

Welcome to the first lecture on topic 1 Basic concepts and definitions  
(**The course goals and motivation**).

During this lecture, we will consider the following important for working on this course issues

1. Why study in English in Kazakhstan?
2. Goals for the course
3. Quick vocab notes
4. Motivation
5. Help
6. How to write request emails

At the end of the lecture, we will discuss the **Learning Outcomes** and get acquainted with the **references**, after this you will take a **quiz** for self-examination.

Let's think about

Why study/ (teach classes) in English in Kazakhstan?

Who wants it?

Who does it benefit?

**Common motivations for students and teachers are**

National policy

University policy

Prospect of future employment/research\*

Bilingualism/multilingualism (for example, Kazakh, Russian, English)

Actual benefits to learning content\*.

Let's focus on the reasons marked with an asterisk.

Indeed, think about the prospects of your employment in an international company or participation in an international project. Do you have an advantage if you are proficient in research planning terminology in English? Undoubtedly!

Please note that to be an advanced researcher, you have to constantly read and write in English, as most peer-reviewed scientific journals are in English.

To get real benefits from the learning content, you need to motivate yourself to study in English.

The focus of this course is that you can

Absorb the best techniques of research organization and planning

Design your research plan for Master's thesis

Revise your Individual Plan

Find and analyze literature on the research topic

Write a literature review for your Master's Thesis

Design your Master's thesis

All this you will do in English. This is an additional challenge, since apart from this course you are not in the language environment of language 2 (English).

*Please note: this is not a language-development course!*

Your teacher is also not a native speaker and speaks with an accent. However, it is important that intelligibility is ensured.

*Intelligible* -able to be understood; comprehensible

I know from experience what challenges a Kazakhstani has to face when working in an American or British academic environment. First of all, knowledge of terminology and its differences can help you.

There is quick vocab note: US Higher Education.

Here are the basic terms for undergraduate (4 years of study).

Undergraduate or college student.

How does an American college differ from a university?

In the United States, you go to university or college after graduating from high school. College in the United States is not a high school. "University" is a group of schools for post-secondary education. At least one of these schools is a college where students receive a bachelor's degree. Whereas a college in Kazakhstan is rather a vocational or industrial school.

Bachelor's Degree/Program (BA, BS)

Good to know that BA/BS degrees are not the same degrees. The key differences between a Bachelor of Arts and Bachelor of Science are that a B.A. typically requires more courses in the humanities (writing, art, history, philosophy) while a B.S. usually has more science and mathematics courses

Major / Minor

What is the Difference Between a Major and a Minor? Majors are primary fields of study, and minors are secondary concentrations that may or may not be related to your major. Although the two can be similar, they do not need to be. Plenty of people choose a minor later on in their academic career.

For example, I graduated from East Kazakhstan state University in 1997. I received BS in Physics, diploma with distinction. My major was Physics, my minor was Mathematics.

Here are the basic terms for postgraduate.

Graduate student

Master's Degree /Program (MA Master of Arts, MS - M.S. Master of Science Typically awarded to graduate students in scientific or technical fields; MBA . Master of Business Administration typically oriented around subjects like accounting, marketing and analysis, etc.

Master's degrees are graduate-level programs that typically take two years of additional full-time study after completion of a bachelor's degree.

Next goes Doctoral Degree/Program (PhD)

These degrees have their major, field and specialization

**British versus US English are presented in this table**

British English	North American English
school	high school
university / uni	university / school
module	course
postgraduate student	graduate student
(undergraduate/master's) dissertation	(undergraduate/honors/master's) thesis
doctoral thesis	doctoral dissertation

Here are some examples of learning motivators. Never give up! Go over, go under, go around, go through, but never give up! Stop wisening, start doing. Cut it off in I can't, turn it into I can!

Actually, these are good motivators for all occasions, aren't they?

According to the Self-Determination Theory, L2 (that is English language in our case) selves are “moving pictures” not a “static target” (Henry, 2015)

The dynamic model idea is well illustrated by this live portrait from the Harry Potter movie.

The harder you study, the more experience you have, the more confident you become and the experience changes your motivation.

In fact, it changes from Extrinsic Motivation (that means externally enforced by grades, punishments, rewards; means to an end) to Intrinsic Motivation (that means inherent desire to extend, learn, seek out challenges)

Intrinsic motivation may lead to persistence and higher success in L2 (Ryan & Deci, 1985; Noels et al., 1985)

It also may lead to higher success in studying this course, oriented on your professional development.

If you need to get help, follow these steps.

Did you receive Announcements from Open EdX?

If not, you have to set your default email and notifications

Contact technical support (the help desk) for account problems  
Email me ([dalontseva@edu.ektu.kz](mailto:dalontseva@edu.ektu.kz)) for anything! (In English!)

For your requests to be successful, you need to know how to write a request email. Let's take a look at these three student email examples, kindly provided to me by Dr. Nigel Caplan from the article C.M. Tardy, A.M. Johns, & N.A. Caplan (in preparation). Genre: Frequently Asked Questions. University of Michigan Press. Let's think about which one is most likely to be successful?

- Email #1:

Dear Professor Tardy,

Is it possible to request a small extension on the Class Observation paper? I have 4 assignments due at the same time and there are literally just not enough hours in the day to accomplish everything.

Best,

(Student)

- Email #2:

Dear Dr. Tardy,

I hope this email finds you well. I regret to inform you that due to my poor time management I will be unable to complete the Student Feedback Assignment by the start of class today. I humbly request an extension until midnight tonight in order to complete the assignment. I am more than willing to accept whatever penalty you see fit.

Regards,

(Student)

Email #3:

Hi Dr Tardy,

Can I get an extension on the article annotations? I'm running out of time...

Thank you

(Student)

I love this smart thank you in advance at the end! A kind of motivator for a teacher. No one of these emails is perfect! But all of them include one *key (and required) move of these emails is **request** itself. In this case it was **request** an extension*

*In fact, when you write an email you have to*

***greet the instructor and provide an explanation for your request***

- ***open the communication politely***
- ***accept responsibility***
- ***indicate your Full name***

*As your optional writing assignment try to rank-order the sample emails from most to least successful and make comments – why do you think so?*

***Examples of unsuccessful requests (provided by our “Online courses in Open EdX” team)***

- *Here is a request to our help desk. He thinks that we can read his mind and know what course he wants it to for. "Hello, where can I get a syllabus?"*
- *And another one that leaves a lot of guesswork: Where do I find the final score?*
- *This one is a mystery. No idea what they actually wanted. "Course development"*
- *This is borderline rude... The student was entirely at fault for not following preliminary steps, which prevented us from giving them access to the system.*
- *"Please give me access to my course template. Today!"*
- *One more for good measure from Aigerim. We probably course have added her if she would have used her university email address or last name... Our university database lists at least 292 students with that first name....*
- *Please add me to course "Developing an online course in Open edX"*

Let's summarize the results of today's lecture.

### **Learning Outcomes**

You are

- able to answer the question “Why are you studying this course in English” and explain the focus of the course and your motivation
- able to distinguish between Higher Education British and US English
- able to write polite and successful requests

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UD is abbreviation for University of Delaware, US

This is the list of references used to create this presentation.

You can find useful links in the final section of this topic as well.

You have to take a quiz to test your understanding of this lecture.

Thank you for watching this!