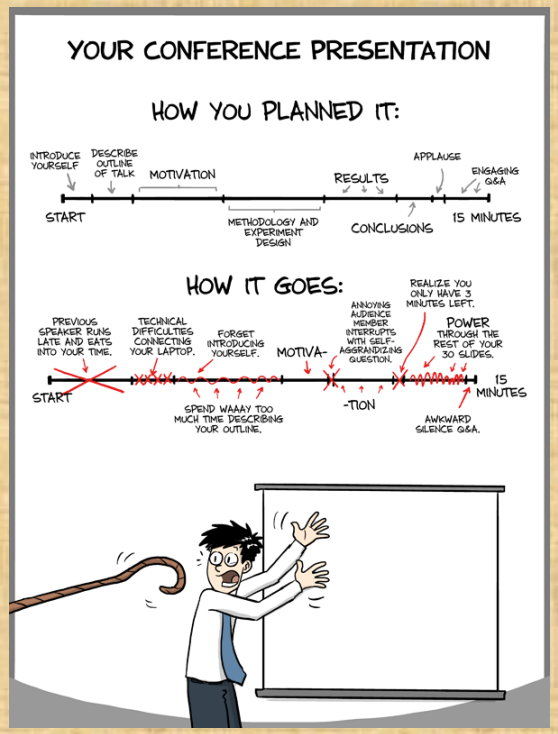
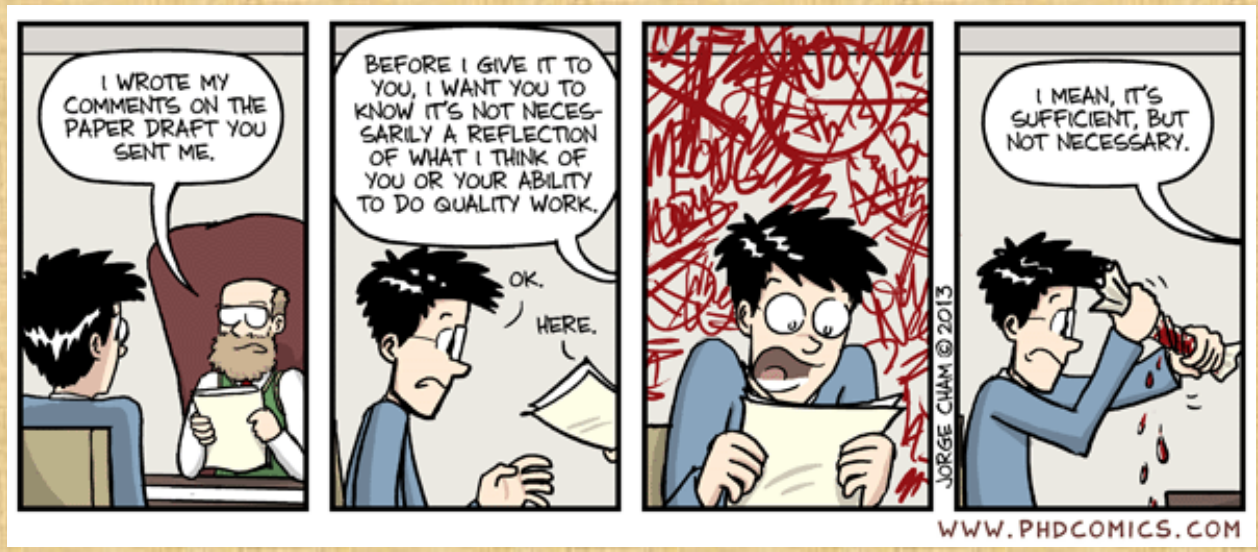
Introduction to English for Scientific Communication
Lesson 1





About Me

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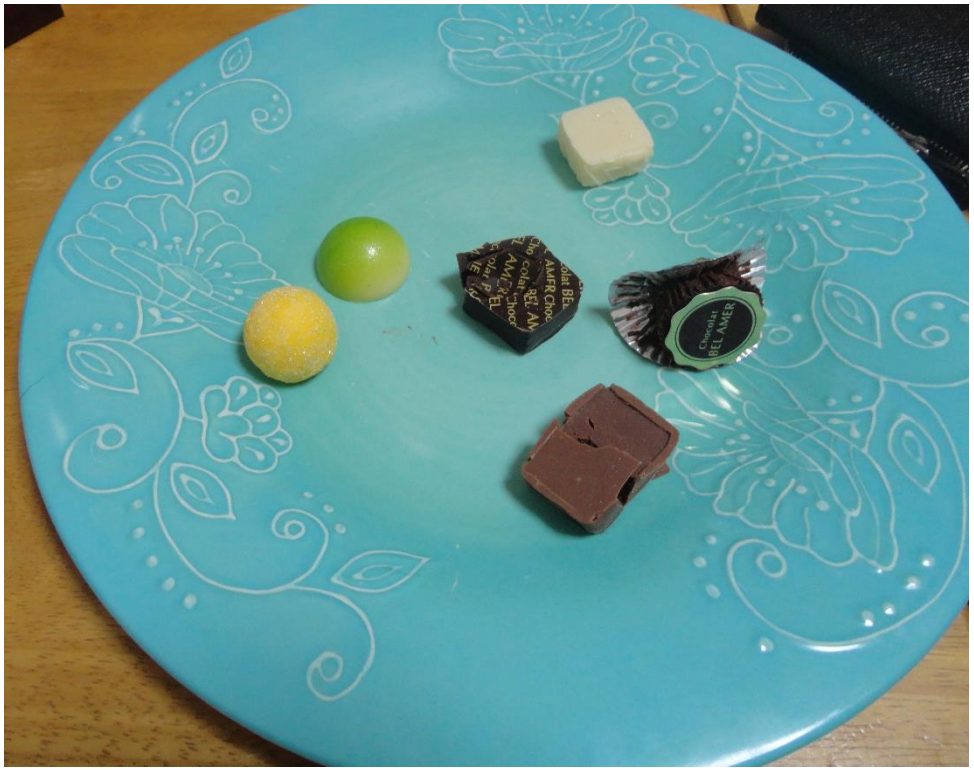
Teaching Philosophy: When learning a foreign language, it is better to perform all your studies in that language. Otherwise you will always be relying on your native language to understand the foreign language you are studying.

Research is like a box of chocolates…

Sometimes you have some really good results



But somehow, they are not appealing to other researchers

Research is like a box of chocolates…

If you just try to improve the presentation of the results

Suddenly other researchers take more interest

Research is like a box of chocolates…

… it is not just about the contents, but also the presentation

Aims of this Course

This course aims to:

- Introduce various methods for communicating in English
- Explain various English mistakes made by Japanese people and show you how to avoid them
- Teach you the fundamentals of scientific writing, scientific presentations and debates

Course Content

Credit: 1 credit unit –

1. Participation 35% (Includes marks for debate competition, any presentations given and asking questions in class)
2. Homework (1, 2, 3 & 4) 40% (based on contents of special topics presented in class)
3. Quiz (1, 2, 3, 4 + opening and closing quizzes) 25% (quiz 1 - 4 content is based on the respective homework content)

Course Content

Credit: 1 credit unit –

The opening and closing quizzes will be almost exactly the same.

When calculating your final score, a ½ mark bonus will be given for every point you improve in the closing quiz

How to ask a question

- In this class, questions (and answers) given by students will be performed in the style that is necessary for conferences
- Any student asking (or answering) a question should give there **name** and **affiliation** (eg Astronomy, Physics 1, Physics 2) first
- This will also help us give you the extra marks for asking questions
- If a student has tried to ask in English, but cannot express themselves fully. They will be allowed to ask in Japanese.

STUDENT INFORMATION GATHERING

How to pass this course

The following is an explanation of the steps you should take to pass this course

1. Turn up to the lessons and, once you have turned up, stay to the end

There will be quizzes, interactive sessions and many chances to ask questions, so **your grade will benefit from being in the lesson**

If you will miss a lesson because of a business trip or you are sick. Please tell me **before the lesson** so that I can make sure that I can factor this into your grade. If you will miss all the lessons, then it will not be possible for you to get credit.

How to pass this course

The following is an explanation of the steps you should take to pass this course

1. Turn up to the lessons and, once you have turned up, stay to the end
2. Ask questions in class

I reward active participation in class. Please participate

How to pass this course

The following is an explanation of the steps you should take to pass this course

1. Turn up to the lessons and, once you have turned up, stay to the end
2. Ask questions in class
3. Hand in your homework on time

As graduate students, I am sure you will all do this. If they are late, then no marks can be given for them.

How to pass this course

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4. Review course material the night before a quiz

How to pass this course

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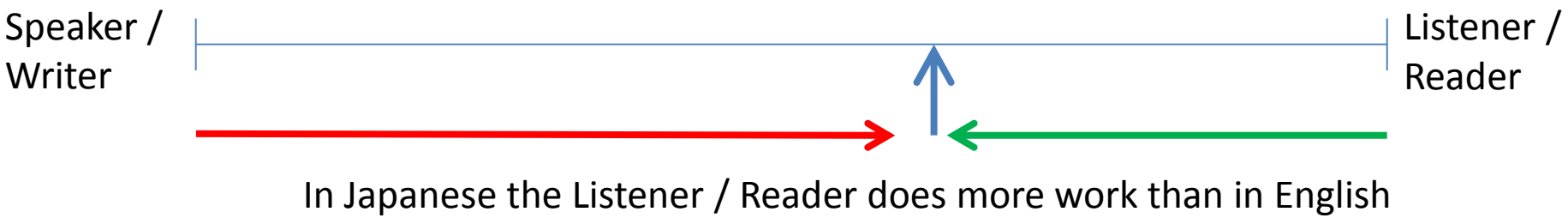
4. Review course material the night before a quiz
5. Use what you learn in the lesson to help you when you do the homework and the debate

Studying English

- Progress in learning a foreign language comes from making mistakes
- To improve your English, you first must try (and make mistakes) then spend time studying how to correct your mistakes
- If you are afraid of making mistakes you **will never learn**

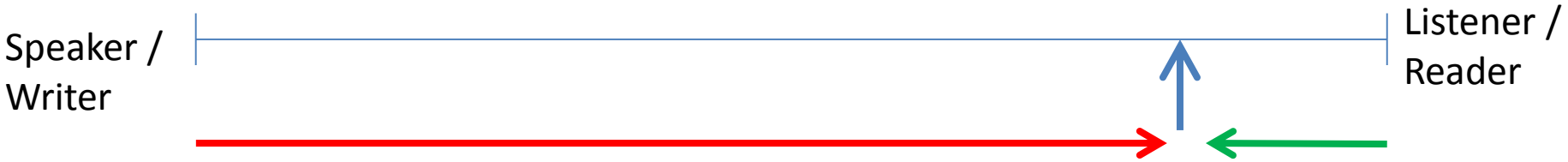
Communication in English

Japanese Communication



In Japanese the Listener / Reader does more work than in English

English Communication



In English the Speaker / Writer does more work than in Japanese

In general, you should give the Listener / Reader less work to do than you normally would

Main problems for Japanese people using English

Problems stem from either of these two root causes:

1. Structure – The logic and role of the reader is different. This leads to Japanese people writing Japanese-like English
2. No one-to-one translation – Japanese words often have broader meanings

This course should help you with these problems

Best way to Improve

Practice (again and again and again ….)

Cheating

- This is a warning to all the students
- There have been a few instances of students cheating on work for the class (for example by either copying or plagiarism of another's work).
  - If you cheat, you do not learn.
  - It is not difficult to pass this course if you try hard, so cheating is not necessary.
- Please do not cheat, because you will get caught and it will result in you losing all marks for that work (or even worse)!

QUIZ TIME

SPECIAL TOPIC 1

Use of Articles

Example 1

(a) The apple in my hand is red.

(b) An apple in my hand is red.

(c) Apple in my hand is red.

(a) The apple in my hand is red.

(Interpretation: (i) There is one apple in my hand. (ii) There is crushed apple in my hand and all of it is red.)

(b) An apple in my hand is red.

(Interpretation: There is more than one apple in my hand, but only one is red.)

(c) Apple in my hand is red.

(Interpretation: There is crushed apple (or apple puree) in my hand and some of it is red.)

Example 2

(a) Water entered my tent.

(b) The water entered my tent.

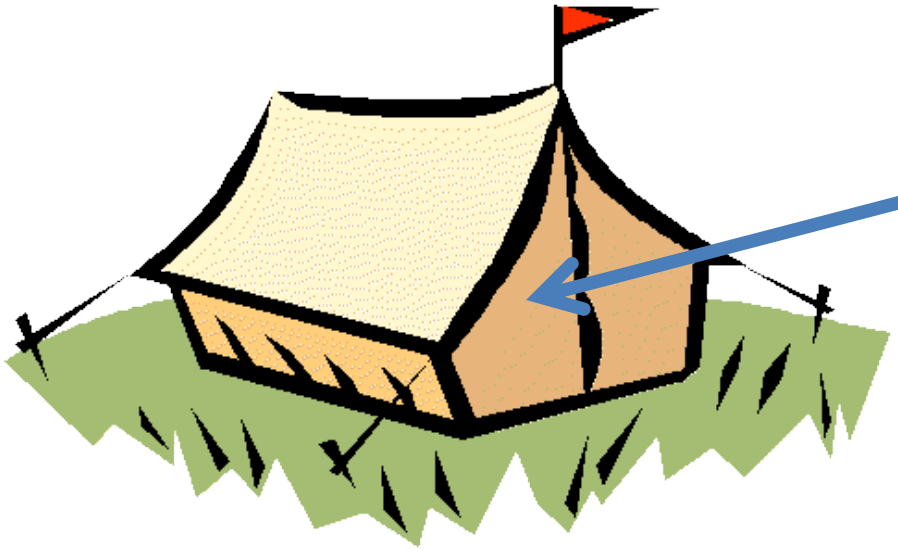
(c) A water entered my tent.

(a) Water entered my tent.

(Interpretation: Some water entered the tent.)

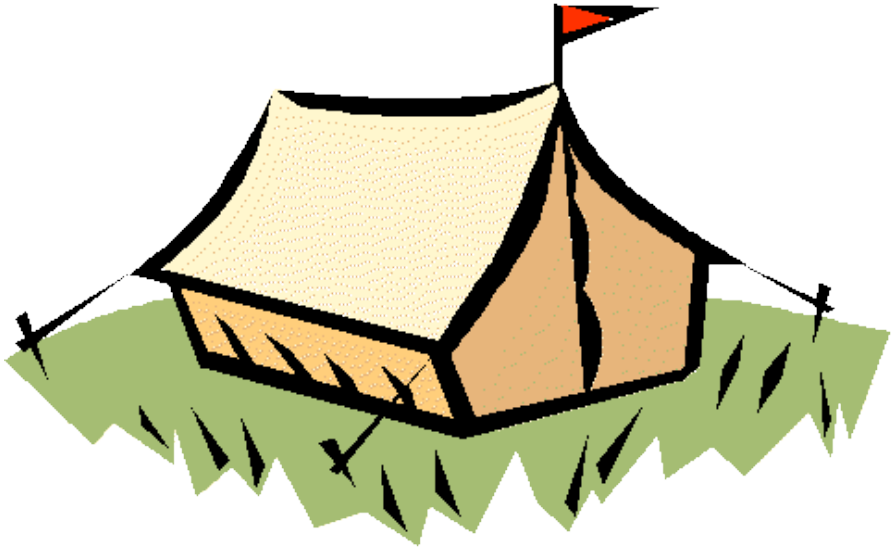
(a) The water entered my tent.

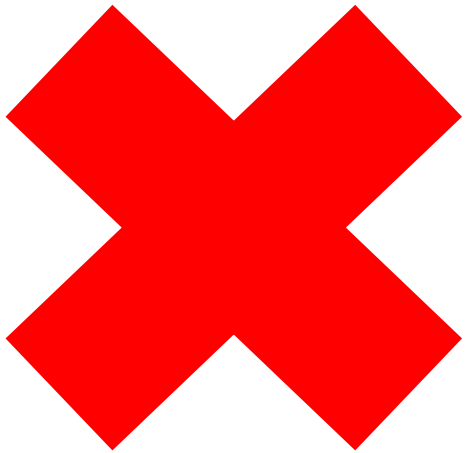
(Interpretation: Within the present conversation, there is some particular water, and all of it entered the tent.)



(a) A water entered my tent.

(Impossible)





What are the rules that determine article use?

Rules for Article Use

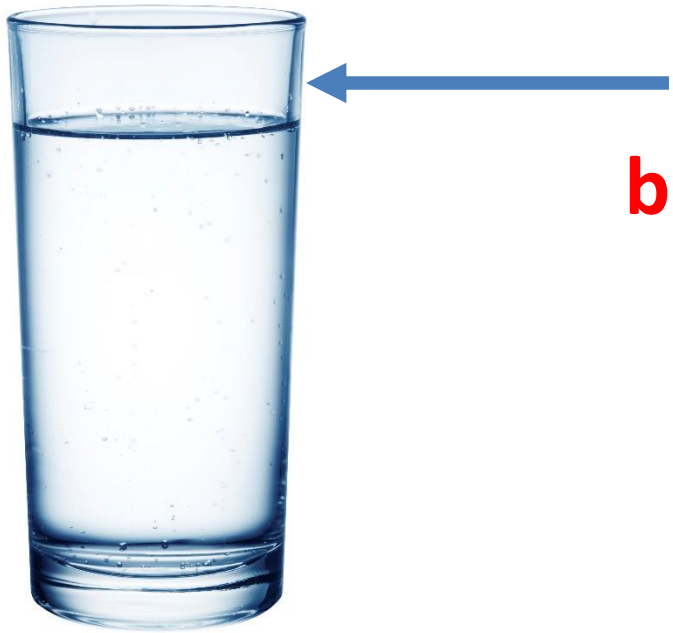
1. Countable or uncountable?
2. Specified or unspecified?

The Basic Rules

	Specified	Unspecified
Countable	The	A (or plural)
Uncoun-table	The	(nothing)

Countable vs. Uncountable

Rule: A noun is countable if and only if that to which it refers possesses a boundary.



The glass is the boundary of the water

What does that mean?

We regard something as having a boundary if we can see, define or in any way imagine the limit of its extent.

Equivalent Condition

A thing possesses a boundary if and only if it possesses a well-defined (concrete or abstract) form (e.g. an apple, a theory). Something that possesses the potential to take many forms itself is formless and hence possesses no boundary (e.g. water, behavior).

Examples of Countable Nouns

1. An apple
2. The [wine in a bottle]

(Here, we regard a noun as including modifiers.)

3. Rocks

Examples of Uncountable Nouns

1. Applesauce
2. Wine
3. Sand



Specified vs. Unspecified

A noun is specified if that to which it refers is unique.

What does that mean?

We regard a noun as specified if at the point in which it appears, the reader has sufficient information to uniquely identify it.

Types of information

1. Background information (depends on reader).
2. Information presented to the point at which the noun appears in the present communication.
3. Information contained in modifying expressions.

A few more difficult examples

1. This result provides us with *** understanding of *** more complicated case.

2. *** infection was halted through *** treatment of *** antibiotics

A few more difficult examples

1. This result provides us with **an** understanding of *** more complicated case.

2. *** infection was halted through *** treatment of *** antibiotics

A few more difficult examples

1. This result provides us with **an** understanding of **the/(a)** more complicated case.

2. *** infection was halted through *** treatment of *** antibiotics

A few more difficult examples

1. This result provides us with **an** understanding of **the/(a)** more complicated case.

2. **The** infection was halted through *** treatment of *** antibiotics

A few more difficult examples

1. This result provides us with **an** understanding of **the/(a)** more complicated case.

2. **The** infection was halted through **a/(the)** treatment of *** antibiotics

A few more difficult examples

1. This result provides us with **an** understanding of **the/(a)** more complicated case.

2. **The** infection was halted through **a/(the)** treatment of **(none)** antibiotics

DISTRIBUTION OF HOMEWORK 1

Due on 15th April before lecture starts