as the subject will admit of; and doubts not but a little attention will render it perfectly understood.

In describing the use and application of the medicines the same perspicuity has been attempted; and he hopes not attempted in vain. The doses mentioned are for a grown person; the discretion of the person administering them will generally be sufficient to direct him in any variation from the rules here laid down, that may be called for by particular circumstances, such as the patient's age, strength.

To captains of ships this small chest, with the remarks contained in this pamphlet, are particularly recommended. When they and their crews are cut off from the rest of the world and are indeed a little society of themselves. Thus circumstanced the health and vigor of every individual becomes an object of considerable importance; in fact it is then a common concern, as few vessels carry more people than are required, the exertions of every one is necessary in order to perform the common duties of the ship; and the want of one man, disabled by sickness or accident, where the number of the crew is by no means superfluous, may prove in the end of very serious consequence.

To families at a distance from any town they are also calculated to be serviceable. By an attentive perusal of the pamphlet little doubt is entertained but the meanest capacity will be enabled to hand relief in many instances, where much suffering and danger might be the consequence of the delay occasioned by awaiting the arrival of a medical person from the distance of perhaps several miles, independent of the chance of his being from home, or engaged when sent for.

The Editor wishes to be understood that it is not in any manner his intention to suggest the inexpediency of calling in medical aid in every case which

has the appearance of danger, or from which there may be a chance of danger resulting; on the contrary he strongly recommends it. He wishes to impress the minds of those who may read this with the necessity of early medical advice in every such case; and repeats that it is to those only whose situation renders it impossible immediately to procure such help, or to cases which are slight and well understood, that this Medicine Chest is particularly adapted.

## WOUNDS

On the use of the Tourniquet or Bandage, and manner of stepping violent Bleedings. In treating of the management of wounds the first thing that demands our consideration is the bleeding with which most of them are attended. When the blood is not poured out with great force, though the quantity should even be considerable, it generally proceeds from wounded veins, and may be stopped by pressing a piece of scraped lint, either alone or dipped in fine flour or Turlington's Balsam, upon the wound with the fingers. But when the Hood is thrown out with great force, and especially if it springs out by jerks, it proceeds from wounded arteries, and requires the most serious attention.

To direct us in this case, we must consider the arteries as strong branched pipes or tubes through which the blood is forced from the heart at each beat to every part of the trunk of the body, to the head, to the arms, and to the legs. The veins spring in small branches from all the parts the arteries carry blood to; they pursue their course towards the heart; joining with each other, forming gradually larger and larger veins, till they reach the heart in one large trunk. The heart may be compared to a sort of forcing pump, throwing the blood along the arteries with such force, that we can feel the jerk or pulse wherever an artery lies: and the blood losing its impulse as it passes along, makes its way, without any pulse or beating, into the veins, through which it returns to the heart, completing what is called the circulation of the Hood.

From these simple principles the method of putting a stop to a bleeding from a wounded artery is exceedingly plain; that is, it must be compressed between the heart and the wound. In wounds of the foot or leg the bleeding may be stopped by casting a knot in the middle of a handkerchief, placing the knot in the ham or hollow behind the knee, tying it tight before, and twitching it sufficiently by means of a stick, put between the place where we tie it and the thigh. The handkerchief should be tightened as quickly as possible after it is put on, otherwise the veins will be painfully stretched. For a very slight pressure on a vein stops the course of the blood in its return to the heart, whilst the artery requiring more force to obstruct it, keeps throwing blood into the veins of the limb, distending them as when we tie an arm up for bleeding.

When the wound is in any part of the thigh a handkerchief must be firmly knotted round the limb, between the place of the wound and the body; and must be twitched with a stick as before directed. But should the wound be so high up as to leave no room for tying the handkerchief above it, a firm pressure must be made, with the hand, on that part of the groin where the watch lies when the wound is of the right thigh, and on the left groin when the wound is of the left thigh.

If an artery in the hand or arm is pouring out blood, we stop it by casting a knot in a handkerchief, placing the knot on any part of that side of the arm which is next the body between the elbow and armpit, tying it round, and twitching it with a stick as in wounds of the leg. And here it must be observed, that in dangerous bleedings, from wounds of the limbs, there is neither time nor necessity for stripping the part we apply the ligature to; for there is no doubt of lives having been lost by attempts to undress the limb when an expeditious operation of the handkerchief above the cloths, but higher up than the wound, might have saved them.

In wounds of the head or trunk of the body we command the bleeding by pressing firmly with our fingers on that border of the wound the blood springs from; and when we cannot determine which side the blood comes from, we press one side after another till we succeed. By these means, which it is every man's duty to be acquainted with, the most violent bleeding may be stopped for some time; and where a surgeon can be had no more should be attempted. But when it unfortunately happens that the wound is received at sea, or where no surgical assistance can be obtained, a manly resolution must be put on to save the sufferer's life, which it is hoped the following directions will assist.

A temporary stop being put to the bleeding by one or other of the aforementioned methods, the wound should be cleared of clotted blood, or whatever else may happen to stick to it, by washing it gently with a sponge and milk warm water. It should next be dried, and the pressure removed from the artery, by raising the finger, in cases of wounds of the head or body, and by untwisting the stick of the handkerchief or tourniquet in wounds of the limbs, in order that the flow of blood may direct us to the mouth of the wounded artery. We now take notice of the place the blood springs from, and immediately renew the pressure by the fingers or twitch; and by again washing the sore endeavor to find the opening, which will seldom be difficult when the wound is large and open, and the artery of any consequence. If the blood proceeds from a wound in the side of an artery, the wounded part of it may be raised up by means of a large needle, so as to allow a piece of double waxed thread to be passed under it on the side next the heart, and firmly tied round the artery, taking care to leave the ends of the thread so long as to hang quite out of the wound.



The same should be done on the other end of the opening if the artery is large. But when an artery is quite cut in two, the ends soon shrink amongst the flesh, so that the bleeding is sometimes stopped in both of them; almost always in that most distant from the heart; for then no blood passes into it but by small branches between it and the other arteries of the limb.

For the most part, however, the upper end in large arteries, continues to throw out dangerous quantities of blood, which we must endeavor to stop by drawing it out with a needle, and tying it firmly with a double waxed thread. When the end of a limb is carried away by a cannon ball the bleeding is seldom very alarming, for even large arteries are, in that case, closed by the bruised parts. But we should not entirely depend upon this, as the larger ones generally break out again in a short time when we are not aware of it, and so prove fatal. We are, therefore, to put the twitch round the limb, but without tightening it, to wash away the clotted blood with a sponge and warm water, in order to discover the end of the artery, that it may be tied as before directed.

This method of securing wounded arteries is certainly the safest and best when it can be followed; but cases may occur where, either from want of courage, or of dexterity, it does not answer; in these recourse must be had to the following: having discovered, by the means already described, the mouth of the bleeding artery, or at least the part of the wound in which it is situated, we press a piece of sponge of a convenient size firmly upon it; over this we lay a piece of scraped lint, folded up and dipped in Turlington's Balsam, and then some pieces of linen rag, folded up as if for bleeding, each a little larger than that laid on before it, till a pile is raised an inch or two above the edges of the wound according to the size of the wound; binding the whole firmly down with a bandage of linen about three inches broad, and so long as to cover the limb with two or three plies, extending at least four inches each way from the wound.

The sufferer must now be laid in bed, in such a manner that the wounded part may lie easy and undisturbed, and not too much covered with bedclothes. Nor where the wounded artery is large must the handkerchief be removed from the upper part of the limb for three or four days; nor must the patient be left alone during that period for any length of time, since starting of the part, or many other causes, may give rise to repeated bleedings, which might be prevented from proving fatal by immediately tightening the handkerchief or tourniquet. In this state the wound must remain for the space of four or five days, or until the dressings are loosened by the formation of matter, when it must be managed in the same manner as other wounds with loss of substance, which we shall fully describe under the next head.

## TREATMENT OF WOUNDS

Hitherto we have confined ourselves to the means of stopping the discharge of blood from wounded arteries, we are next to consider the most proper mode of dressing every variety of wounds; and for the sake of method begin with those most easy of cure.

Of this kind are clean flesh-wounds running in the direction of the limbs on which they are situated; for here we can avail ourselves of the disposition which the edges of such wounds have to grow together when they touch each other constantly, by what is called adhesive inflammation, and by which the healing of a considerable wound will sometimes be effected in three or four days, so as to require no farther care than avoiding such accidents as might tear it open again before the part regains its strength.

In every clean wound therefore where there is no bleeding artery, or where we have been able to tie it, as this method is admissible recourse should be had to it. The first thing to be done is to make the wound as clean as possible by means of a sponge and warm water; and having absorbed as much as we can of the blood from its surface, the surrounding skin must be dried with a cloth, and whilst another person holds the edges of the wound nicely and closely together with his fingers, but so as to be out of our way, strips of sticking plaster, from three to six inches in length, and from a quarter to half an inch in breadth, are to be laid right across the wound, a straw's breadth distant from each other; warming them as they are applied, to make them stick more readily, and carefully drying the skin wherever the least moisture appears.

If an artery has been tied in the wound the ends of the thread must be brought out at that edge they are nearest to, and should be left of such a length as to reach an inch beyond it, when the wound must be closed, and the strips of plaster applied as before. And here it may be useful to observe that the person who assists us should lay his fingers on the strips as we proceed to secure them more effectually. The tract of the wound must now be covered with a piece of serape lint, and over this we must lay a piece of the same thinly spread with cerate, and so large as to reach half an inch in every direction beyond the first piece. And lastly, this dressing must be secured by binding the part neatly up with a linen bandage, reaching a hand's-breadth each way from the wound. The wound being thus dressed it must be kept quite easy and unmoved till the fourth day, when the bandage must be cautiously unfolded, softening it with a sponge and warm water if it is glued together with the blood. The lint must be next removed, and if there are threads hanging out from tied arteries they may be very gently drawn; but if they are not disposed to come away easily, they must not be forced, but tried at each future dressing till they are quite loose. After examining the threads, the sticking plasters must be removed;

and having gently wiped away any matter that may be found on the sore, or on the adjoining skin, they may be renewed but in less number, and also the lint, the lint spread with cerate, and the hand age. This mode of dressing must be repeated daily, and continued so long as the threads remain, any matter appears on the wound, or its edges continue tender; but when these appearances cease, allowing the same dressing to remain, a few days will complete the cure.

We have dwelt particularly on this mode of curing wounds, as it is the most satisfactory in its consequences, the most desirable whenever it can be used, and may serve as a model for some part of the treatment of the description of wounds we are next to consider. Wherever there is a loss of substance in wounds, or where there is such a vacancy left between the sides of the wound, by the shrinking of the divided skin and flesh, as renders it impossible to keep them together by strips of sticking plaster or bandages, a dissident and much more tedious method of cure alone remains for us. A bruised or ragged wound, or one we have been obliged to fill with scraped lint, sponge for restraining the discharge of blood must be treated exactly in the same manner. The process which nature follows in the repair of these injuries is admirable and must be attended to before we can manage the treatment of them.

The first thing observable in wounds whose edges are left open is, that the surface of the wound is in every instance thrown off by the formation of matter under it. Sometimes this surface is so thin as almost to escape notice; at others thick and is then called a slough or sit fast. And where much violence has been done to the structure of the part by a bruise, or where the habit of body is faulty, the slough is sometimes of a very serious size as happens in cases of gangrene. The color of sloughs varies with their degree of importance; the slight ones, when they are not tinged with blood, are of a buff color; the more serious ones are ash colored, mixed here and there with black, brown, green, and yellow. No sooner are these sloughs discharged than the matter becomes cream-colored and thick; the surface of the fore looks red and clean; the cavity of the wound gradually fills up with tender granulations, or new flesh, to the level of the adjoining skin; and lastly, a thin rind begins to form round the edges, which extending inwards, becomes the future skin.

Having taken this slight view of the healing process, in wounds whose edges are left open, we are prepared to enter upon their treatment. Clean wounds of this kind must be filled lightly with scraped lint; ragged or bruised ones with the same dipped in Turlington's Balsam. Over this a pledge of basil icon, spread upon sine tow, must be laid, and then a nice bolster of tow, binding the whole on with a bandage. In this state the part must remain till the fourth day, when the matter generally loosens the dressings to make their removal easy. At this time, we take away all that is loose, or can be rendered so by moistening with

warm milk and water; but clip off the ends of those pieces of lint that still stick to the sore. We lay on a little fresh lint, renew the plaster, bolster of tow and bandage, and change this dressing daily, gently wiping the edges of the sore with a piece of tow, to remove any superfluous matter, and taking care not to cram it with the lint. And when the cavity is filled up, we must change the basil icon pledge for one of cerate, covering the surface with a single piece of lint rather larger than the sore, and laid with its softest side downwards, still dressing once a-day till the cure is complete.

When a wound is attended with a high degree of inflammation and swelling, or its edges are hard and projecting, white bread poultices must be applied once or twice a day above the pledge instead of the bolster and bandage, and in that case the patient may take a cooling purge, such as salts. But when, on the other hand, the surface of the skin around the sore looks flabby and soft, is covered with blisters, or the sloughs are thick and ill colored, the discharge thin, dark, and very offensive to the smell, the bark must be given freely in the manner directed under that article in the directions. Towards the conclusion of the cure of sores the new granulations sometimes rise above the surface of the sound skin, forming what is called fungous, or proud flesh, this may be kept down by touching it occasionally with a piece of wetted blue vitriol, which will in such a case amazingly hasten the healing.

Balls, splinters of wood, bone, or glass, pieces of the clothes, or any kind of extraneous substance found in a wound, must be immediately removed if that can be done by gentle means, as they for the most part absolutely prevent the cure, and are often productive of distressing and dangerous consequences. But where their removal is difficult, they must be suffered to remain till they are loosened by the digestion of the wound, or till the case comes under the management of a skillful surgeon, whose assistance these few directions are never designed to supersede.

### SCALDS AND BURNS

Slight scalds may be smeared three- or four-times a-day with a mixture of three spoonfuls of olive oil, and thirty drops of Goulard's Extract, and covered with a piece of soft rag moistened with the same. If a few small blisters should rise do not disturb them for a day or two, when the pain and inflammation will probably be gone, they may then be discharged by snipping them in places with a pair of scissors, and the sore must afterwards be dressed with cerate only.

For more violent scalds where the skin comes off directly, or where very large blisters are raised at first, as happens when boiling water is long applied to the part, or where they are occasioned by hot grease or oil, the blisters may be cut immediately, and the part dressed with equal parts of basil icon

and cerate, spread on linen rag, once or twice a-day according to the quantity of the discharge.

Violent burns always destroy the texture of the part to some depth; in this case they must be treated in the same manner as wounds with the loss of substance.

### APPARENT DEATH

The instances of apparent death most frequently met with, and which come most within the plan of this work, are those arising from drowning, hanging, excessive drinking, or breathing air which is unfit for the purposes of animal life, by being impregnated with noxious particles, as by charcoal burning in a close place, the vapor from Sulphur, mine damp. As instances of this kind from one or other of these causes are frequently occurring, we shall endeavor to give some general remarks on each head.

### DROWNING

When a body is taken out of the water apparently dead there are two material objects to which our attention must be immediately turned, viz. to restore breathing, and to keep up or bring back a natural degree of warmth. To effect these important purposes, after the body has been stripped and laid upon a bed, with the head and shoulders a little raised, we must “put the pipe of a pair of bellows into one of the nostrils, the other nostril and the mouth being closed by an assistant, and blow gently till the breast be little raised. Let the mouth and nostril then be left free and an easy pressure be made upon the breast. Repeat the imitation of natural breathing, at short intervals, for an hour or longer. If no bellows be at hand, let an assistant blow into the nostrils of the drowned person with his breath through a quill, reed, or any other small pipe.” Whilst these attempts are making other assistants may dry the body completely with warm cloths, and afterwards dry it diligently, but gently, with hot flannels on the left side near the heart. Apply to the hands and feet cloths without of hot water, and heated bricks, or bottles, or bladders half filled with hot water, or bags of hot grains or sand to the stomach and armpits. These efforts must be continued for at least two hours, as there have been instances of recovery after a length of time has passed without any appearance of reanimation.

### EXCESSIVE DRINKING

The effects of excessive drinking are frequently said to be from little or no attention being paid to the unfortunate, and frequently helpless object. The vulgar notion, that nothing can hurt a drunken man, has been the loss of many a life. From this erroneous opinion, when a person is become what

is termed dead drunk, he is suffered to tumble and roll about almost without notice. He is then in the greatest danger. The quantity which he has drank generally begets an inclination to vomit; in attempting which, he gets his head over the side of the bed, or into some other position, with his head downwards, and not being attended to, that situation, added to the tightness of his shirt-neck or neckcloth, produces suffocation; and we have seen many instances where the unhappy person has been found next morning quite dead.

From these considerations it will appear evident how necessary it is to pay some attention to people in this condition. The first step should be to loosen the neckcloth, shirt-neck, night-cap strings, or anything which is about the neck, and to place the body in a suitable position. The best position is laying, with the head and shoulders raised; if the patient is suffered to sit there is a danger of his head hanging down too much upon his breast, by which the circulation of the blood in the neck is obstructed, and an apoplectic state is brought on.

During the time that he is so extremely drunk he must not be left alone lest he tumble out of bed in his struggling. If notwithstanding these precautions he should sensibly become cold, and appear to be growing worse, a clyster may be given without delay, composed equal parts of wine and hot water, with a small table spoonful of flour of mustard, or a tea spoonful of powdered ginger or pepper. Rum, brandy, or gin, mixed with six times its quantity of hot water, with the addition of mustard may be used instead of wine. To keep up a proper degree of warmth the same means must be used as directed under the article drowning.

The excessive degree of thirst occasioned by drinking strong liquors often induce people to quench it by taking what is hurtful. The safest drink after a debauch is water with a toast, barley water, or tea.

Excessive drinking is a failing we cannot sufficiently condemn. Of its effects we can hardly say too much; as it is impossible to say what are the consequences which arise from it not only to the individual himself but to the community at large. A person who gives himself up to hard drinking greatly hazards his own existence and renders himself incapable of fulfilling the duties of his station in life. If he is in a situation of trust, he ill merits the confidence reposed in him. If a sea-faring parson such a conduct is more especially blamable, as the success of his voyage is thereby rendered precarious, and the property of his employers, and the lives and safety of those under him, are frequently exposed through his misconduct to imminent peril.

## NOXIOUS VAPOURS AND LIGHTNING

It frequently happens that in cases of apparent death from noxious vapors, or being struck down by lightning, if the person is discovered soon, that the heat

of the body is even greater than that of a living person. In this case good effects have been observed from dashing the face and the whole body with cold water, thrown in small quantities, and with some force. The effect will be still greater if the body be dried at intervals, and then the sprinkling repeated.

Everything must be removed from the neck, and pains must be taken to lessen the quantity of blood collected in the head by the means recommended under the article hanging. But if the body instead of being warmer than natural should feel cold, or should be gradually turning colder, warmth must be kept up by the means already directed under the article drowning.

### EXPOSURE TO EXTREME COLD

One of the effects of long exposure to severe cold in sleepiness; this is produced by the cold gradually extinguishing the vital principle. In cases of shipwreck, and in very severe winters, it will sometimes happen that people are exposed for such a length of time as to produce the effect we have just mentioned; every exertion should then be made to keep awake, as there is reason to suppose that death might be the consequence of falling a-sleep at such a time. A body found apparently dead from this cause must be treated with the greatest caution. It would appear most eligible to many to attempt the restoration of life by the immediate application of warmth; but experience has proved this to be an erroneous and dangerous mode of proceeding. The body must be got into a house as speedily as possible, but not near the fire, and rubbed for a length of time with cold cloths, after which warmth and breathing may be gradually attempted in the manner already directed.

### Questions and tasks

1. Do you like the general manner of narration presented in the text?
2. How does the author achieve an impression of the friendly manner of narration?
3. What is the purpose of the text?
4. Describe the targeted audience of the text.
5. Is the author a professional medical expert? Justify your answer.
6. Which of the author's recommendations seem to be unreliable and doubtful?
7. Do you find the information provided in the text useful?
8. Which information provided in the text is old and obsolete?
9. Which problems described in the text are treated differently nowadays?

10. Which ideas expressed in the text are scientifically proven today?
11. Which recommendations remain the same today?
12. Comment on the style of the text.
13. Are there any emotional expressions in the text, i.e. metaphors, epithets, idioms?
14. If you were asked to express your ideas of the text in a metaphorical way, which metaphor would it be?
15. Which textual features in the text of the 18<sup>th</sup> century are still relevant today?
16. Which ideas seem to be strange and funny today?

**Rewrite the text describing the same subject. Use the material provided in the text for your own inspiration and the source of quotations.**



## Section 4. Describing Methods and Materials

While describing methods it is critical to understand that the you must provide a good reasoning for choosing this or that method. To achieve this goal there must be a list of things which prove that your method has several significant pluses. There is a rich variety of methods nowadays. A successful method or a combination of them offers a lot of pluses and may be viewed as a prerequisite for the development of a theory. It will not be an exaggeration to say that successful methodology is a key to a successful and rich outcome of the whole research.

Consider the following passage and answer the question what is wrong about it? *“We used a mixture of research tools to highlight the potential of the subject under analysis. They are as follows. A theoretical method which included the analysis of the literature on the formation of students’ professional competence for socio-pedagogical activity. We chose the method to accumulate and systematize scientific material characterizing the process under study. We attempted to comprehend the process of defining a goal, developing a methodology”* [3]. The answer is that it is NOT the description of a method. The methods section should describe how the research question was answered and explain how the results were analyzed. Clearly explain various statistical methods used for significance testing and the reasons behind the choice [1].

The methods section of your research paper should include the stages which are as follows:

- Research procedures
- Data accumulation
- Data study
- Statistical analysis
- Discussions
- Experiment analysis

## Research procedures

We resort to this experimental procedure because \_\_

During the investigation procedure, \_\_ is of vital importance.

The investigations were conducted with \_\_

These features were experimentally proven by \_\_

Most research procedures have been conducted with \_\_

The focal point of the research was to calculate \_\_

Before each investigation procedure we tried to \_\_

The investigations stem from \_\_

In our prior investigation procedures, we tried to prove the hypothesis that \_\_

The ideas stemmed from prior experiments which proved that \_\_

There are three stages which are as follows: \_\_

Proceeding from the idea that \_\_ we conducted several experimental stages which proved that \_\_

Consequently, at this stage we target the goal which is as follows \_\_

In this investigation procedure our primary concern is \_\_

What strikes as unusual is the chain of coincidences which have proven that \_\_

This procedure was staged in such a way that \_\_

## Data accumulation

The sample included \_\_ participants.

Participants submitted their consent to take part in the test in writing.

More data were accumulated through \_\_

Our research is based on the calculations obtained from \_\_

The figures were obtained through \_\_

\_\_ collected the information for our research.

We were able to carry on the research with the assistance of \_\_

We resorted to the data provided by \_\_

The described information was as follows \_\_

There is enough information proving that \_\_

The elicited information proved to be \_\_

There is enough shortage of information related to \_\_

The data related to this experiment clearly shows that \_\_

Experimental figures were elicited from \_\_

Our major methods to elicit the information include \_\_

Our further research targets new data elicited from \_\_

This information clearly describes \_\_  
We utilized the information obtained by \_\_  
We selected the information, according to the principle which is as follows \_\_  
The main sample contains the data related to \_\_

**Read the following passage [5], describing methods and methodologies. Describe its pros and cons.**

### **Data and Methods**

The above-given literature overview has demonstrated a huge variety of approaches towards the understanding of frontier problems. However, the word “frontier” itself is a subject of constant change. Modern big data and data mining technologies make it possible to compare traditional visions of frontiers with digital content, reflecting a present-day state of the problem which falls in line with a “linguistic turn” in historiography. With the help of the Serelex system [9] which finds semantically related words in Wikipedia we have obtained the following representations of the “frontier” concept in digital space. A graph image.

The information, presented in the graph, testifies to the fact that present-day frontiers lie within the domain of new technologies. Here people use quick-eyes (quick keys to make computer work fast), ccars (comprehensive capital analysis and review), mopads (monitor isolation pads), search kaltix (a personalized search engine) and think about the human genome. Obviously, this idea of frontier is connected with science and technology frontiers. However, the terms “Etruscans”, “Phoenicians”, “Nuzi” and “Cypriots” reflect people’s interest in historical frontiers. Historical and cultural reflections on the concept of “frontier” are at the heart of this paper.

The next stage of our analysis is based on data obtained from the BabelNet encyclopaedia which makes it possible to get various sets of visual and factual data in the majority of modern languages, along with the number of connections, i.e. mentions in annotated texts. For the purpose of understanding the modern European frontier landscape, we explored the data in German. The Russian frontier concept was analysed based on material presented in Russian. Finally, we decided to compare these two visions of frontier content against the English language frontier’s frameworks. It is hoped that this type of cross-cultural analysis will be conducive to a deeper understanding of our main question regarding the spiritual frontiers of a country. Finally, we discuss the results of these findings against the background of Russian historical data, describing the time period

of the mid-nineteenth to twentieth centuries. This description provides us with answers about the essence of the spiritual frontier in Russia.

**Read the following text belonging to the pen of the scientist of the 18<sup>th</sup> century and answer the questions after the text.**

**An essay on somnambulism, or sleep-walking.  
Produced by Animal Electricity and Magnetism [12]**

PREFACE

I was not initiated in the Science of Animal Electricity and Magnetism, until I was introduced to the Augustin Convent at Paris, where the celebrated Father Harvier, attended daily a great number of patients, of every rank and degree, gratis. I was instantly struck with astonishment by the Magnetical Somnambulism, which I saw constantly performing before crowds of the most respectable and dignified clergy, who assembled every day, all of whom were thoroughly convinced that the art was practiced by men of integrity, without any deceit. I was soon after presented to the famous and learned Marquis de Puysegur, and to several other noblemen, distinguished in the literary world; who took delight in shewing those phenomena to their friends. Scarcely had I acquired a knowledge of the science, before I put one person in a state of Somnambulism, which made me exult on the success, as my tutors in the science were present, viz. General Meziere, Chevalier Justamond, who encouraged me to persevere. In little time I produced numbers, who in that state answered my questions; found out the diseases of the people present, and prescribed infallible cures for them; they are called Malade Medecin, concerning whom I shall speak at large, in my Treatise upon the Doctrine of Somnambulism.

That it is practicable to put certain persons into this state, need be no longer doubted, without touching or giving them any previous operation. It is a matter strange to persons unacquainted with the science, but that will vanish when the mind receives instruction and becomes familiar with it; in order to the attainment of which, I invite all persons of every sex, rank and degree, to come, see, and judge for themselves. I shall soon publish one Number on Theory, and another on the Practice.

AN ESSAY ON THE PROBABILITIES OF ELECTRICAL  
AND MAGNETICAL SOMNAMBULES, OR SLEEP-WALKERS

Of all the novelties which are created by Animal Electricity and Magnetism, Somnambulism is, doubtless, the most interesting. By Somnambulism is meant

that peculiar state when the senses are suspended between sleeping and waking; partaking of both, and is also productive of many phenomena, which each are strangers to. The patient being reduced to a state of Somnambulism, without touching him, is deaf to all that is near him: Motionless amidst the greatest motions; he seems separated from nature, as if it were, to communicate only with the person who put him into that state. The latter, owing to Magnetisation alone, has an intimate analogy with the patient; by the means of a kind of an invisible lever, he causes him to move at his pleasure; and such is the power of his influence, that he not only makes himself understood by speaking and signs, but even by the very thought itself; and what is still more extraordinary, the Magnetiser can, by a single contract, communicate his faculty to other people; and from that moment there is a constant communication between the Somnambule and his new director.

The patient being put into a state of Somnambulism, there is in him a want of organization, which breaks the equilibrium of his senses; so that some experience an extreme degradation, whilst others acquire a prodigious degree of subtlety. Thus, some have their hearing entirely lost or weakened, and their sight becomes prodigiously penetrating. In others, the privation, both of sight and hearing, are amply compensated by an incredible delicacy both of feeling and taste.

And in many, a sixth sense appears to declare itself by an extreme extent of the intellectual faculty, far superior to the common altitude of the human mind. In a word, the phenomena, attending on the state of Somnambulism, daily offer new subjects of astonishment, even to those who ought to be more familiar with them. It remains to consider, whether those pretended phenomena are such as is propagated; or, whether on the contrary, they are nothing but illusions, kept up by the imposition of some ill designed persons and the credulity of others. For it is well known that the human mind, naturally bent towards everything marvelous, eagerly seizes on whatever is flattering to the taste; and there are exalted geniuses to be found that employ both their head and talents to realize mere chimeras.

Among the persons who have been witnesses to the singularities attending on Somnambulism, some struck with astonishment and admiration, have given full credit to its influence, and look on it as an irresistible proof of Animal Electricity and Magnetism.

Others, though convinced of the reality of its phenomena, are yet incredulous with regard to the cause which produced them. They had rather suppose in this affair some secret spring productive of illusions; and, though incapable of comprehending those means of intelligence, they have, nevertheless, supposed their existence; alleging, for example, those cunning tricks which a subtle philosopher.

As to the Physicians, most of them have disdained to prove witnesses to the assets of Magnetical Somnambulism, under the pretense that it was sufficient for them such a phenomenon was contrary to those notions consecrated in physic and physiology; they have considered those pretended marvels as mere chimeras unworthy a serious examination. There was even a learned body who went so far as to forbid their members to entertain the least doubt on the subject and expelled from their society whomsoever have given themselves up to the study of this new doctrine. A decree of the faculty of Paris, 1784, which is the same as they did for inoculation, which is now adopted by them.

However, on the other hand, Magnetical Somnambulism becomes daily more and more consistent; a great number of people remarkable for their learning, probity, found judgment and sagacity, certify beyond a doubt the reality of Magnetical Somnambulism; and that contradiction of respectable authorities on both sides, leave the public in suspense, who, to take a decisive part in the contest, impatiently wait until the matter is more fully investigated. The following impartial reflections may serve to fix the opinion of impartial people about Magnetical Somnambulism. To treat this object with the more success, I think it is necessary to divide the discussion into three parts. The first point to be considered, is to know, in fact, the public have been witnesses of phenomena of some importance, well deserving to excite their curiosity, and of which the cause ought to be investigated. Secondly, suppose the effects spoken of deserved to be enquired into, it is proper to examine whether they cannot reasonably be suspected of artifice. Lastly, admitting it impossible to find out the artifice, it will remain to examine whether they are contrary to common notions already received.

1st. Are Magnetical Somnambulism phenomena of such an importance as to deserve the curiosity of both the public and the learned? The object of this question is, I believe, very plain and obvious; I mean to say, that previously to our being at the trouble of examining whether Magnetical Somnambulism be an illusion, or reality, we must establish, that, there exist, at least seemingly, some singularities which concern both the public good and the improvement of learning. Many people, however, might have a right to doubt it, because they had no occasion to know the truth of the assertion. They have a right to require to be satisfied, previously to the discussion of the two following propositions, viz. "That there are either at Paris, Dublin, in the provinces, or anywhere else some people, who being naturally forced into a state of sleep, really offer the phenomena which we are about to examine."

For if it was not certain that such a scene is not to be met with somewhere, it would be a loss of time to enquire into its principle. It is, therefore, a preliminary obligation for anybody else, to establish well the existence of Magnetical

Somnambulism, whether right or wrong. This point was, for a long time, a matter of general incredulity. They plainly denied that there were any such individuals existing anywhere, and the very discourse held on the subject, was looked upon merely as a fable to amuse the public.

The first writing, which treated of Magnetical Somnambulists, was, if I am not mistaken, a letter from Mr. Cloquet, paymaster of rents at Soissons, who, relating what he had seen at Buzanci's treatment, by the Marquis de Puysegur, insinuated something which seemed to characterise Magnetical Somnambulism. Since that letter, a gentleman, whose candor is above all suspicion, has consigned in a writing, which is, in every respect, interesting, several phenomena he had observed in Pizze's treatment, still more wonderful than those which Cloquet had given a sketch of.

The perusal of this performance having inspired some people of the first rank with the eager desire of being witnesses to a like Somnambulism, the author of the above found an opportunity of gratifying their curiosity at Paris, in the winter of 1785. More than 5000 people have been at liberty to see those phenomena true or false, of which notice was taken both in the national and foreign prints. These Somnambules underwent repeated trials, which all met with success. Besides those mentioned, many more were made at Paris, or in some other provinces. This Somnambulism example having induced the Magnetisers to adhere to that part of Magnetism, they applied themselves to it with more zeal, as it seemed to be a sure way towards a remedy. Thus, the concern of Magnetism, and that of the patient, uniting both to prescribe that mode of proceeding, it is become the common object of all Magnetisers attempts, and in all treatment, they gloried in shewing some patient more or less improved. It is evident then that there exist many individuals struck with a seeming Somnambulism; and I begin to establish the question, in order to proceed methodically, after settling constant and notorious facts, which might lead to infallible consequences. It is then certain and indisputable, that there are pretended Somnambules, which offer wonderful phenomena to the spectators, as compensative gratification for excited curiosity. Now, the question is to know what opinion we should form concerning those Somnambules; if it be not a feigned state, by the means of which they endeavor to impose on the credulity of those whom they are surrounded by.

2d. How far are Magnetical Somnambules to be believed? Among the Somnambules I am here speaking of, I do not include that multitude of persons of both sexes among the common people, who are to be seen at some impostors, and may reasonably be suspected to perform Somnambulism, through imitation, or to make themselves interesting, and others who are paid for it. It is a misfortune, constantly attending on good things, that they can never

be preserved in their native purity, nor escape that mixture which malice or cupidity seldom fail to blend with them. Those who, either through prejudice or interest, endeavor to display the discovery, take care to examine it on that side only, which seems to convey an idea of apparent quackery, and never fail to present it to the public in that view. But those who sincerely wish for information, pay but little regard to such a consideration, and throwing aside quackery and exaggerations, carefully penetrate as far as the principle itself. Thus, a botanist, desirous of procuring the fruit of an Almond to be enabled to discern its true quality, is not discouraged by the putrid flesh which surrounds it; but cheerfully lopping all nauseous superfluities, he finds at last the fruit which is to be the rule of his study. In that manner should every unbiassed man act, who sincerely seeks for truth, without having interest or design to destroy it.

Let us contemptuously disregard those suspicious apparent Somnambules, and attend to those who, by their civil existence, their character, manner, are above suspicion; and in whom, besides Somnambulism, the science is portrayed, and brought to the highest degree of perfection. I think those ought to be chosen among patients, in whom Somnambulism appears to be in a higher degree of perfection, and such a caution is, in my opinion, very material. In fact, the more imperfect the Somnambule is, the easier it is to impose; if he badly answers your signs, and follows your motions in an untoward and ill contrived manner, he apologizes by saying he is not, as yet, arrived to a state of perfect Somnambulism, and the observatory, who really conceives that such a state must have its degrees, is puzzled, on account of his not knowing whether the bad success he has experienced is to be attributed to the untowardness of the Somnambule, or the imperfection of his state. But when I fix on a Somnambule, recommended as a perfect being, it is evident that this task is very painful. In that case, there is neither excuse nor pretense; the observation is easy, and Somnambulism has a trial to undergo, which is to prove either his shame or his triumph.

Such perfect Somnambules have not been wanting last year in France; and among those who have tried my experiments, there is one with whom I staid more than half an hour, and who has before me, and at my pleasure, executed such motions as I prescribed him. Being at my own disposal, without witnesses and contradictors, left nothing untried to discover the fraud, if there had been in the case; but the swiftness of his evolutions, the precision of his movements, a vast number of facts which it would be too tedious to relate, disconcerted all my attempts. Many other experiments, which had their intended effects about other perfect Somnambules, have all given me the same satisfaction. There are at Paris, and in the provinces, more than 600 persons, who are in the same predicament. Therefore, to overthrow the consequences resulting from such



experiments, there is no other resource left, but to persevere in giving out that it was a deceitful trick on the part of Somnambules. But such a supposition carries with it the greatest difficulties and is accompanied by improbabilities still more shocking than Somnambulism itself. To admit that the phenomena in question are the result of imposition, two things are absolutely required:

1st. Somnambules must have an intention of deceiving.

2d. They must be endowed with an address to do it.

But we must first confess, that, among those who have already been or are daily inspired with Somnambulism, there are many above all kind of suspicion. They are respectable women of family, men of stability and known integrity, people of a plain and simple turn of mind, children, in whom we cannot reasonably suppose to exist any design or interest. Should they be led by any faction, or the intention of performing Animal Electricity and Magnetism with any seeming reality? But most of them have no concern at all, as to the fortune of Animal Electricity and Magnetism; nay, many of them had no notion of it now they were confirming Magnetical sleep. Shall it be said, that, it is possible some of those individuals are encouraged by the partisans of Animal Electricity and Magnetism, and that they are but a mere instrument in the hands of the latter to favor the success of that system?

But, for what purpose should the partisans of Animal Electricity and Magnetism have recourse to so capricious a stratagem? The supposition, would, at the best, be admissible, if Somnambulism had originally been announced as a necessary effect of Magnetism; so that they must have been forced to resign Animal Electricity and Magnetism, had they been deprived of the resource tendered them by Somnambulism: but the case is very different. Animal Electricity and Magnetism was originally announced without the attendance of Somnambulism. This singularity is a later discovery, the result of the habitual practice of Magnetism. Even now, there are many Magnetisers who do not look on Somnambulism as being an effectual part of the science, but only as an accessory which may indifferently be united to or separated from Magnetism. From whence it plainly follows, that if the partisans of Animal Electricity and Magnetism were in want of a resource to impose on the public, surely they must have been very destitute of penetration to embrace so strange a maneuver, which carried with it a prodigious complication of springs, and insuperable difficulties in its execution.

And, that had it been an artifice, it would have been enough to deter every honest man from entering or associating with it. They must then, have only dealt with, and chosen people of profligate manners, and of the worst sort, to invest them with that confidence, at the risk of seeing it betrayed, and made public on the very next day. That is not all, they must have found in those

individuals an extraordinary address to act so difficult a part and deceive the experiments of an enlightened and incredulous people, at whose tribunal appearance must be made.

Had things been thus transacted, Somnambulism could not have lasted long, and far from gaining credit, time would soon have discovered the illusion and deceit, by the difficulty of finding actors capable of perpetrating the imposture. But the contrary has happened; every day Somnambulism gets new partisans, and the credit which it constantly obtains, plainly contradicts every idea of deceit. Patients are daily seen in that condition, in the very bosom of their family, under the inspection of their nearest relations, and those who are the most interested to verify their situation. Who could believe that such patients, surrounded with the very horrors of death and most painful sufferings, could dissemble for the sole interest of Magnetism? Their relations, fathers, husbands, wives, children — are they then concerned in the patient?

Shall it be said that their illness is feigned? It is another supposition no less admissible; for besides that it is no easy matter to feign a malignant fever, a fluxion, dropsy, and other diseases of that kind, there are some so well avowed that no man in his senses could possibly doubt their existence. Another consideration may be added here, that is, even in supposing that a healthy man could long act the part of a sick man, or the patient take upon himself to act the Somnambule; and, that people hidden before the curtain, should preside over this mummery, I maintain would be impossible in the execution; and whatever address may be supposed to exist on both sides, the deceit must soon be discovered, and, indeed, after a few moments, I would defy the most nimble buffoon, the most expert of all, and the most inured to bodily exercises, to asset Somnambulism before scientific persons, or execute any such thing as is observed among the Somnambules, whom I am now treating of. I defy anyone to remain during eight or ten hours, having his eyes shut, and his eyelids quite close together, without one eyelid separating from the other during that period of time. Such a perseverance seems to be much above the reach of human power and patience. Who is the man that could remain five or six hours in a motionless attitude, without shewing the least sensation of what passes round him, inaccessible to every emotion, and all the sudden and unforeseen shocks of noise which his attention shall, at periods, be gratified with? Who is that historian, subtle enough to imitate, with his eyes closely shut, the different signs which will have presented him, and describe the lines which will be traced with a justness and acuteness, that no interval shall be found between the order and the compliance? A few experiments of this nature would be sufficient to discourage the most consummate Saltimbank and make him give up his undertaking in two hours' time.

Now, when we see the same effects constantly repeated, without the least effort, and multiplied in the presence of a prodigious number of persons of all sexes, age, and rank, we must necessarily acknowledge that they act through a natural impulse, without any assistance of art: for it is well known that nature can easily perfect what is impossible for art to execute.

Thus, physical probabilities concur with moral ones to establish the reality of Magnetical Somnambulism. Somnambulism cannot be rejected, without supposing it a deceit too palpable to credit, and in whatever manner you act, it will prove a phenomenon, either moral or physical; and I confess the latter is, by far, easier to be conceived than the former; for a natural phenomenon, after all, is susceptible of an explanation; and the plot of a deceit, without interest and motive whatever, is no less complicated in its execution. Several people are to be found over whom such considerations, striking as they are, can never triumph. Whatever difficulties may be encountered with, to make those stratagems succeed, they suppose that such an address takes place, because they say in the things hurtful to reason, the authority of testimonies is of no value. That evident impossibility is a kind of resentment on that part of the public who have not seen the phenomena in question, and inspire those who have seen them, with a certain degree of diffidence. If a common fact, consistent with the usual proceedings of nature, was only agitated, it is in general confessed, that there would be more proofs than requisite to establish its credit, on bare words and without having seen it. But as to a phenomenon, so little consistent with nature, which is neither explicable nor conceivable, and overthrows all received notions, we are authorized not only to refuse the testimony of others, but even that of our own senses. It is after such an absurdity that many learned have been heard to say, "That they would not believe it if they saw it. Now then it remains to consider, whether Magnetical Somnambulism, and the several phenomena usually attending on it, are as inconceivable as those gentlemen would insinuate. Are Magnetical Somnambulisms phenomena repugnant to the order of nature?"

Physicians by affecting the greatest incredulity in Magnetical Somnambulism, under the mere pretense that such phenomenon is inconceivable, give no satisfactory account of their disbelief, because, that the identical difficulty they attempt to condemn, cannot withhold the victorious testimonies which militate in favor of Magnetical Somnambulism. The difficulty of conceiving a phenomenon, by no mean destroys its reality; we are surrounded with a multitude of natural marvels, which no one has the least doubt about, though they are incomprehensible; for it is evident that nature has prescribed certain limits which are inaccessible to human conception. But, perhaps, some will say, "From such a mode of reasoning it will then follow that we must give credit to every absurdity we hear, and believe the greatest oddities in the world; and

those who will exact such a belief, shall only have to invoke the great power of nature, and the immense extent of its resources.

That way of reasoning would deprive arts of their rules, and banish principles from sciences, in order to make room for rash assertions, our learning, instead of being susceptible of improvement and enlargement, would fall again into chaos and confusion." But that objection is, by no means applicable; for the question is not to admit a phenomenon under the single consideration that nothing is impossible to nature; it is, on the contrary, recommended that we should submit to the trial of contradiction, experience, and reasoning itself, a fact certified by a multitude of persons of every denomination who have been eye witnesses to the same. Thus, till now, presumption is still in favor of Somnambulism, since being grounded on the strongest considerations; those considerations are neither overcome nor weakened by the pretended improbability urged against them." But what will then be said, if we were to discover that Magnetical Somnambulism? far from offering to the learned an inconceivable phenomenon, incompatible with all notions admitted both in physic and physiology; it is on the contrary, a natural consequence from those very principles, accessory of the common notions with which it is blended and united in a very natural manner?

It is what I propose to demonstrate, and in order to proceed methodically, I shall first successively examine the two articles of Magnetical Somnambulism, which have excited the reclamation of the doctors. 1st. The facility of putting a patient in a state of Somnambulism. 2d. The phenomena usually attending on such a state.

ARTICLE 1st. The Somnambulism's communication is in the order of the already admitted notions in physiology. It is something remarkable to hear many learned men obstinately declare it to be absolutely impossible for a patient to be put in a state of Somnambulism, by any art whatever, when we consider that it is one of the favorite maxims in physic, that by the assistance of art all natural revolutions may be imitated in the human body. It is on that principle that the partisans of inoculation chiefly relied to defend both the practice and success of that proceeding. All physicians agree, that the art of inoculation consists in preventing by a factitious indisposition in an individual, the real one which nature would have soon or late occasioned.

It is still according to the same maxim, that physicians attempt to inoculate many kinds of distempers, either to prevent them, or to make them serve as a counterpoise to other diseases; and now the art of curing one disease by another, is esteemed in medicine as a complete knowledge of physic. The case being thus, and since it is acknowledged that nature is liable to imitation, by introducing such or such maladies in the human body, is it so strange,

so inconceivable, that Somnambulism should also be transmissible through artificial means? Somnambulism is by physicians entitled a disease; it is, therefore, in that quality as in the number of those revolutions which the power of art introduces. To that effect one more step is to be made in the career of distempers, and inoculation: but such an extension, far from contradicting the principles of physiology, only confirms them. It is expected, however, that physicians will oppose this similitude, in establishing some differences and distinctions; nay, they will perhaps forget themselves so far as to take Somnambulism from the number of maladies, by disowning their sonologists in this point. That no pretense may be left for subterfuge, we shall be intent on maladies and discourse solely on sleep. Neither doctor, or natural philosophers, have as yet been able to explain the cause of sleep, nor the manner by which it is produced. Whatever has been said on the subject offers nothing but mere conjectures, the work of imagination; one thing only is certain, that sleep comes on whenever the body is in any disposition to produce it, and is put in such a disposition by the assistance of art. Such is the evident effect of narcotically patients, as opium, cockle-weed.

Now; if there exists any art whatever conducive to put the body in a disposition to sleep, it is not surprising at all that Magnetical proceedings might also produce the same effect. Will they say that there is a want of similitude, because in Magnetical proceedings neither decoctions nor infusions are employed to create sleep? I answer that there is no need at all to have recourse either to drink, or any drug whatever, to convert any one into the state of sleep; the same effect is produced by a multitude of other means and proceedings; and it is even one of the particular singularities inherent to sleep, that it is produced by an infinitely different number of causes, and which are all contrary to each other. For example, if excessive heat causes sleep, it is also the effect of excessive cold. Soldiers have been seen to fall asleep on the snow, and even perish with cold in that state of drowsiness.

If gentle and soft friction invite to sleep, exquisite sufferings act the same; which is proved by the example of those wretches, who being put to the torture, fall asleep at the very moment of their most poignant sufferings. Others are said to have yielded to sleep while lying on the wheel. Gemelli Carreri relates, that when in China he travelled with a Tartar, who, every night, was obliged, in order to procure sleep, to desire somebody to beat him for a while on the belly, as they do a drum.

Hunger and the excess of food, fatigue and rest, and cool and warm refreshments likewise produce sleep; it is also the result of the increase or decrease of the blood running in the brain. It is the effect of bathing as well as bleeding: fever, which causes insomnias, likewise creates drowsiness; a small difference

in a dose of wine awakes or makes a man sleep. It would be an endless task to sum up all the various causes, which induce man to that state; whether because these causes produce themselves, or that many different combinations are likewise capable of producing sleep, or because, notwithstanding the seeming dissidence, the result is the same. But in both cases, one must confess that the means productive of sleep are infinite, and that we are unable to determine on their nature or quality. This consideration alone, doubtless, suffices to destroy the improbability of a sleep arising from Magnetical feelings.

Those means, which at first seem so extraordinary, appear far less marvelous when compared with others still more strange, concerning which, not a doubt can be reasonably entertained, such as those as have just now been mentioned. The efficacy of simply touching to create sleep, seems besides to be a necessary consequence, flowing from the general law of nature, that has designed the five senses to serve as an introduction to sleep. If touching could not produce it, it would be the only one deprived of that faculty.

Indeed, if we consider but a moment the four other senses, hearing, smelling, sight and taste, we shall perceive in them as many conductors to sleep. No one can deny but the ear is a very efficacious way to sleep: the noise of a mill, the murmur of a river, the spouting of waters, a lingering conversation, the monotony of the voice, a slow and melancholy music or gazing the body, more or less quickly, in a manner fit for sleep.

The smell of aromatic and narcotical plants occasions a drowsiness, and some chemists have in their works given the receipt of somniferous essences, which criminals have often abused. Taste is another introductory to sleep, and medicine establishes those means in administering narcotical physics, either to procure sleep to those who naturally want it, or to render patients insensible to painful operations. It is to be observed that most of the drugs productive of that effect, display their power, before they have been decomposed in the stomach, even before they are come down to it, merely by contract of the palate, or tongue; which plainly shews that such an effect belongs to the taste.

Lastly, the sight is no less productive of sleep. Too bright a light, by inviting the eyelids to shut themselves, insensibly encourages and causes sleep. It is also well known how far reading contributes to invite sleep. Many people never resist that impression, and even they make, upon occasion, a sure resource of it. And it must not be said that sleep is then the effect of tediousness, since sleep is, for the most part, involuntary, and comes on in the middle of the interesting lectures we could hear other people deliver, without feeling the least propensity to sleep. It is then, doubtless, sight, which in that case, serves as a vehicle to sleep. From whence it follows, that it is clearly proved that sleep comes in through five of our senses; now that observation naturally leads us to think

that touching is endowed with the like power, because the constant uniformity which is visible in all nature does not permit us to suppose that sense alone would have been made particular exception of. Moreover, a little reflection will shew that the above faculty ought to belong to feeling more specially than any other sense. It is agreed, that there is but one sense, which is feeling, and that the other four are only a modification of it. The sight, hearing, taste and smelling produce no sensation in us but through the means of contact. The light, sound, savors and smell only act upon us by shaking the nervous tufts of our organs, and such a shaking can never be obtained before they have touched them. This is an incontrovertible truth. Feeling, properly so called, only differs from other senses by its great energy and vast extent. The other senses occupy but a very narrow place, and are only susceptible of a local impression; but feeling, by experience, is spread over all the surface of the body: and this is sufficient to shew that feeling ought to enjoy, in a superior manner, the faculty of opening a way to sleep: for being the chief sense, and almost to say the principal one, from which the others are derived, how is it possible to conceive it deprived of a power which the subordinate senses are endowed with? Lastly, it is so certain that sleep is introduced by feeling, that the faculty prescribe opium taken in topic and applied to the skin, which really produces sleep.

We may even recollect on that account manner of touching made use of in India, by which means slaves procure sleep to their masters; which is called *Masser*. But, will they say, supposing the *Magnetisers* to be endowed with the power of producing sleep, there is not the like reason to lead us to think that they can likewise produce *Somnambulism*?

The answer is plain and obvious. *Somnambulism* itself is nothing else but a mere modification of sleep. There is no *Somnambulism* without sleep. We might even add that there is no sleep without *Somnambulism*, and that every man is born a *Somnambule*.

This proposition, which is apparently a paradox, is no less incontestable, provided too much extent is not allowed to the meaning of the word *Somnambule*. Perfect sleep is a time of rest, during which, sensations are reduced to a state of concentration, which discovers seemingly no other sign of life but respiration and the motion of the pulse. Imperfect sleep is that in which such a concentration is not complete, so that it still leaves some access for the interior display of organs. We seldom enjoy the former kind of sleep.

In a sound and natural sleep, the person whose mental powers were absolutely in suspension, preserves still a more or less active portion of watching, by the means of which divers motions are performed: Who does not know that during our very sleep, the body is agitated and combines itself, in order to choose an advantageous position; the hand is continually assisting

the incommoded parts, property adjusts the bed clothes, destroys insects. All these things doubtless belong to the watch, and of course constitute a kind of Somnambulism. For we must comprehend, under that denotation, the exercise of every motion whatever occasioned during sleep. Most men carry still farther the effects of Somnambulism, since there are many people who speak during their sleep, make different gestures, hold discourses of a considerable length, address those whom they think themselves in company with, get out of their beds and in again. So common are such practices, that they are to be met with almost in every house. Whenever Somnambulism acquires a more extended penetration, it produces wonderful things. Then the sleeper is seen writing, working, opening the doors, lighting the fire, ascending the tops of houses, swimming over rivers, currying horses.

But you must observe that Somnambulism in this last degree is no new state, nor contrary to the nature of sleep; it is singly a reinforced modification of a state natural to man and inherent to sleep; which naturally leads us back to the following proposition, "That every sleeper is in the commencement of Somnambulism;" that whoever gives himself up to sleep is in a near state of Somnambulism, which is to display itself in a more or less striking manner, according to the physical constitution of the sleeper, the nature of his distemper, and especially according to the different causes which have produced, preceded, or accompanied his sleep. From thence it is easily conceived that a sick person already inclined, either by his constitution, or the nature of his disease, to a Somnambulism in its juvenile state, is liable to receive with Magnetical sleep a greater determination towards Somnambulism. Is such a state useful in curing the disease? Such a question is not now to be discussed. Whether Somnambulism be salutary or not, it is however certain, that it is a dependent on sleep, introduces itself with it, and ought consequently to predominate. There are people whose Magnetical drowsiness is attended by no very striking signs of Somnambulism, who are only drowsy, and possess a continual somnolence not insensible to anything that may be transacted round them.

Others are only drowsy for a short time, then awake, and fall again into a state of drowsiness. The nuances are infinitely multiplied from the very sleepers, who display nothing but what usually appears in a common sleep to those who perform the wonderful things so much spoken of in all the world. It is those very marvels that remain to be explained: for having fully proved that Magnetical proceedings, or a contact graduate and combined according to principles, can produce sleep and then Somnambulism; I shall be obliged to reduce Magnetism to that rule which is already known. But the Animal Magnetism's adversaries will not fail to object that Magnetical Somnambulism extends still further, by offering the spectacle of a Somnambulism of which



we can have no idea, is attended with phenomena never observed in natural Somnambulism. Such is the last allegation, which serves as a refuge to the incredulity of those who never saw any Somnambule, and the disbelief of them who had it in their power to see and be convinced. But it will, in a moment, be deemed surprising, to observe that Magnetical Somnambulism has nothing superior to the effects of natural Somnambulism; that, on the contrary, it exactly agrees with the phenomena of the latter state, which is nothing more than a more discovery; and such a consideration might be, by many people, looked on as a victorious argument in favor of Magnetical Somnambulism.

ARTICLE 2d. Magnetical Somnambulism's phenomena, far from being inconceivable, are, on the contrary, a necessary consequence of Somnambulism. According to the virulent declamations thrown out against Magnetical Somnambulism, representing it as a base and deceitful trick, unworthy the least credit, it would be natural to suppose that such Phenomena are without precedents, and only centered in Magnetical Somnambulism. Such is the prevalent opinion with the public, even among the sensible part, composed of people no less remarkable for their virtues than their learning; but who, not being familiar with physiological phenomena, must necessarily have adopted that way of thinking. Those very persons might, perhaps, have had a different opinion on that matter, if it had been in their power to know that there exists in nature a state absolutely the same as that given out merely as a feigned one; and, that, the same phenomena, which are, in the one, pronounced to be chimerical, impossible and inadmissible, are, in the other looked upon as incontestable, and certainly beyond any manner of doubt. Such a circumstance makes a material difference; for they only refuse to give credit to the phenomena of Magnetical Somnambulism, because reason will hardly admit of facts by which it is hurt, and which are grounded on no precedents.

But if credit ought to be given to natural Somnambulism, the same must be granted to Magnetical Somnambulism; for, it being proved that those phenomena really exist with regard to one of these two species of Somnambulism, it would be to contend for contradiction's sake only, to deny the possibility of their existence in the other. We must then necessarily know that there exists a state of natural Somnambulism, acknowledged and awarded by the faculty, during which, sleepers execute things impossible for any man awake to perform. Without entering a detail of the singularities already observed on that account, I shall only mention the phenomena perfectly analogous to those observed among Magnetical Somnambules. Nothing is more common than to see Magnetical Somnambules walk, go towards other people, speak to them, come back to their places, take a book, paper, ink, in a word, perform a prodigious number of things which supports the idea of perfect reason and sense. Thus,

is the public justly incensed when anyone presumes to insinuate, that such persons are not in a state of sleep, and that they neither see nor hear through their usual or gans. Some of those Somnambules having their eyes open, the spectators naturally thought they must make use of them, and the faculty themselves have ridiculed this pretension, "That people could see without the use of their eyes, and having their eyes open, could not make use of them." But, unhappily for them, such a pusillanimous observation loses much of its strength, when we consider that even our learned have consecrated that very truth in one of their books, calculated to teach posterity the actual state of our knowledge. Open the Encyclopedia, and at the word Somnambule, you may read literally thus: "People struck with Somnambulism, given up to a sound sleep, walk, talk, write and perform many other actions as if they were awake; nay, even sometimes with more discernment and exactitude;" and afterwards, "Some Somnambules have their eyes open, but do not seem to make use of them." The learned consequently (for Encyclopedia is their work) are convinced plainly to believe, with Magnetisers, that it is possible to see without the eyes assistance, and that though the Somnambule has his eyes open he does not make use of them. Magnetisers have often observed, that Magnetical Somnambulism displayed in many patients a wonderful subtlety of sight, so far that they discern very delicate objects through a bandage, or any other intermediate body. That proposition has not been more favorably received. They have laughed at the story of a Magnetical Somnambule, who had written when his eyes were covered with a headband, and corrected words, erased letters to substitute others, upon or near them. They said such a thing should be seen before it was believed; and even after having really seen it, they suspected the good faith of the Somnambule, so extraordinary the event appeared. But how could they forget that our learned had beforehand prepared us to believe those phenomena, by presenting them to us, as a necessary consequence from Somnambulism? "If you follow a Somnambule," says the already quoted article, "it is easy to perceive, that his sleep, so much alike when he is awake, offers a prodigious number of wonderful things. Truth itself becomes incredible."

The author despising the exaggerations often attending on such stories, has only referred "to notorious facts, of which the truth cannot even be suspected." It is after such a preamble, that he relates the story of a young Somnambule, a clergyman and fellow student of the Archbishop of Bourdeaux. That Prelate used to go every night in that Somnambule's room, as soon as he thought him asleep. He remarked in particular, that the person got up, took paper, composed and wrote sermons. When he had finished a page, he read it over, and repeated it very loud; if, adds the author, that action was done without the eyes assistance, can it be called reading? The same clergyman with his eyes shut composed

music; a cane served him as a compass; with it he traced, at an equal distance, the five necessary lines, put in their stead the Key, Flat, Sharp, then marked the notes which he had first done all white; and when he had finished, in taking up again every one of them, he made them black, such as should have been so, and wrote the words under. It once happened that he wrote them with too large characters, so that they were not placed directly under their corresponding notes; he soon perceived his mistake (without the assistance of his eyes) and in order to mend it, he erased what he had just done, by passing his hand over, and made again lower that musical line with all possible precision.

The Prelate to whom we are indebted for these particulars, having placed himself before the Somnambule to be enabled to follow him with more application, observed a very wonderful circumstance: the young clergyman having put in some place of his sermon the words, this divine infant, perceived in reading it over again, that these two words made a disagreeable dissonance, and substituted the epithet *adorable* instead of the word *divine*; but that alteration left an imperfection in the phrase, because there was an adorable enfant; the Somnambule perceiving the error, very dexterously added after, so that it was written as an adorable enfant. Whenever the Somnambule read or corrected what he had written, he took care to put his fingers on the characters that were not yet dry; he made a digression to avoid rubbing them: a caution he never took when the letters were not wet. It is to be observed that the Prelate, in order positively to know whether he made any use of his eyes, had imagined to put a pasteboard under his nose; and it was in that position he continued the operations above-mentioned. There are facts certified in the Encyclopedia itself, equally notorious, and above all contradiction; which is no doubt sufficient evidently to prove one of these two points, viz. That the Somnambule can see without the assistance of his eyes, or that his sight, exalted to an inconceivable degree, pierces through his eyelids and the bodies. The memorials of the Academy of Sciences, and the physicians works, contain a prodigious number of observations which plainly confirm the facts hinted, and others of the same nature. When an explanation of such a singularity is demanded, they all unite to acknowledge the weakness of our comprehension and exhort us to admire what we cannot understand. What Encyclopedia says on that account well deserves to be related. "How is it possible," says he, "that a man buried in a sound sleep should hear, walk, write, or see; in a word, enjoy the exercise of all his senses, and perform divers' motions with exactness and precision? We must freely own there exist many things, the reason of which we are quite ignorant of, and which we cannot penetrate into, nature has its mysteries." The author of the same article, after having mentioned many surprising facts, which he asserts as incontestable, makes a judicious sarcasm

against those pretenders in point of learning, who believe nothing but what they can account for, and will not for a moment suppose, that there are in nature mysteries impenetrable to their sagacity. Let us now observe the dangerous effect of prejudice.

Whenever the same phenomena are repeated by a Magnetical Somnambule, it is insinuated those concerned in them use deceit and fraud, because such phenomena are contrary to all received notions, and have no instance in premature to authorize a belief. But how is it possible to reconcile such a reclamation with the various examples which have just now been quoted? One of the chief objections against Magnetical Somnambulism is, because it offers both contradictions and inconsequence with that pretended subtlety of both sense and feeling. It has been observed that those Somnambules, so discerning regarding certain objects, were altogether insensible of others. For example, such a man who dexterously crosses a row of chairs without touching them, and writes or reads through a paste-board, shall not see whether there are people round him; he will take one thing for another, and shall not perceive the fraud imposed on him. But natural Somnambulism's example fully answers that objection, and the supposed contradiction, far from being an argument against the reality of Magnetical Somnambulism, better establishes its veracity, since it presents a degree of resemblance more consistent with natural Somnambulism.

The natural Somnambule of Encyclopedia well saw his paper and letter through a pasteboard, and yet could not see the very person who was placed before him, busily employed in examining his motions. The same Somnambule imagining he was walking on the border of a river, thought he saw a child falling into the water; immediately he precipitates himself on his bed, making the same gestures as a man swimming, and after having much moved and fatigued himself, finding the bed clothes in a heap, he supposes it the child, takes it up with one hand and employs the other to return, by swimming on shore; when he thinks himself there, he lays himself on the bed, and rattles his teeth, conveying the appearance of a man quite wet and cold; he then asks the bystanders for a glass of brandy to warm him, and as they were giving him a glass of water he perceived the trick, and insisted on having brandy, which, as soon as he has got, he eagerly drinks it, declaring, at the same time that it does him good.

By that example it is evident that the Somnambule, though deceived by the sight and feeling, had his taste sound and perfect, since he well knew how to discern brandy from water. Such contradictions being hereditary to natural Somnambules, they should not be looked upon as extraordinary in Magnetical Somnambules, since both Somnambulisms are derived from a secret disposition which, likely, are very near the same. I had many times an opportunity

of seeing myself such contradictions, which at first produced in me a great diffidence, because I was not then well acquainted with the singularities inherent to Somnambulism.

Two years ago, being at the Marquis of Puysegur's I ordered a Magnetical Somnambule, whom he shewed me, to take a hat which was lying on a table in the closet, and to go and put it on the head of some of the company. I did not express my command in speaking, but only by sign in tracing the line which I gave him to run over, and at the end of which was the hat. The Somnambule, (whose eyes were covered with a paste-board) got up from his chair, follows the direction shewn with my finger, advances towards the table, and takes the hat amidst many other objects that were on the same table; but before he presented it to the person, thinks it civil to brush it; and though there was no brush on the table, he makes the gesture of a man who took one; and holding the hat with his left hand, he brushes it on the three sides with his right hand, puts the imaginary brush on the table, and carries the hat, placing it on the head of the indicated person. Though that Somnambule had perfectly fulfilled my intention, I conceived some diffidence on account of the circumstance of the brush.

How could that man whose sight and feeling were seeming perfectly sound, not perceive there was no brush on the table! How could he mistake himself so far as to think he had one in his hand? From thence I inferred, that having committed so gross and palpable a mistake, he was far from having the feeling and sight as subtle as they would give to understand, and that there was in the rest of his operations more address than fair practice. The Magnetical Somnambules, whom I have since seen, have all given me reason for the same dissidence, by displaying contradictions of the same nature.

But how great was my surprise, when, after having consulted the works, memorials, and relations made on Somnambulism, I observed the same contradictions in natural Somnambules, and that they were also an object of great astonishment to spectators; so what at first seemed to me a motive of suspicion, became at last a new reason to ground my persuasion. "What is inconceivable," says Pigatti, an Italian doctor, (speaking of Somnambules) "is, that, on certain occasions their sensations are very subtle, whilst, on others they are very impenetrable." I saw in the same work an infinite number of other Somnambules, which, after having at first shewn a wonderful subtlety of sensation, seemed the next moment to be entirely deprived of them, by taking one thing for another, and confounding the objects which could claim no analogy to one another.

The most astonishing Somnambule that ever existed, is, without a doubt, John Baptist Negretti, who was both followed and closely examined during five

successive nights, by a vast number of people. Mr. Pigatti, who was present at those experiments, has given an exact and precise account of them, which is found in the *Journal Etranger*, March 1756. That Somnambule, having his eyes closely shut, took snuff out of a box presented to him, came down many large stairs without groping, hesitation, or even touching, turning and stopping precisely where he should; placed bottles, and glasses on a small pillar which was in his way; went and came into the different apartments without running against any thing; stopped at doors which were shut, and opened them; went to draw water from the well, took out of the buffet napkins, towels, knives, and generally all that was necessary for a table; and performed many other things no less surprising, too tedious to relate, but which all suppose an exquisite subtlety in the sight and feeling. Next to this, are to be seen mistakes, which quite contradict that perfection in the senses. After having looked for a light, the Somnambule imagines he has a candle in his hand; without perceiving his error, he thinks he holds a candlestick whilst it is only a bottle; he helps himself with that pretended light by carrying it along with him; he draws near the chimney to dry a wet towel, though there is no fire; he salutes the ladies and gentlemen in whose company he imagines himself, whilst there is not any such person as he supposes among those that surround him. He goes to the public-house, thinking to be accompanied by a comrade, though there is not such a thing; he pours him some drink, addresses him, and drinks his health, without perceiving he is alone. When busy in eating a salad, they take his plate away to substitute a dish of cabbages imbued with vinegar and cinnamon, unknown to him: they take the last dish to serve him with a plate of raw fritters, and he continues to eat; they give him water instead of wine; at last somebody jestingly rubbing his legs with a cane, he takes it for the beating of a dog which he supposes near him; he falls in a passion against the dog, looks for him, endeavors to beat him, goes and fetches a whip to chastise him: after having returned with the whip, some of the spectators throw a muff at him; then imagining to lay hold of the dog, he beats him with violence.

There are contradictions to explain that which struck me so forcibly in the Somnambule of the Marquis of Puysegur, on account of the imaginary brush he thought he held. There are an infinite number of other examples which might be quoted, and which all tend fully to manifest that inequality of sensations and sensibility observed in the several Somnambules.

The singularity is so very remarkable, that many authors complain that certain persons avail themselves of such a circumstance to catch the secret of the Somnambule. It is thus that begins the article Somnambule in *Encyclopedia*: "Somnambules are frequently seen," says that article, "who, in their sleep relate whatever happened to them in the course of the day; some answer

the questions made them and hold very consistent discourses. There are persons so uncandid as to avail themselves of the condition they are in, "to catch in spite of them," certain secrets which it is much their interest to conceal." Observe well these expressions "to catch in spite of them." This plainly shews the acknowledgment of the formal influence which certain persons awake can exercise over the Somnambule. But by similar means and proceedings can such a relation take place betwixt the person awake and the Somnambule? Magnetisers pretend, and insinuate, that the relation is established by mere contact, by touching the Somnambule in the extremities of his fingers or pulse; or by touching, in a like manner, anybody else in relation with him; which presents a kind of resemblance with the loadstone. They have not failed in exclaiming against this assertion; and when experience has seemingly convinced them of the truth, a deceit has been suspected on the part of the pretended Somnambule. But to what purpose then have they recourse to that pretended reluctance, to admit of so ancient an effect, and long since well-known in the world? A proverbial expression traces us this opinion of old; for, it is well known that most proverbs are but scattered remains of forgotten truths. But as many persons might refuse such authority, we must furnish them with a testimony given out by the learned themselves, and which fully evinces the efficacy of the proceeding taught Magnetisers.

Henry de Steers, a Flemish physician, certifies, that he knew from his infancy a Somnambule, who, during his sleep, performed wonderful things; among others, he relates that in the middle of night, and during a most profound sleep, he went and took his child out of the cradle where he lay, and then walked over all the house, holding the infant in his arms: his wife, who had accidentally perceived this, afraid of the child, followed her husband step by step, with an intent of assisting them if occasion required: or, as she had observed that, in that situation her husband answered all questions she put to him, and took the freedom of interrogating him on the most secret things she wanted to know. The author observes that the husband was in day-time very circumspect with his wife on his personal affairs, which he affected to conceal from her: but being interrogated by his wife, when in a state of Somnambulism, and "holding his child in his arms," then, said the author, he plainly answered all the questions put to him by his wife, who followed him, and "then had nothing concealed from her," and was often surprised to hear her speaking of things which he thought were only known to himself. The testimony of a respectable author serves first to confirm that influence spoken of in the Encyclopedia, which lies in certain persons "to oblige the Somnambule to speak and declare those everything which it was his interest to conceal." It also confirms the possibility of finding out a means to establish a relation between the person who is awake

and the Somnambule. The Somnambule we were speaking of, was in no relation with his wife, from the moment he entered the state of Somnambulism; to establish a communication, it was necessary he should have had his child in his arms. Lastly, observe, that the circumstance of having his child in his arms, perfectly answers the proceedings pointed out by the Magnetisers. The child, placed in his father's arms, and on the other hand supported by the hands of a trembling mother, established a relation between the husband and wife, through the communication and analogy he bore to each of them. Thus, that astonishing marvel, against which physicians have so much inveighed as a mere chimera, a fable, a fraud, has, long ago, been attested by one of their authors, who confirms in the most precise manner what Magnetisers had advanced. It is easy to perceive that Magnetisers, by putting themselves in harmony with Magnetical Somnambules, do nothing else but procure themselves that intimate analogy, of which instances are to be found in natural Somnambulism, and into the principle of which they have neglected to enquire.

As to the faculty the Magnetisers pretend to be endowed with, to direct the Somnambule's motions, by making him go from the right to the left, forwards and backwards, in a direct and circular line, after the manner of a loadstone, in the presence of the Carupeas, that faculty is a necessary consequence of what has been said before; and after having admitted and acknowledged the power "of making a Somnambule speak against his will, and declare those very things he has a material interest to conceal," ought not have any great objection to admit the faculty of directing his motions. An instance quoted by Kaaou Boerhaave, will afford an idea of the astonishing subjection which a man is liable to with regard to another person with whom he is in affinity. That author speaks of a man who had the whim quickly to enter in affinity with all those whom he approached. After a few moments, his body acquired a sympathetical flexibility which forced him to imitate, with precision and rapidity, all the motions he perceived in the person he had fixed upon, as, "to move his eyes, lips, hands, arms, feet, to cover or uncover his head, walk" and all this despite himself, and through the influence of a superior force, which prompted his sympathetical organs to act with those of others. It was an amusement to hold his hands in the presence of anyone who happened to make gestures, and then he was extremely agitated, continually struggling and endeavoring to set himself at liberty. If any kind of sensation was required of him, he was in those moments constrained, that in consequence of that odd kind of organization, he was obliged to go in the street with his eyes closely shut, and that he was a very troublesome member of society.

The example of such a sympathetical sensibility may serve to diminish the improbability, of the relation which Animal Magnetism seems to establish



between the patient and the Magnetiser; and it is on that account that Kaau Boerhaave certifies, that a man can, by the means of such an affinity well established, become "a god for another man," by making him subservient to his will and pleasure. Sic homo homini Deus est. We read in the work of the Marquis de Puységur, entitled, "Memorials to serve for establishing Animal Magnetism," many observations of that nature, concerning the patients he had put in a state of Somnambulism. The very first person, whom, to his great astonishment he put in that state, was in such perfect affinity with him, that he exactly followed all his motions, and loudly repeated every air which the Marquis internally sang. That singularity which at first appeared incredible, acquires (notwithstanding the high character of the author) a new degree of authority from the above related examples, and the testimony of the authors, who have spoken of that kind of sympathetical influence. The proceedings made use of by Magnetisers find likewise their analogy and authority in natural Somnambulism.

We read in the work of the Marquis de Puységur, that he made, at his pleasure, a patient change his conversation, by deterring him from sad objects, and presenting him with some of a more consoling nature. "When I thought," says the author, that his thoughts "ought to affect him in a disagreeable manner, I stopped him, and tried to inspire him with agreeable ones, which I easily did, and then saw him perfectly pleased, and imagining that he either aimed at some prize, or danced at an entertainment. I united those thoughts in him, and by that means forced him to move himself in his chair, as in imitation of dancing." Those phenomena have been suspected, though they are fully confirmed by the Encyclopedia in the article of Somnambule. The author of that article, relating a number of wonderful facts in the Somnambule mentioned, continues thus: "The same Somnambule has furnished us with a great number of extraordinary facts: but those which I have related are sufficient to my purpose. I shall therefore only add, that whenever I had a mind to make him change his discourse, leave off sad and disagreeable subjects, it was sufficient to pass a pen over his lip, and immediately he discussed quite different question." That conformity betwixt both recitals, serves to confirm the one by the other; and if, after that double testimony, any one is authorized to persevere in his surprise, he is still more so to persevere in his suspicions. To conclude, the last proof of resemblance between the two kinds of Somnambules is, that of waking: they both entirely forget whatever they have either done or said during their sleep. I could, by extending such discussion, account for the communication of thoughts, without the assistance of either voice or signs, it being easy to shew that this singularity is not more difficult to be understood than the other; that it has been suspected by ancient physiologists; and even mentioned in modern works of celebrated physicians; but I think it useless

to expatiate any further on a phenomenon with which the different minds are not as yet grown familiar enough.

My object is, by no means, to write a complete work wherein the subject of Magnetical Somnambulism should be fully discussed. I only meant to elucidate some ideas, and to encourage judicious persons to investigate the matter, excite their reflections, and provoke in them a philosophical doubt, and lastly, to encourage them to contribute, by investigation and observations, to resolve a problem no less interesting to mankind than conducive to the improvement of Sciences. In my next I shall give an Essay on the Theory of Somnambulism.

### Questions and tasks

1. Do you like the general manner of narration presented in the text?
2. How does the author achieve an impression of the friendly manner of narration?
3. What is the purpose of the text?
4. Describe the targeted audience of the text.
5. Is the author a professional medical expert? Justify your answer.
6. Which of the author's recommendations seem to be unreliable and doubtful?
7. Do you find the information provided in the text useful?
8. Which information provided in the text is old and obsolete?
9. Which problems described in the text are treated differently nowadays?
10. Which ideas expressed in the text are scientifically proven today?
11. Which recommendations remain the same today?
12. Comment on the style of the text.
13. Are there any emotional expressions in the text, i.e. metaphors, epithets, idioms?
14. If you were asked to express your ideas of the text in a metaphorical way, which metaphor would it be?
15. Which textual features in the text of the 18th century are still relevant today?
16. Which ideas seem to be strange and funny today?

**Rewrite the text describing the same subject. Use the material provided in the text for your own inspiration and the source of quotations.**

## **Section 5. Outlining Discussion and Results**

Many scholars consider results and discussion sections to be the climax of the paper. Frequently these sections contain a lot of scientific information and may be considered to be the most relevant from the point of view of scientific value. The results section must contain essential results and statistical data. Be ready to show all the necessary facts, provide your data in table format and graphs. Of much importance are the interpretations and assumptions which accompany this part. This section concentrates on the main outputs of your research. The limitations of your research are also significant and cannot be missed out. It is advisable to discuss the shortcomings of your investigation. Usually the results of the study should confirm the research goal. What is needed here is the clarification and substitution of major concepts. Another important direction is the way to show the implementations of the research results. The results section also concentrates on chief trends and indicators which may determine the development of the industry under discussion in the future [1].

The results and discussion section of your research paper should include the following:

- Research outcomes
- Speculations

### **Research results**

The major research results are as follows \_\_\_  
The results demonstrate that \_\_\_  
The results are suggestive of the fact that \_\_\_  
Major calculations show that \_\_\_  
The outcomes are centered around \_\_\_ they imply that \_\_\_  
What is needed for the understanding of the results is \_\_\_  
The study showed that the main findings point at \_\_\_  
The finding about \_\_\_ seems to be interesting and promising.

The findings proved the hypothesis that \_\_  
The finding proves that the information about \_\_ is not enough.  
Interestingly, but the idea of \_\_ is not reflected in our findings.  
The actual outcomes prove that \_\_  
The implications of these findings are discussed in \_\_  
The outcomes testify to two implications. First, \_\_. Second, \_\_  
The main idea of the results analysis boils down to the following \_\_  
The description of the results indicates that \_\_  
The contrasting of the outcomes indicates that \_\_  
The outcomes demonstrate a huge imbalance in the sphere of \_\_  
The results describe a relatively new sphere of life.  
The investigation showed that \_\_  
The experiment has demonstrated a lot of convincing outcomes \_\_  
The outcomes are relative and not convincing.  
From the outcomes, we may assume that \_\_  
It is critical to analyze the research results from several perspectives.  
Our outcomes testify to the fact that \_\_

## Speculations

Many scientists believe that \_\_  
Scientists understand that \_\_  
What is of much importance is \_\_  
What remains still uncertain is \_\_  
The result of this process may be improved by \_\_  
There is a strong dependency between \_\_  
Much of the ideas expressed may be accounted by \_\_  
There is not much understanding between the participants of the process  
but \_\_  
What is meant here is \_\_  
We may assume that \_\_  
It is not clear whether \_\_  
The results of the research are conducive to our understanding that \_\_  
What seems to be important is \_\_  
This vision is further supported by the idea that \_\_  
What is critical to our understanding is \_\_  
From now on we may understand that \_\_  
The study rests upon the following assumptions \_\_  
From this research it is obvious that \_\_

The focal point of the research stems from the analysis of \_\_  
 Consequently, we have to understand that \_\_  
 This idea emerges from the output which is of much importance \_\_  
 The data is suggestive enough to show that \_\_  
 The major essence of this finding boils down to the fact that \_\_  
 What can be assumed from the figures is \_\_  
 We must bear in mind that \_\_

## Rewrite the following report of results and discussion section [5] to make them more stylistically relevant

Basically, if we take a more precise look at definitions of “frontier,” we will see that diachronically the concept of “frontier” is deeply culturally bound, and that understanding this concept offers quite a number of practical outcomes. With the help of the BabelNet encyclopaedia [13] we have obtained the most relevant aspects of this concept in German, which can be visualized in the form of the following taxonomy. We observe a technologically bound perception of frontier as a key term in thermodynamics and the mathematical field of topology.

Grenze, Abgrenzung, Gemarkung – 3843 connections	Eine Grenze ist der Rand eines Raumes und damit ein Trennwert, eine Trennlinie oder eine Trennfläche [A border is the edge of a room and therefore a release value, a separation line or separation surface]
Grenzland, Grenze – 375 connections	Grenzland ist ein Überbegriff für mehrere Arten von Grenzbereichen zwischen menschlichen Gesellschaften [Borderland is an umbrella term for several types of boundaries between human societies]
Thermodynamisches System, Natur, System, Grenze – 331 connections	Ein thermodynamisches System ist ein räumlich eingegrenzt betrachtetes physikalisches System, für das eine Energiebilanz – beim offenen System zusammen mit einer Stoffbilanz – erstellt werden kann [A thermodynamic spatially limited system. One physical system for which an energy balance – the open system with a mass balance – can be created]
Rand (Topologie), Grenze – 175 connections	Im mathematischen Teilgebiet der Topologie ist der Begriff Rand eine Abstraktion der anschaulichen Vorstellung einer Begrenzung eines Bereiches [In the mathematical field of topology, the term border is an abstraction of the philosophical notion of a boundary of an area]

Limes (Kategorien- theorie), Grenze – 103 connections	In der Algebra oder allgemeiner der Kategorientheorie ist der projektive Limes eine Konstruktion, mit der man verschiedene in gewisser Weise zusammengehörende Strukturen verbinden kann [In algebra, or more generally, the category theory of projective limit is of a design in which one can combine in some way different structures which belong together]
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Table 1. BabelNet search results of the request form *Grenze* [13]

The collected data vividly highlights German nation as a culture of practical activities, very efficient in the field of special descriptions. We draw the inference that the concept of frontier for Germans is devoid of any emotional attachment, probably due to the fact of changing transitional nature of German borderlines within the historic development of the country. The concept of “great Germany” is achieved here from a practical angle, exhibiting Germany as a nation of great achievements in the world of mechanics and topology.

The analysis of the Russian word *granitsa*/frontier also testifies to the fact that in Russian this linguistic unit is not culturally specific. On top of that, Russian BabelNet results refer users to the French concept with the transliterated French word *frontière/frontyr*, which was later developed in the North American idea of the frontier of the Wild West.

The state border – 3843 connections	The state border-line and passing along this line – the vertical plane defined by the limits of the state of the country, that is the spatial limit of the country
Frontier, the outskirts – 375 connections	Frontier in American history – the zone of the Wild West, located in what is now North Dakota, South Dakota, Montana, Wyoming, Colorado, Kansas, Nebraska and Texas
Limit – 320 connections	Limit – one of the basic concepts of mathematical analysis
The boundary (topology) – 175 connections	The boundary of A – the set of all points located arbitrarily close to both points in the set A, and to points outside of A

Table 2. BabelNet search results of the request form *granitsa* [13]

The above taxonomy of Russian representations of frontier directly fits into the cumulative understanding of Russian culture. On the one hand, these representations exhibit imperial inclinations, limiting the lands and territories

which directly relate to the concept of “great Russia.” On the other hand, we perceive Russia as a receiving culture, attentive to scientific developments and other cultures’ stereotypes.

The analysis of the “frontier” concept in English testifies to the fact that its main representations here are connected with the concept of the “Wild West frontier,” deeply rooted in North American history.

Frontier – 1661 connections	The western United States during its frontier period
Frontier – 375 connections	A wilderness at the edge of a settled area of a country
Frontier – 175 connections	In topology and mathematics in general, the boundary of a subset S of a topological space X is the set of points which can be approached both from S and from outside of S
Frontier – 130 connections	Frontier is a French horror film written and directed by Xavier Gens and starring Estelle Lefébure, Samuel Le Bihan and Aurélien Wiik
Frontier – 86 connections	Frontier Communications Corporation is a telephone company in the United States, mainly serving rural areas and smaller communities
Frontier – 59 connections	Frontier is an American Western anthology series that aired on NBC from September 1955 to September 1956
Frontier – 56 connections	The American hybrid cultivar <i>Ulmus Frontier</i> is a United States National Arboretum introduction derived from a crossing of the European smooth-leafed or narrow-leafed Elm <i>Ulmus</i> ; minor subsp.
Frontier – 35 connections	Frontier was a British thoroughbred racehorse who won the Dewhurst Plate as a two-year-old and the Ascot Derby as a three-year-old
Frontier – 30 connections	Frontier is a small village in the rural municipality of Frontier No. 19, Saskatchewan, Canada
Frontier – 25 connections	Aerograd is a 1935 Soviet film by Ukrainian director Alexander Dovzhenko, a co-production between Mosfilm and VUFKU connections
Frontier – 11 connections	Frontier is a restaurant in West Town, Chicago, Illinois, United States

Table 3. BabelNet search results of the request form *frontier* [13]

Analysis of this taxonomy confirms that the Anglo-Saxon perception of frontier is culturally bound and finds its manifestations not only in the geographical and scientific domains, but also in the names of new plants, villages, and restaurants.

## Discussion

Social and philosophical perceptions of the frontier myth are universally associated with the name of Frederick Jackson Turner, an American historian who declared the formative function of the frontier in the process of the development of American democracy. “American democracy was born of no theorist’s dream; it was not carried in the Susan Constant of Virginia, nor in the Mayflower Plymouth. It came out of the American forest and it gained new strength each time it touched a new frontier”. The American frontier myth is skilfully actualized in a number of present-day studies. Z. H. Carney and M. E. Stuckey observed that many modern politicians, “use the frontier myth and the rhetoric of the Indian Wars as a heuristic for analysing four racial valences in presidential rhetoric on the War on Terror. First, the naming of the enemy in both instances racializes and conflates identities, amplifying a potential threat and justifying a similarly amplified reaction. Second, the war zone is characterized by shifting borders and alliances, suggesting a racialized political hierarchy in which the United States wars against non-white tribal leaders. Third, presidents distinguish between savagery and civilization in war practices such that technology, specifically contrasted to trickery, is a marker of whiteness. Fourth, in both wars, the disciplining of non-white bodies is justified as the means to spreading and preserving democracy” [14].

K. L. Gibson and A. L. Heyse analyse a chapter from Sarah Palin’s best-selling book *America by Heart: Reflections on Family, Faith, and Flag*, “We argue that Sarah Palin draws upon the mythology of the American frontier in ‘The Rise of the Mama Grizzlies’ in order to legitimate a conservative feminism. Our analysis demonstrates how Palin appropriates the history of the women’s rights movement and the symbols and language of feminism to position her audience of contemporary conservative women as the rightful heirs of distinctly American frontier feminism” [15].

These examples prove the idea that “frontiers” exist spiritually in spaces which cannot be described geographical terms. We analyse the European frontier myth through the prism of the Black Forest region – Schwarzwald. The Romans called this region “Marciana Silva” when it was under their control, which it was until the fourth century AD. Our choice of this region, rather than the borders of modern Germany, let alone the European Union’s borders, is justified by a rich stratum of folklore devoted to this region in the European cultural background.



Schwarzwald is a forested mountain region about 200 km long and 60 km wide, located in the state of Baden-Württemberg, south-western Germany. Because of its unique beauty and exquisite geographical position this region has for centuries been at the heart of the European mythological consciousness. Numerous stories about forest gods and goddesses relate to this place, which is also famous for its watch production and mineral spring resorts. The region is rich in folklore and is often introduced as an imaginary line between the actual world and the world of forest spirits. It is therefore productive in terms of understanding European socio-cultural acquisition to study this place in depth.

And what about the Russian frontier myth? Is there any special region which may correlate with the American Wild West frontier's generative power? The answer is not Ukraine, despite the above-described etymology of this term, which uses the "frontier" stem. The Russian frontier, the heart of Russian industry and economics, is located within the region of the Ural Mountains. The boundary between Europe and Asia runs along the eastern side of the Ural Mountains. It was in this area, specifically in the Nizhny Tagil Mining Plant, that in August 1834 the first steam engine of the Russian Empire whistled. This signal announced the beginning of a new era of rail transport in the mining and metallurgical industries. Within half a century, this region supplied the whole country with world-class metal. The equipment to produce the metal was bought from the best factories of that time. This period of spectacular growth of metal production is still remembered in the Urals and commemorated in a public display of metallurgical equipment in Yekaterinburg, the capital of the Ural region.

From 1745 to 1917, 704.2 tons of gold were mined in the Urals, including 559.2 tons from the gold fields. In the Soviet period gold output amounted to a total of 1,200 tons. Strikingly, unlike in North America, Australia or Africa, the gold fields in the Urals were not well developed before their commercial exploitation. On the contrary, first came the gold and later, in 1814, fully fledged gold fields were initiated to exploit the Beryozovsk deposits.

In 1924, the Soviet academic A. N. Zavaritsky observed that "the most remarkable peculiarity of the Ural metal deposits is the platinum deposits. These are the largest concentrations of the rare-earth element [and] very significant for our cultural progress".

One of the biggest myths of the Ural region relates to malachite and the name of P. P. Bazhov. In his fairy tale *Malakhitovaya shkatulka*, this famous Soviet writer expressed the beauty of the Ural region through a thrilling series of tales describing the mysterious goddess of the Ural Mountains. Ural malachite has gained international renown as a mineral of rare beauty. The world's leading museums, including the Hermitage and the Louvres, contain marvellous collections of cut pieces of Ural malachite.

## Section 6. Composing Conclusions

A research conclusion is a well-grounded final part of the paper which answers several questions. Is there anything else which could be done in reference to the main research points? What other directions could be taken after the research is finished? Are you sure that other research questions should not be discussed in this paper? The final part of your paper should produce a positive impression. Be ready to offer an all-rounded overview of key points. A typical conclusion may include three points which must be the main focal aspects of the whole research. Try not to add any additional arguments to the points presented in conclusion. Specify the chances of practical approbation of the research results and key competences described in the research paper. Elaborate on future targets and power zones. Dwell upon the prospects of the entire industry developed in the study.

The conclusion section of your research paper should include the following:

- Overall conclusion
- Further investigation

### Overall conclusion

As far as the conclusion is concerned \_\_\_

What is needed here is to conclude that \_\_\_

Our major conclusion is \_\_\_

We arrive at the conclusion that \_\_\_

The conclusions of the research may be interpreted as \_\_\_

The discovery may be interpreted as a prerequisite for \_\_\_

The conclusion which emerges from this assumption is \_\_\_

Of primary importance is the fact that \_\_\_

In conclusion, this paper demonstrated that \_\_\_

We must understand here that the conclusion is interesting and promising.

In conclusion, we may arguably assume that \_\_\_

What is needed here is a conclusion about \_\_\_  
There are several implications here which are as follows \_\_\_  
Regarding the conclusions, we must assume that \_\_\_  
This conclusion may be far-reaching and promising.  
The outcomes show that \_\_\_  
The conclusion is of interest for the entire discipline.  
If you want to move further with the presented assumptions, you must go  
in the direction \_\_\_  
The proposed hypothesis was proven by the fact that \_\_\_  
The conclusion sounds convincing enough because \_\_\_  
The conclusions clearly demonstrate that \_\_\_  
The conclusions are critical for \_\_\_  
To sum up major points again, we must stress that \_\_\_  
The major vision here is \_\_\_  
Although with some limitations, our study shows that \_\_\_  
Interestingly, however, it is advisable to point out the conclusion that \_\_\_  
It turned out to be that \_\_\_  
This research is the first one in the sphere of \_\_\_  
What we find important is \_\_\_  
The main idea here is that \_\_\_  
To sum up it is critical to say that \_\_\_  
Theoretically speaking, our assumptions are relevant for \_\_\_  
Practically speaking, our ideas are of vital importance for \_\_\_  
The theoretical assumptions of our study are of much importance for \_\_\_  
Our study falls in line with \_\_\_  
Provided information proves that \_\_\_  
What is required here is \_\_\_  
We have demonstrated that \_\_\_  
Our research is critical for the development of \_\_\_

### **Future investigation**

Of much potential is the future research on \_\_\_  
It is promising to further describe the issue of \_\_\_  
Future investigations must lie within the domain of \_\_\_  
The key aspect of future research is \_\_\_  
It is important to describe the ideas of \_\_\_ in future.  
What is needed is \_\_\_  
We need to describe in future the following aspects.  
It is critical to describe in future that \_\_\_

It is important to highlight \_\_\_ in future.  
Of critical importance in future is \_\_\_  
We need to highlight in future \_\_\_  
Regarding future investigations, it is critical to \_\_\_  
As far as future descriptions are concerned, are \_\_\_  
It is interesting to describe in future \_\_\_  
The biggest challenge for future description is \_\_\_  
The focal point of future research must be centered around \_\_\_  
What strikes as unusual is \_\_\_ which must be described in future.  
Interestingly, future descriptions must be centered around \_\_\_  
The main idea is \_\_\_ which must be discussed in future.  
Here it is necessary to conclude that \_\_\_ which may be of much importance in future.

**Rewrite the following conclusions [5] to make them more stylistically relevant**

### **Conclusions**

This study has been limited to small-scale cross-cultural analysis. We find it fruitful and important to consider a bigger set of nations with their visions of frontiers. The discussion of frontiers is of vital importance even in the age of globalism, as territorial limitations have always been deeply rooted in human psyche.

This paper confirms our proposition that geographical edges do not coincide with the spiritual frontiers which form the building blocks of a nation. There are several questions which arise from the issues discussed in this study: the power balance between frontiers and the capital; differing concepts of frontiers in the varied and diverse cultures found on the planet; and the roles of leaders in final decision making. Leaders need to be more concentrated on local traditions, people and the best way of delivering the message of the present, adjusting it with the conditions, inherited from the past. Successful communication enriches the poor, heals the wounded, nourishes the starved and rejuvenates the injured. The theoretical and practical outcomes of this research lie within the domain of socio-cultural acquisition in German, Russian and North American nations.

# Practice Section

## 1. Put 10 questions to the following text [16]

“Russian Makes Me Cry Sometimes” (A Student from Brazil)

Russian universities – members of the Global Universities Association have become active players on the international education market [17]. Although there is an onward trend of attracting students for English-medium study programs, international students are still more likely to study in Russian, which is a non-easy task for them. Let’s face it: Russian is a difficult language. Even for students with advanced speaking skills, writing in Russian might pose a problem. Universities, affected by the trend of going online, introduce more and more computer-based tests. Even if an answer is right, a spelling mistake might ruin the chances to get a high mark. Besides, even for students in English-medium programs, Russian remains the main instrument in administering their daily needs. In 2016, Ural Federal University conducted an internal survey of international students’ needs and difficulties during their first year of study. The survey showed that students lack Russian skills when interacting with their surroundings.

### Emergency Team on the Way Toward a Solution

The results of the survey, augmented by repeated complaints of international students and their professors about the low level of Russian proficiency, urged the international office of UrFU to brainstorm the issue. The main input came from a team comprising of the student council representatives, members of the international students support office, and administrative staff of what is known as “podfak” [the Preparatory Department]. These groups of people have a positive record of working together. In 2015, they proposed a system of international students support for UrFU. This system includes Buddy Program meant for streamlining international students arrival and paperwork procedures within UrFU, as well as cooperating with foreign students’ ethnic communities to support them throughout their stay. Students from these projects create strong bonds with their charges and provide a constant flow of international students’ feedback on their experience. After several attempts, the team agreed that the solution should be based on the following principles: 1) feasibility: minimal costs involved and no additional positions opened;

2) novelty: traditional practices, such as offering additional training by Russian teachers, are obviously insufficient; 3) practicality of the proposed 'remedy' and its preventive character; 4) steerability: the learning process and its results should be driven by the students.

### The Principle of Scaffolding

As research shows, upon arrival, international students often experience acculturative stress and feel estranged from host university environment [18]. They might have difficulties adjusting to the university environment and might feel unable to find ways-out through a natural process of communicating with external world. A way to reach out to them is to involve them into interaction. Traditional fee-based courses of Russian seem to be too formal for the first step. A less formal self-help group where all participants have equal rights to decide when to meet and what to do is more appropriate. So, a first step towards involving students into communication was a student club of foreign languages. In this club some students volunteer to teach, they inform others about their wish via social networks and gather on a more or less regular basis. Classes vary in number of participants and last from two weeks to a semester. It may seem that regulation obscurity is a draw-back. On the other hand, it is its strong point since in an informal gathering students choose content, methodology and frequency of training for themselves. This is a first step for a student to identify the need of improving his or her language proficiency.

Experience shows that the club of foreign languages is frequented by students looking for new ways of acquiring language skills. Such practices go under the general umbrella-term of 'edutainment.' Having fun, student club of foreign languages creates the necessary environment for communicating in Russian and incentivises it. When students who have volunteered to teach at this club complain about their lack of pedagogical skills, it is important to provide them with professional support. Teachers of foreign language train these students in language didactics on a voluntary basis if the latter are willing to. Teaching staff from the exam center of Russian as a Foreign Language give advice on exams preparation methods. The next initiative to scaffold the Russian skills of international students is to establish an offline and online Russian corner. The existing library of "podfak" is to be transformed into a resource center with a set of teaching and testing materials for language levels from A1 to B2. These resources are to be made available online. A teacher will supervise this center by individually mentoring students in how to proceed with materials for self-study. An important requirement for such person is to be able to advise visitors on personalising the learning process based on their individual learning styles and other parameters.

The idea of the student club has been implemented, and the feedback is positive. The number of participants is growing steadily. However, it is by far not enough. The current challenge for the team which came up with the scaffolding solution is to create an atmosphere of excelling in Russian by supporting student initiatives in Russian language contests. Here, again, the main idea is that students should exercise control over their learning process. The team that is responsible for the proposed solutions will monitor and evaluate the results and suggest changes and improvements. Russian language should cease to be a reason to cry!

## **2. Design an abstract to the article discussing the same problematic field as in the presented text [19]**

### **1. Introduction**

Internationalisation has been a priority for universities around the world over recent decades and one of the most significant drivers of change that modern universities are facing. Key analyses of internationalisation in higher education discuss different features. Academic internationalisation involves aspects such as student mobility – participation in international exchange programmes; study opportunities for foreign students – provision of courses in English specifically designed for and delivered to international students; academic mobility – staff giving lectures and speaking at conferences abroad; publication of research papers in international journals; applying for, qualifying for and obtaining grants; and organising international conferences.

This implies that there should be no language barrier restricting international academic activity and the global lingua franca of the academic world is English. Teaching English to all students is therefore essential for any university which aims to internationalise. Student mobility, conference participation and international recognition of research are all integrally connected with English language proficiency.

Success in developing academic internationalisation depends on close cooperation between the participants: managers and teaching staff must be managed within the resources available to the university. The global indicators associated with internationalisation mentioned in the Universities' Road maps (strategic university development plans, designed by Russian universities for their own context) aimed at enhancing university competitiveness on the world educational market include: the percentage of academics with sufficient command of English, which will allow the academics to lecture and to write articles in English; the ratio of published articles (recorded on the Web of Science and Scopus) to academic staff; the percentage of articles published

in cooperation with foreign authors; and the percentage of foreign students enrolled in the university.

Most Russian federal universities have been given a clear mandate to position themselves within 100 of the Quacquarelli Symonds World University Rankings (QS WUR) by 2020, which presents a considerable challenge. QS WUR is a global research and rating of world universities based on the study by a British Consulting company Quacquarelli Symonds. Russian universities had to think about their students' English language proficiency not only in terms of complying with Federal State Educational Standards, but also with the international expectations of the English language proficiency of different universities abroad. Having analysed the language requirements of the first 100 QS universities, it would be correct to say that the lowest IELTS score is from 6.0 to 6.5. IELTS is a high-stakes English test for study, migration and work, where the scoring system ranges from 1 to 9, the latter being the highest score meaning a fully operation command of the language. This suggests that Russian universities offering courses for international students should set similar expectations.

There have been little or no studies investigating the status of English language proficiency among bachelor degree students in relation to international standards such as the Common European Framework of Reference for Languages (CEFR) in the Russian higher education context. This fact leaves us unable to relate the situation in one university to the wider context of English language teaching. Indirect evidence of a very low level of English of university alumni comes from a study on how employers evaluate their job applicants which reported that "a recent survey by Kelly Services 110 of 6500 graduate job applicants from across Russia, mostly young white-collar workers from big cities (population of one million and more), revealed that the majority of candidates at all levels were rated as having poor or no proficiency in English. This finding confirms the impression that exit levels are currently low for a number of reasons, one of which may be that there is no valid, reliable exit test calibrated to an international scale". The Federal State Educational Standards (2012–2013), among other stipulations, require bachelor degree graduates to be able to communicate freely in the academic environment, to be able to participate in international conferences and to be prepared for international exchanges. These activities are all premised on students being able to communicate in a foreign language (preferably English). Having studied the context of Russian Universities, the researchers suggested that a CEFR Level of B2 would be an appropriate target for students at Russian universities. According to Cambridge English, the agency responsible for the content of IELTS, scores of 6.0 and 6.5 on IELTS both fall within the B2 range.



## 2. Context

Ural Federal University (UrFU), situated on the border between Europe and Asia, is one of the largest universities in Russia with approximately 28,000 students and 2500 academic staff. The university has set a goal of entering the Top-100 in the QS World University Rankings (QS WUR) by 2020. This means that the university has to comply not only with national standards but also with the requirements of QS WUR, and the English language (EL) proficiency of its students and faculty has been given high priority. To evaluate the average English language proficiency level among bachelor degree students in UrFU, the administration made a decision to attract an external authoritative body in the sphere of English language proficiency testing, Cambridge English Language Assessment, who conducted an in-depth study: testing about 1000 bachelor degree students, 100 English language teachers, doing classroom observation, talking to University decision-makers. The results of this study were presented in the Needs analysis report which was specific and context based. The findings relevant to this article are presented below.

Students only learnt English for the first two years of their four-year programme. This meant that they study English in class for a maximum of 216 hours, spread over two years of study. The report concluded that this was insufficient as most of the students were hardly able to read in English: “At first glance, UrFU’s stipulation of 216 hours of study, supported by 216 hours of contact time, does seem broadly in line with UrFU’s stated aim of all UrFU undergraduates obtaining a B1 level of language proficiency. However, the CEFR guidelines assume motivated adult learners and discussions with focus groups of teachers suggested that a significant number of students have little or no motivation to study English, seeing it as unnecessary for their future academic or professional success”.

The conclusions drawn by the experts aligned with the research into English language teaching previously conducted in Russia. An extensive study supported by the British Council was published in 2002, which collected data from more than 100 higher education institutions in Russia with about 5682 respondents. Data were collected from surveys as well as lesson observations. The results relevant to our study are the following: 1) professional training of teachers was mainly formal and due to lack of financial and time resources was based on internal departmental seminars, which focused on language development, methodology, using a computer, etc., with teachers stating that they follow the Russian educational standards only; 2) error correction in the classroom was on spot in 71 % of cases; 3) teacher-centred approach was the main one in the classroom with the teacher – students interaction mode in 44 % of cases and student – student interaction mode in only 8 % of cases.

As Ural Federal University initiated the benchmarking into its own situation to see if there is any difference between the situation in Russian universities in general and its own, the university officials were ready to start a professional development programme to enhance English language teaching situation in their own context. The report helped to plan the implementation stages with launching a multi-layered teacher professional development stages: 1) sending twelve teachers to Cambridge English Language Assessment for a two-week professional development course, 2) conducting an in-house teacher training course for those who did not go abroad, 3) running preparation courses for a Teaching Knowledge Test, 4) getting authorization for a CELTA course in UrFU and 5) training own EL teachers in CELTA. All of these were supported and financed by UrFU.

### 3. Theoretical background to change

#### 3.1. Evaluating professional development

There is a lot of literature on professional development, both pre-service and in-service. The need for professional development in general is discussed in quite a range of books and articles, for example, provide a survey of current approaches to professional development (PD) for language teachers, who seek opportunities for in-service teacher education. Day reported seven common ingredients of successful professional development, which are inspiration (sharing vision), expositions, discussions, opportunities for cross reference of standards, training in new skills, opportunities to experiment, and coaching. Another authoritative expert in English language teaching (ELT) Harmer in his book addressed to English language (EL) teachers describes in detail possible options for professional development: self-reflection, keeping teaching journals, reading professional literature, joining English as a foreign language (EFL) teaching forums, doing research, developing with colleagues, etc. These are valuable guidelines for self-developing teachers; however, this does not reflect the specific problems that UrFU faced according to the report. Çelik *et al.* speak of a context similar to Russian: a lot of students fail to achieve a satisfactory level of English due to insufficient professional knowledge of EFL teachers, the authors stress the need for PD on a regular basis. In Russia EFL teachers often fail to develop professionally due to the lack of guidance and institutionalised system of PD, as well as qualitative pre-service teacher training programmes.

However, relatively little attention has been given to the evaluation of teachers' professional training and post-training performance in the classroom through the students' perception and surveys of teachers, which is the focus of our study. One study to have focused on this in a university setting employed

semi-structured interviews with all full-time lecturers, two department heads and course experience surveys from the EFL students at a large university in Vietnam by Wei. The researcher concluded that the combination of both summative (students' surveys) and formative (classroom observation) evaluation made the EFL teachers self-assessments less effective. This research shows that evaluating the effectiveness of language teaching and using classroom observation as a tool for professional development may not be enough; the researcher highlights the idea that the criteria for evaluation should be shared by all the research participants and expectations should be voiced out. For our study, this research is noteworthy due to several factors: first, it is done in a university, as there are not many studies in this area; second, it deals with EFL teaching performance, which is also relevant for our study. Nevertheless, our study is more focused and looks into the evaluation of very specific possible changes, defined in the Needs analysis report and problems which are typical of the Russian university context.

### 3.2. Student evaluation of teaching (SET)

The validity of SET has been extensively described in the literature. Originally SET was intended primarily for formative purposes; such evaluations came into use for faculty personnel decisions in the 1970s. Later, SET procedures have been included as a key mechanism in internal quality-assurance processes as a way of demonstrating an institution's performance in accounting and auditing practices. No studies or articles have been found that would focus specifically on one aspect of EFL teaching and evaluation of the outcomes of a teacher training programme. The focus of this research is to evaluate the impact of professional development and changes in the classroom practices through the opinion of participating teachers and "verifying" this through students' vision by asking them the same questions that the teachers were asked, thereby evaluating the effectiveness of teacher training.

### 3.3. Curriculum reform

Following the Needs analysis report, a number of steps were taken to improve and account for the quality of English language provision. A new curriculum with a more communicative focus has been developed and is currently being piloted in four (out of 17) UrFU Institutes: the Institutes of Natural Sciences; Political and Social Sciences; Radio Engineering and the Higher School of Economics and Management. The pilot programme involves 40 English language teachers and 1000 first year undergraduate students. Under the new curriculum students are streamed according to the results of a written English placement test administered on entry. Teachers then assess students'

speaking skills to fine-tune the initial placement. The amount of time dedicated to the study of English has been doubled from a total of just under 300 hours spread over two years to almost 600 hours spread over four years. Minimum exit targets have been set for each stream ranging from B1 for the lowest level (A1 or below at entry) to B2+ for the highest. Achievement will be verified through international examinations, linked to the CEFR. As well as providing widely recognized qualifications for students, these provide a basis for tracking any improvement in students' English language skills over time.

These innovations for a Russian university make new demands on teachers, radically changing what is expected of them in the classroom. Teacher training is seen to be essential for the success of the new curriculum and there has been a substantial investment in professional development. This is intended to foster a move away from grammar-translation pedagogy in teacher-centred classrooms towards communicative language teaching in a learner-centred environment. In advance of piloting, twelve teachers were sent to the UK to attend a two-week teacher training course and a TKT preparation course was established at the university. The TKT certificate was introduced as a minimum professional requirement for all EFL teachers at UrFU. All teachers involved in piloting have undergone initial training on assessing speaking and eight were certified as Cambridge English Speaking examiners.

Another strand in the reform effort has been an increased concern for accountability. External assessment (Cambridge English examinations) was used to establish both teachers' and learners' current level of English. The external tests being used in the pilot programme are Cambridge English: Key (A2), Preliminary (B1) and First (B2). These Cambridge English tests are used as diagnostic tools at the beginning of the year, as progress tests in the middle of the academic year and for final assessment at the end of each academic year.

This study concerns the impact of the curriculum reforms on the teaching and learning of English at UrFU focusing on the question of whether the reform is making a difference in terms of classroom practices in those areas revealed by the report and whether current classroom practices in the pilot programme are more in line with the intentions of the reform.

#### 4. Problems

At the outset of the project, a needs analysis was undertaken by external consultants involving lesson observations, teacher focus groups and discussion with the Heads of the faculties. This concluded that many students failed to attain the targeted B1 level of English by graduation and identified a number of challenges relating to the teaching and learning of English at the university that might hinder internationalisation efforts, especially

among non-linguistic students (NLS): those majoring in subjects other than languages. These challenges included limited motivation on the part of some students (raising doubts about whether they completed the mandated hours of self-study) and the lack of a coherent, standardized student experience. Not only did language curricula vary across departments, but individual teachers were also free to choose their own materials and might pay little attention to the formal programmes.

To develop the students' communicative competence, it was suggested that there would need to be some fundamental changes in the teachers' classroom practices. It was observed that teachers tended to focus instruction on the written language, using an outmoded grammar-translation methodology. Specific issues revealed by the classroom observations included the following:

- 1) in class, students were mainly listening to the teacher and not interacting with each other;
- 2) the ratio of teacher talk to student talk was very high;
- 3) students were seated apart from each other in rows facing the teacher, limiting opportunities for peer-to-peer interaction;
- 4) teachers tended to focus on the more active learners, overlooking the more reticent members of the class;
- 5) some teachers were more conscientious than others in setting self-study tasks while in some cases, learners had not completed the self-study tasks set;
- 6) in almost all lessons, teachers used overt on-the-spot or al correction techniques exclusively.

#### 4.1. Research design

The main research question that is the focus of this study is how have classroom practices changed after the two years of the reform introduced into the curriculum and professional development?

#### 4.2. Methods and materials

Building on the small-scale observational baseline study, there was a need to involve more teachers and to establish the generalizability of its findings. The use of focus groups was considered, but in the Russian cultural context, employees may avoid expressing their honest opinions to the administrative staff. Instead, the decision was taken to survey teachers by a questionnaire, providing a guarantee of anonymity. As a check on the validity of teacher responses, students were also included and asked to respond to the same questions. The aim was to make the survey user-friendly, brief and practical to encourage maximum participation, but also to make it as comprehensive as possible within these constraints.

Following the first year of piloting (two years after the start of the professional development programme) the questionnaires were distributed to teachers and students involved in the pilot. Both students and teachers were asked the same questions, but with wording reflecting their different perspectives.

The questionnaire was designed in close cooperation with the consultants from Cambridge English Language Assessment. The questions were chosen relating to classroom practices mentioned in their needs analysis report:

- 1) grouping students during the lessons — addressing the issues connected with student passivity; patterns of interaction and teacher talking time;
- 2) on-the-spot error correction — addressing the issue of teachers not delaying correction and focusing on accuracy;
- 3) homework practices — addressing the issues connected with the frequency of homework setting and completion;
- 4) use of Russian — addressing the issues of the Russian predominance in the classroom of EFL.

The student questionnaires were administered in class in a paper-based format. The teachers were invited to participate via email and their questionnaires were administered online, using Survey Monkey. All the questionnaires were anonymous to give respondents the freedom to express their point of view; however, the teachers were given the option of providing their email addresses to facilitate follow up interviews.

The innovation of our research into professional development impact on classroom practices is in its idea to measure the effectiveness. The decision was made to ask both the participating teachers and the main stakeholders of the learning process: the students, to evaluate the results of in-service teacher training. Most of the questionnaire items consisted of questions with Likert-scale response options (strongly agree, agree, not sure, disagree, strongly disagree). A limited number of open-ended questions were included to allow the respondents the opportunity to comment further. After the questionnaire was compiled it was trialled on a limited sample (30) of second-year students, after that some of the questions were modified to make them clearer and more comprehensible for students. Once finalized, the forms were distributed among the teachers of English and administered during regular classes by a different teacher. The results were entered into an Excel spreadsheet and later processed with SPSS Version 15 to find out the difference/correlation between the students' and the teachers' answers. Survey Monkey is computer software, which automatically performs statistical analysis of data and presents the results in a pie- or bar-chart format, which is quite helpful for the research purposes. SPSS 15 is a very widely used computer programme designed to aid the statistical analysis of data, particularly data collected in the course of research.

### 3. Outline the gist of the text and write an introduction to the article describing the same ideas as in the presented text [20]

#### **BRICS Education in 2030: Scenarios for the Development**

Building scenarios of BRICS educational strategy development, one has to proceed from the main principles this association relies upon, and these include Equality, Autonomy, Sustainability, and Pragmatic consensus. Equality implies that all BRICS countries share the same rights within the organization, Autonomy suggests that they choose to remain independent states and do not foresee to enter into any kind of supranational union; Sustainability articulates the intention of the BRICS countries to cooperate alongside the idea of sustainable development ensuring better future for their population, as well as non-participation in any initiatives that can endanger this principle. And, last but not least, Pragmatic consensus is the basic operating principle of the organization, and the main tool for decision-making, since BRICS countries are independent actors and pursue their national interests.

Defining themselves as countries of the Global South, BRICS subjects are individually focused on nurturing their educational and research systems to provide for the improved quality of human capital which will ultimately lead to economic prosperity of BRICS in general. With this goal being shared, collaboration in this realm appears necessary and mutually beneficial. This provision is supported by numerous declarations of BRICS ministers of education. Acknowledging that inter-BRICS educational ties, as well as research connections, need to be further enhanced and remain underdeveloped in many respects, in 2016, BRICS ministers of education signed the Deli declaration which stated the intention to establish the BRICS Network University. The countries agreed to collaborate in 6 priority areas: BRICS Studies, Computer Science and Information Security, Economics, Ecology and Climate Change, Water Resources and Pollution Treatment, and Energy by introducing joint MA and PhD study programs. The management principles of BRICS NU reflect those of the organization itself. All decisions are made on the consensual basis only. The university is governed by representatives appointed by respective ministries of education. All countries nominated some of the best national universities for participation in BRICS NU, forming the so-called international thematic groups.

The average level of GDP expenditures to finance research is 3 % in developed countries. BRICS, specifically, the fast-growing China, is soon to catch up with this trend. In 2000, China spent 1 % of national GDP for research, and in 2012, this indicator grew up to 1,7 %. By comparison, in Russia, this number

is about 1 % annual GDP. However, with the national priorities in research and R&D announced, an increase in spending is to be expected. The more BRICS economies will focus on producing high added-value goods and services, the larger the GDP percentage spent on R&D will be. However, considering the overtaking trend of R&D to be relocated to companies, the world research universities are now trying to become part of or create R&D parks around them.

All BRICS countries face similar challenges in the development of educational system. First and foremost, BRICS countries seek to improve the literacy rate among their population, hence educational reforms are primarily focused on schools. The conventional way here, much resonating with global trends, is increasing standardization of secondary education system with the imposition of national tests and literacy standards. Another important challenge for BRICS is the call for internationalization of higher education reflecting, on the one hand, the hunt for attracting best minds in the framework of the knowledge economy, and on the other, the means of preventing brain-drain. All BRICS are subjected to the fear of loosing most talented and skillful who are looking for better lives and working conditions in the developed economies. This is why, BRICS are trying to attract global nomads of today: international students. And it is for this sake, they carry on reforms of higher education with a view to establish world-class research universities.

Another slow-but-steady trend in BRICS is the state gradually withdrawing from its role of a primary funding source for education. This is accompanied by commercializing education and deteriorating the discourse of education as public good. This policy is greeted with heavy social discontents, mostly apparent in South Africa. Without consistent efforts to attract education funding from corporations and other possible third parties, the state opts for dramatic increase in student fees. Another important discussion point in BRICS countries is the multi-modality of education channels which comes from proliferation of alternative providers of educational contents, such as MOOCs and online education. Another point for criticism is that education systems in BRICS mostly fail to satisfy the fast-changing needs of labor market and labor force. Education providers are recurrently seen as unable to bring up talents and creativity, as well as soft skills required by employers.

Although the trends are more or less common for BRICS, the current state of things is state-specific. However, BRICS tertiary education is still mostly state-funded. Despite the fact that only several Chinese universities were able to enter top-100 of world universities rankings, the quality of higher education in BRICS is satisfactory, as expressed in students opinions. It provides universal knowledge, supports students with scholarships and accommodation. From the social perspective, inequality is rising because of the low access to tertiary



education, specifically in South Africa and restricted access to higher education through high entrance criteria in China. The state is still the main player on educational arena in BRICS, but meanwhile BRICS experiences the emergence of private educational organizations. For example, in tertiary education talented low-income students get support by charities and private funds. This diversification of service providers is beneficial for the quality of human capital because, first, people are free to choose their own educational tracks, and, second, it increases competition on educational market and leads to service quality improvements. The biggest concern in BRICS education is the quality of primary and secondary education which do not provide sufficient preparation to meet international requirements of tertiary education. However, in this respect, the BRICS collaboration seems rather unlikely and unproductive, because it is a sensitive issue heavily loaded with national interests, tied up with socialization and developing the sense of citizenship. Besides, secondary education is much less internationalized than the tertiary, so its national specifics are hardly comparability and, thus, the elaboration of common solutions remains limited.

Before sketching scenarios for BRICS cooperation in education until 2030, it is worth considering risks and challenges which may prevent or change its nature. The first and foremost question echoes the main skepticism towards BRICS: is BRICS functional? Is it a loose gathering of states, united by a mere wish to demonstrate political purification of power poles as opposed to unilateralism of the United States? When the term BRIC was coined by Jim O'Neill, former chairman of Goldman Sachs Asset Management, in 2001, predicting that the BRICS would overtake the six largest western economies by 2041, it was done for the sake of offering alternatives for investors disappointed in low economic growth of the US and Europe. Since then, Brazil and Russia went through a lot of economic and political turbulence, and China is now attracting the attention due to the lowering of its growth tempo. It is still not entirely clear what, apart from political will, unites BRICS structurally, politically and economically. What will happen to BRICS if and when this political will disappears. BRICS might be on the verge to start losing its momentum. Last changes in Brazilian leadership actualized these fears. Another significant barrier to collaboration is distance. Only some countries have common borders which makes academic mobility expensive. Some countries extensively support international mobility for students and researchers. However, the funds might become scarce because of economic slow-down.

The risks which are more education-specific are the possible withdrawal of the state from funding education. No politicians might have enough determination to undertake long-term reforms in education at the risk of becoming

unpopular, and the population might be unready and slow to start to support long-term educational reforms. Such threats as terrorism and pandemic diseases might lead to a more severe visa regime for students. There is a number of other risk factors, but one of the most important is low interest of students and researchers in BRICS countries to exchange and collaborate. Researchers are not and not too much politically-driven in their decisions, and they might be of opinion that the inter-BRICS academic cooperation does not sufficiently work for their academic reputation and reputation of their academic institutions. There should be a motive persuasive enough for researchers to change their traditional views and patterns of collaboration and to focus on connection with their BRICS colleagues. The disparities in development of education spheres in BRICS countries are already becoming visible, and this gap might widen until it makes some countries totally or mostly uninteresting for students and professors to explore.

The approach of building scenarios might be different. With BRICS, the sure fact is that there is a wish to collaborate in education, but it is hardly possible to measure its success or failure because the prior experience is almost non-existent. So, the starting point for elaborating scenarios for the future of BRICS educational space lies in the joint search for solutions in this field. What do we want for the BRICS education to be like? As developing countries with heavily under-financed education and high income gaps, we want our education to remain public, good, and we want the state to remain one of its stakeholders, as well. We welcome diversification of providers of education and we want our businesses to be involved in education and its funding. We want the New Development Bank to allocate funds for educational projects in BRICS. Surprisingly, we do not support the idea of building world class universities, because we believe that it will foster inequality in access to tertiary education. We want networking projects in BRICS and exchange of applied research, case studies, and practical solutions for BRICS societies and economies. We are keen on creating shared online platforms for lectures of best professors for all BRICS universities on a common BRICS Education online platform. This platform might be used for crowd-funding in teaching BRICS languages and English as lingua franca of education and research. We welcome initiatives which would allow us to learn more about BRICS societies and we welcome a joint BRICS effort in Global Studies and in BRICS Studies to address common issues affecting us all. We believe that BRICS students are a source of creativity and finding new ways of collaboration, so we support the idea of BRICS Students Union. Students volunteer programs (students teaching at high-schools, orphanages, kindergartens) might provide a relatively inexpensive source of improving the quality of education in BRICS. We urge

for a long-term reform and investment of primary and secondary education. To search for solutions we need to give the communities of practice the opportunity to exchange problems and look for ideas. The young generation should grow up aware of BRICS, so we need school exchanges and teachers mobility. A high-profile conference on BRICS education where a common BRICS agenda in education could be announced seems to be a good start for all these initiatives. The question of access to and accessibility of education should be central for this conference. We want free education for all!

The analysis of trends, risks, opportunities and wishes resulted in three scenarios for the future of BRICS education until 2030: the positive, the negative, and the realistic.

The positive scenario under the title ‘BOM’ (‘good’ in Portuguese and ‘excellent’ when pronounced in Chinese) suggests that the political situation in BRICS countries drives them to allocate higher priority to the BRICS cooperation. The state wants to stay in education which reduces the level of inequality in terms of access to education for population of limited means. The funds for education are still scarce so the BRICS states decide to share resources of best educational practices online. The knowledge of BRICS languages increases across BRICS, students volunteer projects grow in number. BRICS ministers of education decide to launch more research networking projects in BRICS, and there is special funding for it. Corporations will flow in as a source of additional funding for education, because the state would lower taxes for corporations co-funding education. Primary and secondary education become the hub of BRICS educational development, as early inclusion is key to establishing long-term close ties for collaboration in BRICS education, and also because there is a wish to exchange best practices on the bottom-up level. A major high-profile conference on BRICS education will be organized and held in order to elaborate a long-term collaboration plan for BRICS countries.

The negative scenario: MPE (‘bad’ in Sepedi – one of the languages of South Africa) is actualized if BRICS countries lose their momentum and their unity ceases to be the countries’ political priority. BRICS NU is not supported and vanishes. All research collaboration is not funded any more. Countries re-allocate funds for BRICS collaboration. Chinese economy lowers and drives crisis in other BRICS countries. The people in BRICS countries are less interested in pursuing BRICS connected education. There is no money for investing in education and reforming it. China is not interested in supporting In-BRICS educational projects and provides only lip-service to supporting initiatives in BRICS education. Without consensus, all BRICS initiatives stuck.

The realistic scenario – ‘Xianshi’ (‘realistic’ in Chinese) extrapolates the current state of affairs to the future. The governments are not putting

a lot of money to promote education in BRICS. No big changes happen, so the BRICS is still more of an acronym than a real thing. BRICS universities, except for some rare cases, remain invisible in the background of world class research universities. BRICS NU is still more of an idea than a reality. We need to broadly announce the BRICS Spring School 2030! Delegates must inform their universities about this initiative.

#### **4. Think of your own conclusions to the following text [21]. Specify the areas of further research**

##### **INTRODUCTION**

Russian universities participating in the Russian Academic Excellence Project (under the Ministry of Education and Science of the Russian Federation) put great effort into attracting foreign students. The infrastructure of the universities is, however, not yet ready to accommodate the needs of the growing numbers of students to their new surroundings. Although all international students face the challenges of cultural gap, some are more vulnerable and marginalized than others: 57 % of foreign students interviewed at Ural Federal University (UrFU) speak negatively of their Russian experience, and 65.7 % blame the university on their problems with language and context-specific adaptation. Furthermore, 17 % of the respondents wouldn't recommend it to their friends as "here it's as though students are forsaken" (Cameroonian student, age 22).

The traditional adaptation systems in Russian universities do not aim at providing tailor-made support, as they mainly accommodate the needs that can be openly expressed. In addition, many students have low to average proficiency in the Russian language and fail to express their concerns or find correct verbal expressions for their troubles or emotions. Despite the fact that the majority of the respondents chose UrFU for its uniqueness – "in six months here I have only met two other people from the UK, so it provides a much better environment for learning Russian than St. Petersburg or Moscow" (UK student, age 21) – still some feel uncomfortable and unable to continue studying.

To fill this gap, the teachers of Russian as a foreign language take the responsibility of creating a communication space that will give students from other cultures an opportunity to reflect upon their experience, recognize the source of discomfort and be in charge of managing their emotional states. The developed teaching method applies the potential of Russian traditional fairy tales, unconventional in teacher-learner interaction in Russian universities.

## THEORETICAL ASSUMPTIONS

Unlike Western linguists and psychologists, the Russian higher education traditionally pays little attention to the psychology of teaching foreign languages. The published theoretical works, based on the application of psychological approaches, for a variety of reasons have not been made use of in the Russian educational environment. The clash of differences and ineffective ‘personality constructs’, which international students bring to their new lives, lead to dissatisfaction, despair, and even deconstructive behavior. Insufficient knowledge of the Russian language and specifics of the mentality worsen the situation because these students are unable to convey their concerns to the instructors. In her research, A. Freud developed her father’s concept of defense mechanisms. This term applies to any conduct that addresses psychological discomfort, which may cause negativism and change interpersonal relations. In the introduced teaching method, the defense mechanisms, interpreted within the context of the individual’s writing, can provide explanation of the emotional state and offer an opportunity to initiate alternative teaching strategies.

This study proceeds from the assumption that a better acquisition of “the other” for a limited study period (the Russian academic year usually lasts ten months) is preconditioned by a non-traumatic environment, created for the purpose of addressing any event, perceived by people as alarming and threatening to their self-image. By activating the unconscious defense, a person regains psychological balance required to cope with real and imaginary difficulties. The international teaching methodology has applied effective techniques of reflective writing, facilitating the direct or tacit description of students’ emotional state. Sharing their feelings about life events or literary texts, students develop skills of critical analysis and have the opportunity to manifest their feelings with concurrent awareness of their own and other people’s experiences. Writing things down provides a natural context for the development of verbal literacy and also serves as a psychologically comfortable “conversation” between international students and an their native speaking instructor through opening new channels for troubling emotions and gaining perspective. Although some Russian educators regard the importance of writing as an essential part of foreign language teaching, the mainstream language teachers prefer to pursue the strategy of developing speaking communication skills in the class, as practicing writing is challenging and time-consuming. It’s worth noticing that sometimes international students are reluctant to communicate directly, owing to spoken language imperfection or national specifics of their country of origin: the habit of suppressing emotions in order to maintain “a harmonious situation” and “protect each other’s dignity”. This results in anxiety

and emotional discomfort from the inability to be heard, leading to further alienation and dissatisfaction with themselves and others.

Inspired by B. Ray's method of TPRS (Teaching Proficiency through Reading and Storytelling), we have devised a method of Fairy Tale Telling (FTT), which has been tailored to our foreign students' needs. Like TPRS, the FTT technique helps create a favorable learning atmosphere in the Russian language classroom by maintaining emotional exposure through dramatization of imaginary stories, whereby the individual writing of fairy tales triggers an emotional response to the troubling environment.

The effectiveness of fairy tale therapy in psychological counseling has gained a wide popularity. From psychological perspectives, fairy tales have traditionally been seen as a replacement activity that promotes awareness of new events through the prism of a person's return to oneself as a child, experiencing the laws of life and ways of social manifestations of constructive power. The leading principles of fairy tale therapy are personal awareness of one's abilities, opportunities, and value of one's life; understanding the cause and effect of events and actions; knowledge of the different styles of mentality; meaningful constructive interaction with the environment; inner feeling of strength and harmony. When students create their stories, they shift a critical state of mind or personal crisis onto imaginary characters, as if opening a safety valve. When teachers read students' metaphorical language, they grasp implicit signs of their state of mind and detect possible traces of a positive frame of reference. If the signals are mainly negative, teachers infer that some corrections to the training procedure and input should be made, with the focus on the students' new energies and creation of a new meaningful life.

## RESEARCH METHODOLOGY

In this study we proceed from the assumption that unvoiced emotions affect the general emotional state of a person and lead to dissatisfaction with oneself and social surroundings, which ultimately results in unproductive cultural adaptation and low academic progress. To corroborate the suggested hypothesis, we apply the concept of universal semantic primitives, allowing the interpretation of emotions in terms of various languages. This provides actualization of certain emotional components, prevalent in the text of the fairy tales written by our international students. Based on the principle of anthropocentrism of language, we apply a hermeneutical approach when analyzing the general emotional tone of the students' imaginary stories. To explain the defense mechanisms which are contextualized by the narrators and define a level of psychological adaptation to the new settings, we rely on the taxonomy of typical stress reactions. We believe that this

framework can help understand personality and, in our case, the international students' voice through the metaphorical verbalization of their emotions.

### Participants

The experiment included thirty-two international students from European, Asian and African countries. The students were enrolled in different Master's degree courses at UrFU, and it was their second year in Russia. As an essential part of the university curriculum, all international students have to take a Russian language course during their studies: lectures and tutorials are delivered in Russian and English. The Russian language competence of the students varied from low-intermediate to intermediate. This discrepancy was due to the fact that prior to the 2015–2016 academic year, they completed a one-year crash course in Russian at UrFU, and some studied Russian before coming to the host country. The experiment consisted of 19 female and 13 male students, aged 23–29.

### FTT Description

The application of fairy tales in our classes does not fit into the traditional understanding of the method. In our praxis, 'therapy' is a planned, systematic and organized process, broken into several stages and submitted to the logic of foreign students' adaptation to another learning environment. The first three stages lay the foundation for the individual's creative writing, with the first stage focusing on diagnostics of the students and choice of language treatment (troubleshooting). During the second stage, the speech practice, different from the traditional training exercises, triggers the students, encouraging further cognitive search. A special manner of telling tales, demonstrated by the instructor (or via audio and video recordings, films), conjures up the idea of devising a student's own resources to reproduce the same in their own words. No clear borderline differentiates the second and the third stages, but the objective difference of the third stage consists in a joint instructor-student research in ethnic and cultural differences of Russian fairy tales, national and other tales. As a rule, the first three stages last from one to one and a half months. At the fourth stage, the students take up writing their own tales. Here, the concept of a tale is seen in a broader context including ghost stories and parables. When students take up writing a story, it can result in any genre mentioned. In FTT, the most productive writing techniques are:

- 1) make up a story using the given words (usually 10);
- 2) out of ten given words, select one that seems the most important (a key-word) and make up a story based on this word;
- 3) think about a subject you would like to discuss now and make up a story;
- 4) draw what you like / are interested in now and make up a story based on your picture.

In our Russian language class FTT is, first and foremost, a diagnostic and adaptation tool. The regular procedure includes a set of pictures from foreign language textbooks, performed in various techniques (contour, detailed scheme, abstract picture, detailed representation, photo, etc.), depicting a variety of subjects (animals, human beings, mythical creatures, buildings, landscapes, etc.) and filled with a range of emotional components (neutral, inspirational, frightful, humorous, etc.). Students are asked to choose a picture they like and make up individual stories using the chosen subject; students also decide on the function of the subject. They are free to choose the form of performance and its presentation: in person, pair- or group (up to 4 persons); to hand it in to the instructor (not making public), to read out, to stage, etc.

## RESEARCH MATERIAL

At the first and second stages, Russian fairy tales with simple plots and narrative serve as instructional material. The texts are selected according to the principle of learning by induction – vocabulary, content, syntax, plot – from simple to complex lexis and grammar. Culture is the central aspect, and these simple narratives help immerse students in real Russian culture and demonstrate speech praxis as different from the textbooks. The narrative of the first stage shows the rhythm and pronunciation, and is mainly recital in nature (e.g. *Kurochka Ryaba* [The Motley Pullet]). At the second stage, the narrative repertoire broadens with world stories in Russian (e.g. *Kolobok* [Little Round Bun] – The Gingerbread Man; Grandmother, Granddaughter and Hen). Additionally, audio, video, and film adaptations are made use of (e.g. *Masha i Medved* [Masha and the Bear]). Stories are selected according to more sophisticated rhythmic patterns, larger volume, and widened vocabulary. At the third stage, students independently select stories on the assumption of language self-diagnostics, interests, and psychological state related to the adaptation phases. The Russian tale *Volk i Semero Kozliat* [The Wolf and the Seven Kids] is one of the narratives of the stage. The fourth stage represents the process of creating fairy tales.

## RESULTS AND DISCUSSION

The main task of FTT is to ensure that students are mindfully incorporated into their new settings and that their new language skills are being developed to the full. Our research describes the potential of the FTT method in general, and some particularities can be mentioned concerning each stage. For instance, one of the auspicious moments of the first stage is in the biological constituent – the stories are short, with simple vocabulary and iterative (left hemispheric) rhythm, impacting heartbeat, respiration, blood vessels, etc.



The tales, selected in accordance with this rhythm, and reading them aloud, provide, to some extent, the synchronization of breathing with biorhythms and subsequent normalization of palpitations, etc. By the end of the class, the students show no anxiety or uneasiness, and demonstrate emotional balance. This is brought about by the so-called eureka effect, a learning insight gained by the students from the first weeks of training. It implies breaking stereotypes and acquiring knowledge about a new culture, which the students will have to integrate themselves into for a potentially long period.

The speech praxis of the second stage awakens interest and academic curiosity. The tales at this stage belong to more complex rhythmic groups underlying musical and poetic texts of varying meters. Traditionally, this type of narrative targets 5–7-year-old children, as their cyclic rhythm affects the production of speech.

At the third stage, students have to select fairy tales independently, examine new vocabulary, resulting in increased discussion of the plots and characters and comparison with the similar national and international stories. At this point, the focus of teaching speaking is on the ability to express personal opinion in Russian and share it with the peers.

At the crucial fourth stage of FTT, the students, who are less acclimated to the Russian language class format, would choose contour drawings or abstract pictures with mystical animals or creatures, and fabulous buildings that create frightful mental pictures or magic motifs. The characters of such tales should overcome difficulties, fight against evil forces and defeat them. The overall frame presumes trust in positive outcomes and safety or well-being. On the whole, the fourth stage is characterized by absolute trust in the instructor, but not every student is able to share emotions with the group members. At the beginning of the fourth stage, 35–45 % of the students read out their individual stories. Some students (20–25 %) dramatize their work, and there are some (15–20 %) who are able to engage group mates in staging a tale. However, 10–20 % of the students are still reluctant to make their stories public, and mainly create parables about their feelings before and after coming to the university, which also confirms trust in the instructor. Another favorable aspect is students' interest in each other's stories and tact they show relating to those who prefer maintaining the status quo. Within two or three lessons, all the students gain courage and are motivated to write their fairy tales.

Acknowledging the fact that emotional components in language semantics should be examined together with the person's culture, this study presupposes that human emotions are universal. It follows from this that people belonging to different cultures name the basic human emotions ("love", "hostility", "joy", "grief", "sadness", "kindness", "anger", "fear", "shame", etc.) using the similar

vocabulary; when creating fabulous texts, individuals endow their characters with emotions or describe their mood, and this enables self-expression.

### SAMPLE ANALYSIS

Here are three fairy tales written in Russian but translated into English for the research convenience and interpreted as exemplary.

#### 1. The tale about defenders (Khaga, Gabon)

Three people are working together for one big company – Volodia, a manager, Anna, an accountant, and Anton, the director. Besides their functions, they are also entrusted with the defense of the Earth. Every evening, some unknown evil forces make an attempt to attack the Earth, but Volodia, Anna, and Anton stand up to the enemy. Each time they join hands, they gain miraculous strength and withstand the assault. Although they have this miraculous strength, they can't get married or communicate with other people. Otherwise, the miraculous strength will abandon them and the Earth will lose her defenders. That's why the three people sacrifice their personal happiness.

This is a redemptive story, depicting the desire to sacrifice and make the world a better place. Though the number of positive emotional descriptors ('defense', 'join hands', 'gain miraculous strength', 'withstand', 'have this miraculous strength', 'defenders', 'personal happiness') are almost the same as the number of words with a negative sense ('evil forces', 'attack', 'assault', 'abandon', 'lose', 'sacrifice'), the emotional intonation is palpable. The narrator implies that the power of the defenders is in their unity, and they can overcome every problem if they temporarily reject personal interests in the name of the group.

#### 2. The tale about a merry swine (Nat, Thailand)

Once there was a swine that lived freely on a farm. The only things it did were eating and sleeping. It was quite a merry swine because its owner looked after it well. But unfortunately one day the owner went bankrupt and had to sell the farm and all the animals. So, the swine was taken to the slaughter-house. It got upset, but realized that it had been destined to become food for people. Soon it was slain and sold to the butcher, and the butcher sold it to the restaurant, and the chef prepared a delicious meal. Now the swine knows it brings joy to the clients as the meal is very tasty.

This is a metaphor story. The word swine is a common Thai nickname for children, so the message here is 'a little girl interacting with the merciless world'. The narrator puts herself in the comfortable state of being a child, as children are unable to cope with evil and no one expects them to be. The negative descriptors ('unfortunately', 'went bankrupt', 'slaughter-house',

‘was slain and sold’) look bleak, and the overall impression is that everyone has to fulfill what is destined, and whatever happens, has to justify the circumstances.

### 3. The tale about a school (Singshang, China)

In a deep forest there is a school for animals with a deer as a teacher. The deer teaches little animals to be honest and kind. There is a hare that is very kind and helps those in need, and there is a naughty fox that is always teasing the hare, like this, ‘Listen, Hare, why do you have such red eyes? Maybe, because you are always crying?’ But the little hare says nothing, just smiles. The teacher-deer also says nothing, just watches.

One day the fox on his way to school slipped on the mud, fell down and hurt his knee. Also, he soiled his beautiful fur coat and began crying. The fox kept crying bitterly even when he arrived at the school. In the class, all the animals began to mock him, asking why his eyes were so red. The only animal that did not mock was the hare, and she said to other animals, ‘The fox’s eyes are red because I gave him new contact lenses as a present yesterday’. And then the deer-teacher said to the fox, ‘Keep this in mind: God helps those who are kind’.

This is a moralistic story with a happy ending. The narrator projects her incapability to integrate socially onto the personage (hare) and calls out for help, as the deer-teacher does nothing (in Chinese mythology a deer is a symbol of status and position). The negative descriptors (‘always crying’, ‘says nothing’, ‘slipped on the mud’, ‘soiled his beautiful fur coat’, ‘kept crying bitterly’, ‘began to mock him’) are neutralized by the positive ones (‘honest and kind’, ‘helps those in need’, ‘just smiles’, ‘gave new contact lenses as a present’). The narrator projects a hope that one day she will get over an emotional deadlock. This is strengthened by the moral of the story (‘God helps those who are kind’).

According to the research into the acculturation, the level of psychological adaptation can be interpreted. Our research describes the situation-specific defense mechanisms used by the three student writers to the current phase of their adaptation to the host country.

In the vast research into the adaptation of foreigners to a new environment, homesickness and nostalgia are basic answers for a foreigner’s maladjustment, differing in the degree of intensity. Also, personality characteristics, situational conditions, and socio-cultural factors account for the individual’s happiness and well-being. However, in a Russian language class the instructors can sense and receive distress signals and apply remedies to mitigate the emotional intricacy of the individual’s period of change.

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Гузикова Мария Олеговна  
Завьялова Наталья Алексеевна

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E-mail: rio.marina.ovechkina@mail.ru

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