

## Presenting an argument

An argument is a group of **statements** some of which, the **premises**, are offered in support of another statement, the **conclusion**.

In arguing and discussing, it is expected to **present two or more points of view** and discuss the positive and negative aspects of each case. Based on the discussion, we can then choose one point of view and persuade readers that you are correct. This means giving opinions (positive and negative) on the work of others and these opinions are based on what you have read and learned. You need to **evaluate arguments**, weigh the **evidence** and develop a **set of standards** on which to base your conclusion.

As always in academic writing, all your opinions must be **supported** - you should produce your evidence and explain why this evidence supports your point of view:

- your **claim** (proposition, thesis, point, position) - your point of view, what you believe
- your **reason(s)** (explanations)- why you believe what you do
- your **evidence** (support or grounds) - the facts, data and examples that support your point of view
- your **argument** (warrant) - how the evidence you have provided leads to the claim you are making

A simple example would be:

- your **claim** - John is a good teacher;
- your **reasons** - He gets on well with his students;
- your **evidence** - I have seen him in class.
- your **argument** - Good rapport with students is essential for a good teacher.

## Useful phrases

- pros and cons - advantages and disadvantages
- in the sense that - precise explanation
- nevertheless / nonetheless - however
- and so on / and so forth - etc (et cetera)
- having said that - add point which contrasts with what has just been said
- that's all very well, but - partial agreement, followed by disagreement
- moreover - adding more to a point already made
- in other words - putting the same idea in a different way
- by contrast - introducing an alternate viewpoint

Sometimes the same information can be used either to construct an **argument** or simply to write a **description**. Using very direct language will help you to make sure that you really are constructing an argument.

Examples of **Direct Language** to show Argument

1: In this paper, the **main claim** I make is that a new definition of ethics is required. I **support this claim** with the following points. Firstly...

2: In this paper, I **argue** that a new definition of ethics is required. I **support this claim** with the following points. Firstly...

### **Online education and english classes at our faculty**

As with most teaching methods, online learning also has its own set of positives and negatives. Digital learning has become necessary for students and schools all over the world. While feelings about online education are still divided, many agree that it has brought many advantages for students attending online classes.

In general, one of the most important factors is freedom in time management. Many courses allow you to watch and access courses any time, rather than following a fixed schedule. Also, since online classes can be taken from home or place of choice, there are fewer chances of students missing out. You get to choose your learning environment and the way you want to interact with the learning material. You can learn while lying in bed or having breakfast, and the same goes for video classes as well.

On the other hand, online courses do bring some cons with them as well.

Surely, one of the biggest pros of online learning is the flexibility. Yet, flexibility can bring the worst out of people and boost their laziness. Many students have problems with focusing on the screen for long periods of time. There is also a greater probability get distracted by social media. Another challenge of online classes is internet connectivity and other technical issues. For example, in smaller cities, there is a problem with a consistent internet connection, and not everyone can afford proper hardware for distant learning. Another problem is the lack of social interaction. However, individual learning can be a blessing for students that don't feel comfortable in classrooms. While social interaction can be loved by some, it can be a nightmare for introverts.

As for our English lessons, I believe that the current state of things did not worsen their quality. The overall vibe was very friendly, and although we lacked direct social interaction, to some extent the group presentations made up for it. We perfected our ability to cooperate even when the circumstances were challenging. We learned about new things in the world from each other in an interesting way and we definitely improved our speaking skills. It was one of the more pleasant courses we had this semester - not too easy but also not too time demanding.

Of course, there were some disadvantages too. For example, during our presentations we could not see the others, so we could not tell whether they were interested or not, or whether

they were listening at all. To me personally, and to others who felt nervous having to speak for 20 minutes in a foreign language, this was more of an advantage, but there are people who prefer to have a live audience. Regarding more technical problems, one of the main issues for us was the latency in responses from our classmates (and the lack thereof) or loud noises in the background.

All in all, it has been a delighting subject that made me feel more secure in my spoken English and I believe that the others do feel the same way.