

第 23 章

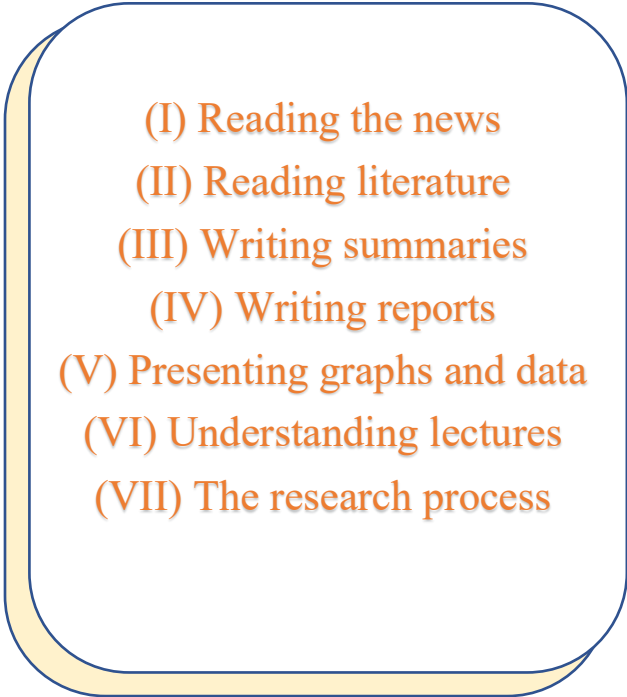
Essential Academic English Skills (Justin Aukema)

Essential Academic English Skills

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You're probably wondering, what exactly is "academic English"? Simply put, "academic English" is the kind of English used in academic settings such as the university classroom. As you begin your academic career, it's important to move beyond basic everyday conversation skills (of course, those are important, too – just in a different setting ☺) and to acquire the necessary tools to help you intellectually excel. The main reason we learn academic English is because it helps us to pursue and to accumulate knowledge. That is to say, it's a technique for acquiring and conveying abstract knowledge and ideas; for tackling complex problems; and for communicating on a global stage.

This study guide introduces some fundamental academic English skills that you will utilize in your time at university and beyond. The skills introduced are as follows:

- 
- (I) Reading the news
 - (II) Reading literature
 - (III) Writing summaries
 - (IV) Writing reports
 - (V) Presenting graphs and data
 - (VI) Understanding lectures
 - (VII) The research process

(I) Reading the news

Reading the news is one of the most common starters for academic reading. We should develop a regular habit of reading the news. This guide offers some starters for how to read the news.

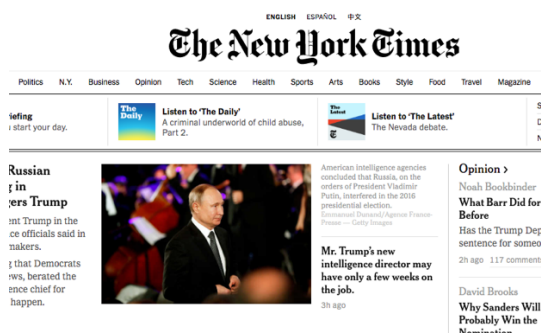
1) Where to read the news?

Online

BBC News



The New York Times



Historical databases

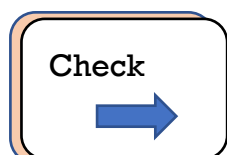
Asahi Shinbun “Kikuzō II”



New York Times @ ProQuest



2) How to read the news

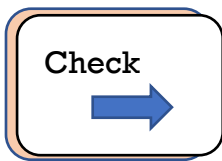


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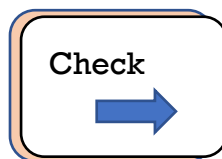
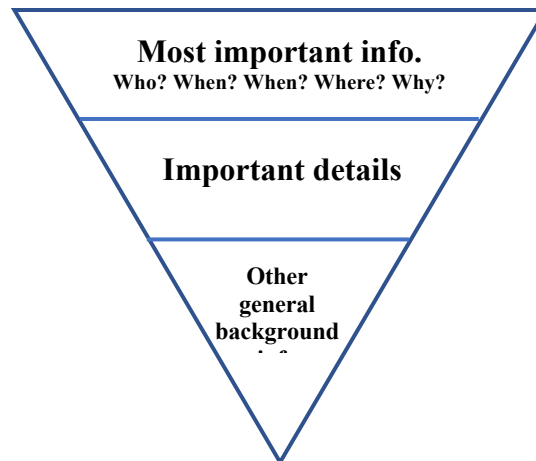
Title:

Source:

Date:



Most news articles are organized into what is called the “inverted pyramid.” This means that the most important information comes right at the beginning, usually in the title of the article or in the first one or two sentences.



Main point:
(Usually title or first sentences)

**Supporting evidence
and examples:**

- (1)
- (2)
- (3)

Significance of topic:
(Why is the issue important?)

Impressions:

Potential bias:



POINT

All writings have bias; it's impossible to escape it. What's important is knowing how to detect it.

- ASK:** (1) Who is the article likely written for?
(2) What language does it use?
(3) Whose ideas, opinions, or voices are/aren't included?

(II) Reading literature

In addition to the news, we may also read works of literature such as fiction novels and short stories in an academic setting. Literature is important for many reasons. For instance, it improves our creative and empathetic skills by placing the reader in the position of the protagonist(s) and/or other characters. It also provides a window into different times and places, as well as the human psyche. Moreover, the skills used for identifying and using evidence from literary texts, as well as the logical structure of literary essays, is very similar to that of other humanities subjects such as history. This section introduces methods for analyzing and discussing literary texts in academia.

Elements of a story

(When reading literary texts, pay attention the following eleven points)

(1) Setting

(When and where does the story take place?)

(2) Characterization

(Who are the main characters and what are they like? Describe their features, personalities, and other important characteristics. You may choose one character to focus on in detail.)

(3) Narrative voice and point of view

(What is the narrative voice of the story? Whose point of view is the story told from?)

(4) Plot

(Use the Plot Pyramid* to describe the plot of the story.)

(5) Conflicts

(What are some of the main conflicts in the story? These can be internal or external conflicts.)

(6) Subjects

(What are some of the main subjects of the story? A subject can usually be described in one word, for example "love" or "loneliness.")

(7) Themes

(In English, "theme" means, generally, the message of the story, a point that the author wants to emphasize, or an interpretation by the reader. The main difference between "subject" and "theme" is that the former can be described with one word, whereas the latter cannot; theme is described usually with a full sentence. Themes expand on the subjects of the story. So, for instance, if one of the subjects was "love" then a possible theme may be "love is more important than money.")

(8) Symbolism and metaphor

(A literary symbol is typically an object that appears in the story, but which holds a deeper, more abstract meaning. So, for instance, a clock on the mantelpiece could signify the passage of time, or a character's fear of eventual death. Metaphors are similar to symbols; however, they usually hold much deeper and/or wider meanings and messages which extend beyond simple objects to the very meaning of the character's actions, or to the general message of the text itself. For example, a character's poverty in the text may be a metaphor for larger class inequalities in society.)

(9) Impression

(What were your impressions of the text/story? This could include your overall feelings or general thoughts that you had while reading the story. It may also include some passages, scenes, or lines in the text that made a particular impression on you. In this section, it may be helpful to incorporate specific quotes from the text, as well as to elaborate on the reasons why they made an impression on you.)

(10) Summary

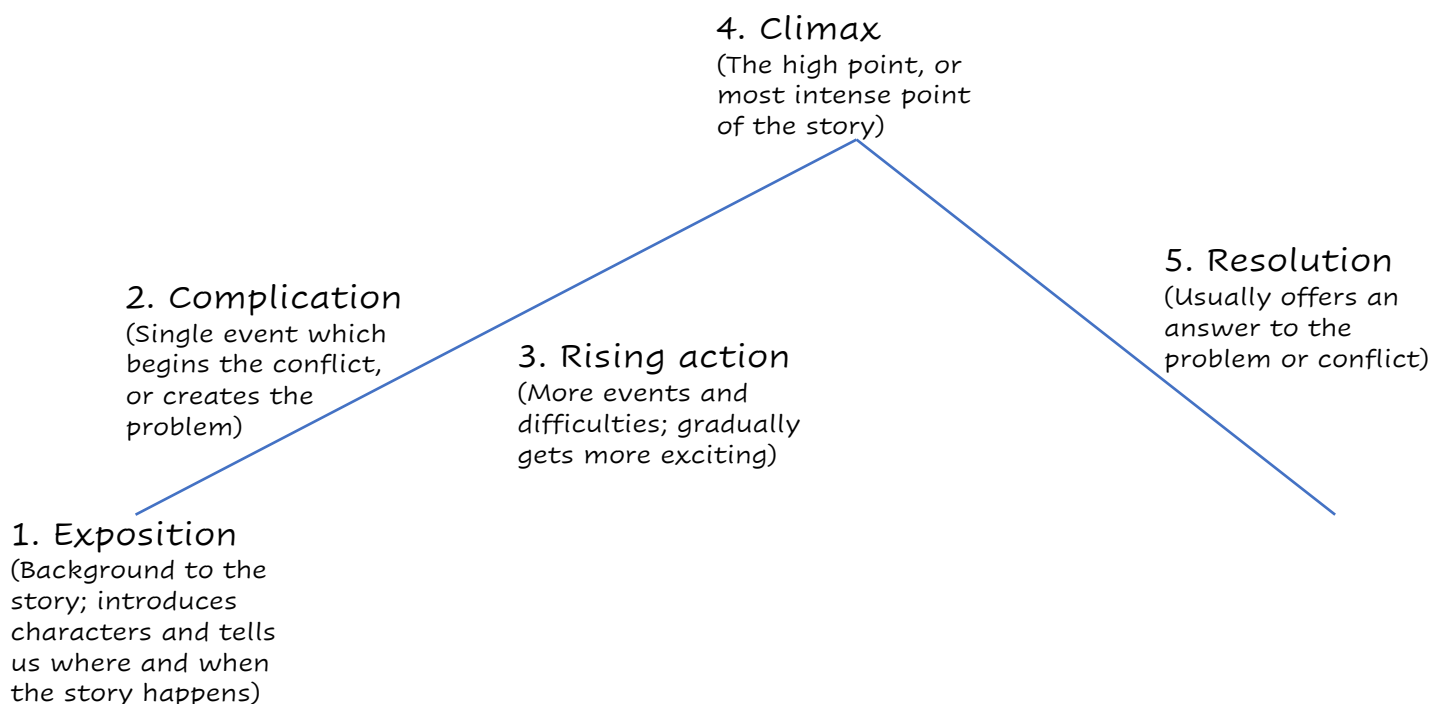
(A summary is similar to the plot of the story with some exceptions. Whereas plot simply elaborates the main events of the story in the order that they occurred, a summary is based on your overall analysis and interpretation of the story. A summary, for instance, would likely include mention of the main subjects, themes, and metaphors. Summaries are typically about one paragraph in length.)

(11) Questions for discussion

(Write any questions you may have had while reading the story. This could include things that you were unsure of or which didn't make sense to you. Common questions may relate to a character's actions, such as "why did character (Name) do/say such a thing?" You might also inquire about your classmate's impressions and interpretations of the story in order to compare them with your own.



The plot pyramid



(III) Writing summaries

Writing summaries is one of the most common forms of academic writing. The trick is to compress a large amount of complex information into a simple, comprehensible chunk, typically about one paragraph in length. This section teaches three methods for summary writing.

Method 1: Short sentences

One method for writing summaries is simply to rewrite the information in each text paragraph into one sentence of your own. Of course, you must rephrase the sentence so that you are not just copying words from the text.

1

Jomon Culture

The first Japanese probably crossed land bridges that connected Korea with Kyushu. When **sea levels rose**, those land bridges disappeared. The people who stayed in the Japanese islands lived by hunting and gathering things to eat. They hunted deer and boars. They gathered **seeds**, plants, fish and shellfish. We know what they ate, because they left behind shell middens (*kaizuka*). **Archaeologists** learn about these people by examining these middens.

These people also made perhaps the earliest **pottery** in the world. The name “Jomon” refers to the “**rope-pattern**” on the surface of their **ceramics**. They began making this pottery around 12,000 **B.C.** in various parts of Japan. Some of these ceramic works are highly **decorative** and surprisingly modern. Because the pottery is so **distinctive**, we call the period from ca. 10,000 B.C. to 300 B.C. the Jomon period.

One of the best places to learn about Jomon culture is the **Sannai-Maruyama site** in Aomori **Prefecture**. Researchers found pit-dwellings, long houses and large pillar-supported structures. They also found **stone tools**, clay figures, and woven bags. Jomon people probably lived there until about 4,000 years ago. The outdoor **museum** there shows what Jomon life was probably like. (194)

SOURCE: James Vardaman, *Japanese History in Simple English* (Tokyo: Japan Times), 2017.

← Some of the first people to migrate to Japan were hunters and gatherers who crossed over on land bridges from Korea.

← Between roughly 10,000 B.C. and 300 B.C., these people made distinctive rope-pattern (*jōmon*) pottery, so we call this period the Jōmon Period.

← Today the Sannai-Maruyama site in Aomori Prefecture has a museum displaying Jōmon-era tools and clay figures.



POINT

“Getting the gist”

Let’s be honest, we don’t always have time to think about things in detail. Imagine that you just read a novel and your friend asks you what it was about. You don’t want to explain the whole thing to them, right? In these cases, we want to just convey their main ideas, subjects, and themes, in about one to three sentences. Here’s a trick for how to do just that.

(STEP 1): After reading the text or article, flip it over so that you are no longer looking at it.

(STEP 2): Imagine you are explaining the text in Japanese to a friend who has not read it. Keep it short!

(STEP 3): Now write down in English what you just explained in your head. That’s your summary!

Method 2: Summarizing literature

Summarizing works of literature differs from other readings in the humanities and sciences. Namely, we want to include ① Characterization and Setting, ② Plot, ③ Subjects & Themes, and possibly ④ Metaphors and Symbolism all in one concise paragraph. Here are some examples.

EXAMPLE 1

The TV show *Dark Matter* is about a group of six strangers who wake up aboard a spaceship with no memories of their previous identities [CHARACTERIZATION and SETTING]. As they attempt to uncover their pasts, the characters form strong bonds of friendship [PLOT and SUBJECT]. However, this close relationship is tested by secrets from their bygone days and powerful forces competing for control of the galaxy [SUBJECT and PLOT].

EXAMPLE 2

Mori Ogai's short story *Sansho the Bailiff* is about two children, Anju and Zushio, who are kidnapped from their mother and sold into slavery sometime in the late Heian Period in Japan [CHARACTERIZATION and SETTING]. The story details the children's attempts to overcome their difficulties and escape their captors [PLOT]. The tale is filled with religious symbolism and metaphor, describing how the children's faith in Kannon, the Buddhist goddess of mercy, gives them the strength to perform miraculous deeds of self-sacrifice, and eventually, to free themselves and others from bondage [SYMBOLISM, METAPHOR, SUBJECTS].

Method 3: Humanities and sciences

In the rest of the humanities and sciences, the general rule of thumb for summarizing is as follows:

- ◇ Main point
- ◇ Reason(s)
- ◇ Supporting evidence

Note that this follows the same basic flow of logical reasoning used to construct our own arguments when writing. An example summary following this method might look like this:

- ◇ “The author argues that...[Main argument]”
- ◇ “He/she feels this way because...[Reason]”
- ◇ “To support his/her claim, she...[Evidence]”

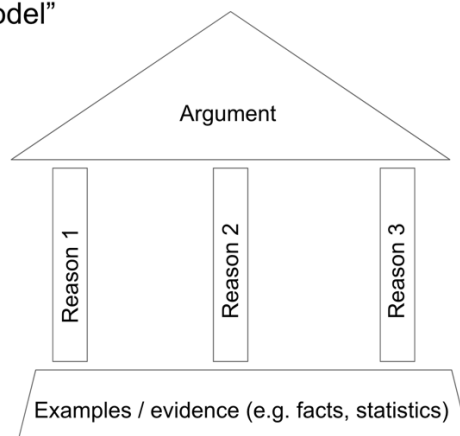
(IV) Writing reports

Writing reports is one of the most fundamental skills in academia. It's also one of the hardest. How should we write reports? This section covers three general aspects of report writing before introducing three common styles of written reports.

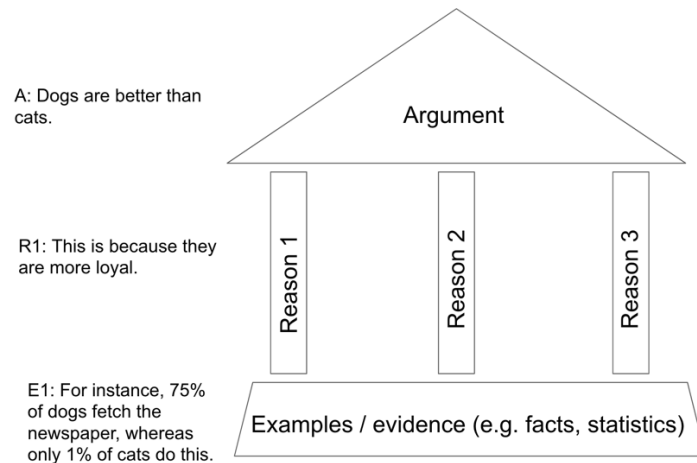
Point 1: Logical organization

The basis of academic writing is logical thinking and organization. This sounds difficult, but, in fact, it's quite easy and natural. Simply put, the most common pattern of logical thinking is to state three things in the following order: ① Argument/statement → ② Reason → ③ Evidence/examples. For instance, imagine you are talking about your favorite musician with a friend. You say something like, "I like singer A." Your friend then asks you "why," and so you next explain why, i.e. you give a reason (e.g. "Because she is very talented"). Of course, you might also want to demonstrate *how* talented singer A is, and so you follow this up by saying: "for example, singer A has a beautiful voice and has won many awards." With this simple conversation, you have already used the logical structure introduced above. This logical structure can also be illustrated using what is called the "House Model."

The "House Model"



In the House Model, the argument or statement comes first – this is like the "roof" of the house. This is supported by reasons or the "pillars" of the house. After this come the examples and evidence, which serve as the "base" of the house. Each of these three elements (1. Argument=roof, 2. Reasons=pillars, evidence=base) are necessary to build the house. The following illustration shows what the house model might look like with another example, this one making a simple argument about pets.



In this example, “dogs are better than cats,” is the simple argument. This is followed by a reason (e.g. “because they are more loyal”), which is then supported with evidence, in this case data: “75% of dogs fetch the newspaper.”

Try writing your own sample argument below!

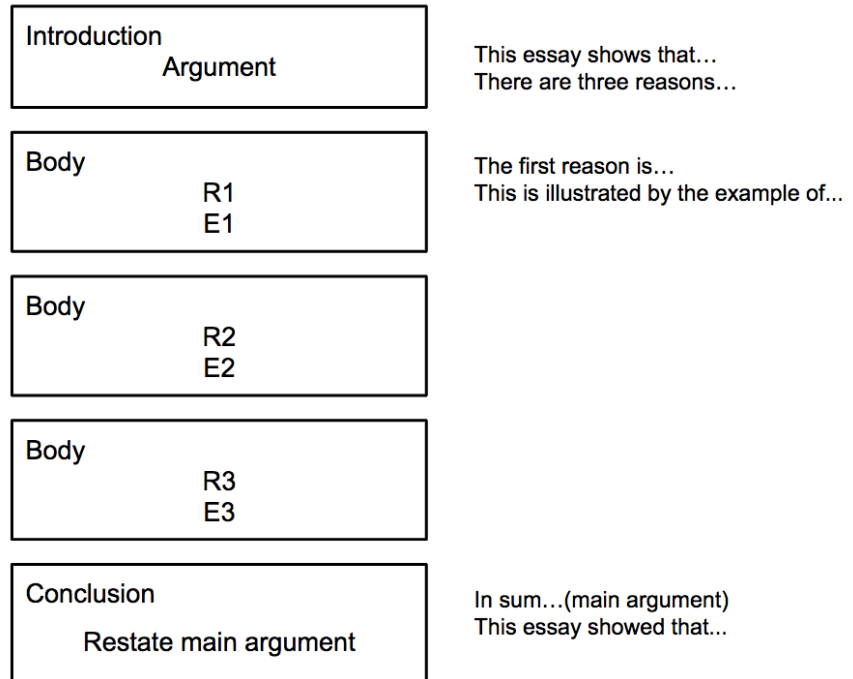
Check

Argument: _____
Reason: _____
Evidence or example: _____

Point 2: The five-paragraph essay

When we begin academic writing, we start with the five-paragraph essay. Note, in order to complete this step, you will need to have already learned paragraph writing. Paragraph writing is a skill not covered in this guide, but the general structure of a paragraph is: 1. Topic sentence, 2. Supporting sentence(s), and 3. Details. The five-paragraph essay consists of an **introduction** which includes the main argument (thesis statement) of your essay, the **body** which consists of three individual paragraphs, each with their own reason and example, and a **conclusion** which restates the main argument.

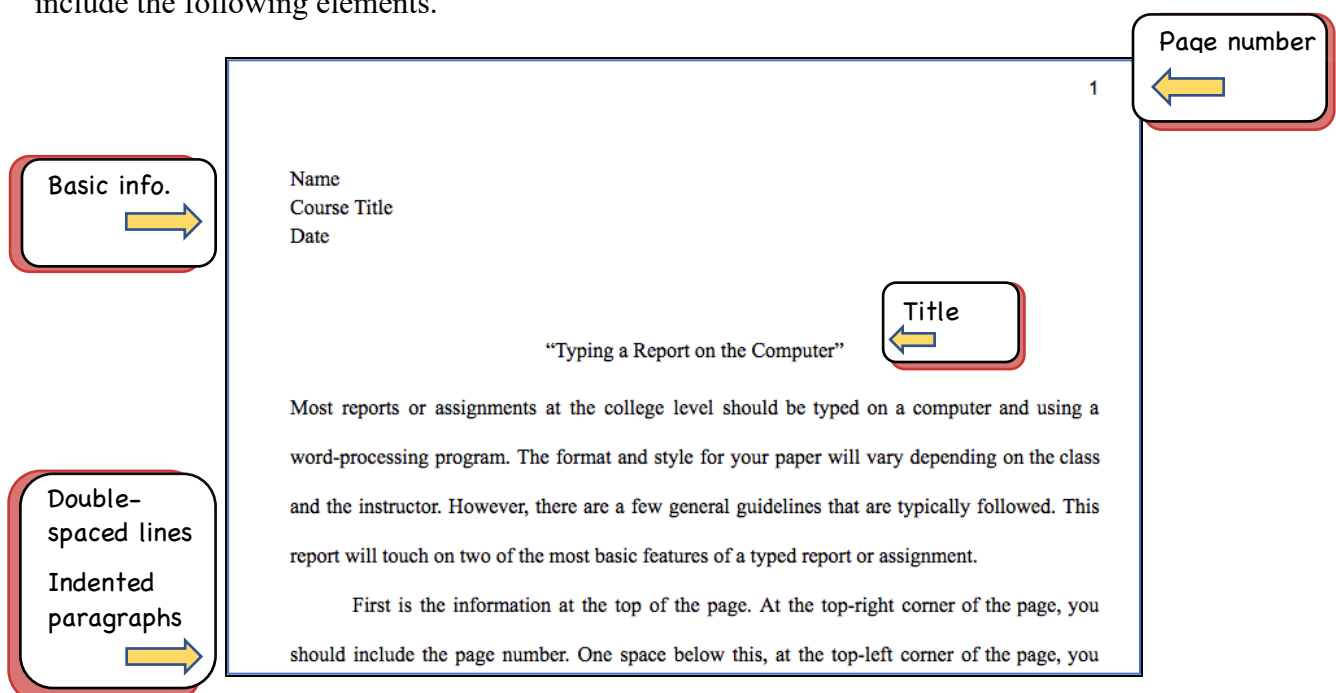
The five-paragraph essay



The model above incorporates the House Model introduced earlier, since each body paragraph includes its own reason and examples. The illustration also shows some helpful phrases that you may want to use when constructing your own essay. We might start our own argument, for example, with the phrase “this essay shows that...”

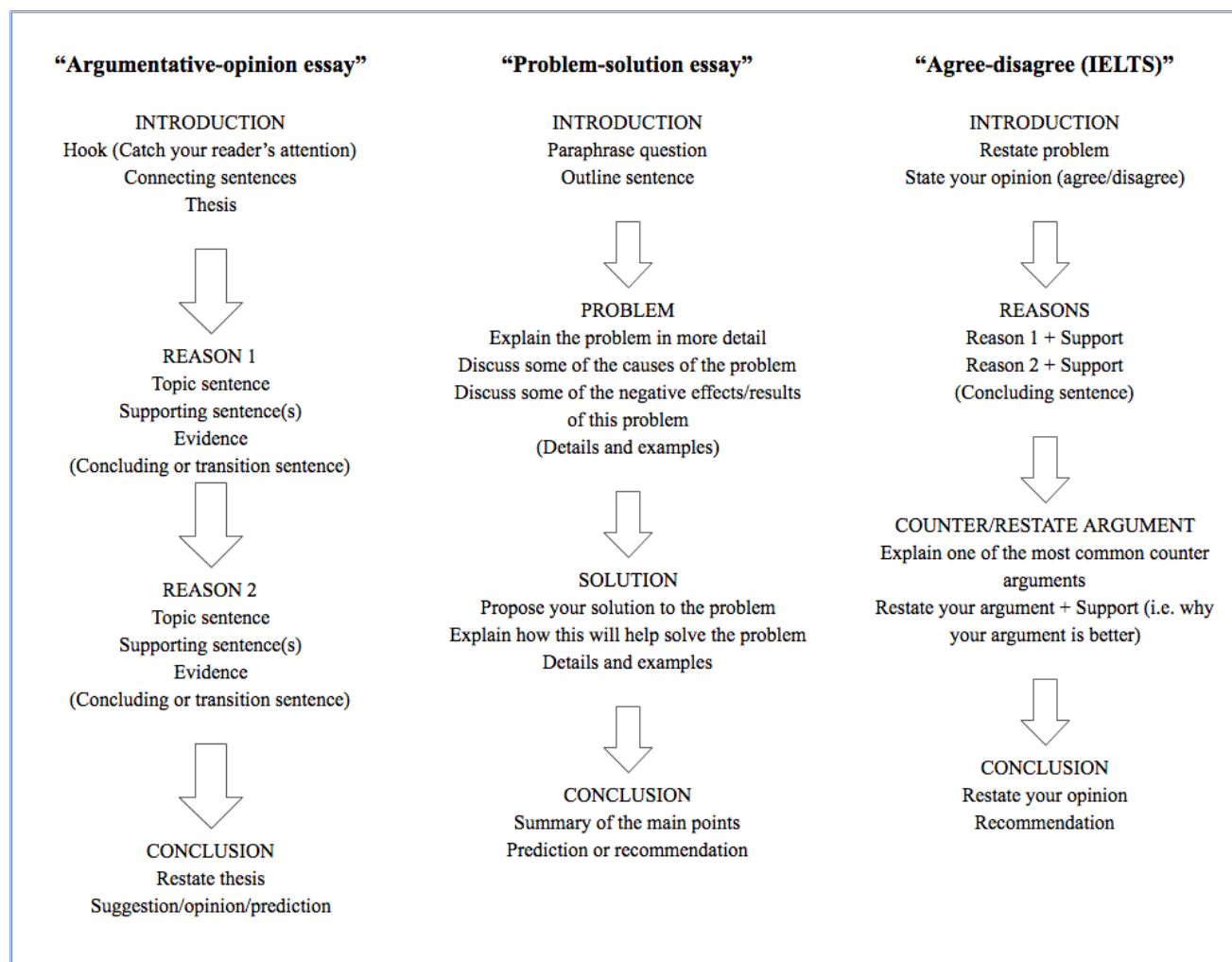
Point 3: Formatting the essay

Academic essays and reports should be typed on the computer. Individual teacher’s instructions for how to format the essay may vary. Nevertheless, most essays should be of the following style and include the following elements.



Essay styles

There are three main styles of academic writing: 1. “**argumentative-opinion**,” 2. “**problem-solution**,” and 3. “**agree-disagree**.” Each follows the general rules of logical organization and essay structure introduced above. However, each also has some minor differences and unique characteristics.





EXAMPLE: “Argumentative-opinion”

Below is an annotated example of the introduction paragraph for an argumentative literature essay about a short story written by the Japanese author, Natsume Sōseki.

Memories of Sin as a Karmic Cycle in Natsume Sōseki’s “The Third Night”

Natsume Sōseki is one of Japan’s most famous writers. He is known for writing realistic human dramas and novels such as *Bochan* (*Bochan*, 1906) and *And Then* (*Sore kara*, 1909). Sōseki also wrote magical realist fiction and even science fiction stories. One of the most famous of these works is *Ten Nights of Dreams* (*Yume jūya*, 1908). In this short essay, I focus on one section of *Ten Nights of Dreams*, “The Third Night,” and I argue that the chapter is a metaphor for sin, guilt, and rebirth that borrows heavily from Buddhist imagery and symbolism.

thesis
statement
主張

Intro

In this essay, the main argument (thesis statement) comes at the end of the introduction paragraph. The following paragraphs would then include reasons and evidence to support the thesis statement.



EXAMPLE: “Problem-solution”

Below is a problem-solution essay about climate change in Japan and written in response to the following question.

18. Japan faces serious threats from climate change. What are some of these negative effects and/or their root causes? What could the Japanese government do to prevent climate change from getting worse, and to strengthen its communities against the negative effects of climate change? (Problem-solution)

Climate change is one of the foremost problems facing the world today. In this regard, Japan is no different; in fact, it is one of the OECD countries predicted to be most affected by climate change. The Japanese government could better prepare to mitigate the negative effects of climate change in its communities through two main measures: ending its support of coal use and production, and supporting community renewable projects.

Japan faces serious threats from climate change, including increased flooding, typhoon damage, rising sea levels, and extreme heat. Each year climate change causes more and more disruption to peoples’ daily lives and to the Japanese economy. In 2018, damage from Typhoon 21 flooded Kansai Airport, and torrential rains in Western Japan flooded many communities. Furthermore, in 2019, successive typhoons battered Chiba prefecture, destroying many homes, and caused levees to break in Nagano, causing massive flooding of residential and farming areas. The root cause of this climate change is mankind’s continued reliance on fossil fuels such as coal, oil, and gas. Considering these problems and their main cause, the Japanese government needs to take two main steps to prepare.

First, the Japanese government needs to end its support for coal. Japan continues to meet most of its energy needs by burning fossil fuels such as coal and gas. Moreover, the Japanese government is supporting the construction of new coal power plants, both at home and abroad. These threaten not only to make climate change much worse, but also to damage the health and livelihoods of people living around newly-constructed coal plants. Second, the Japanese government needs to support the transition to renewable energy. It could do this, for instance, by ending its financial support for coal, and investing this money in renewable energy development and buyer subsidies instead. It could also decentralize the energy grid, making it easier for local communities to exercise more freedom over their energy supply.

Climate change is a massive problem, and sometimes it seems too overwhelming to consider. Yet, if we take immediate and concrete steps, we can still prevent further climate breakdown, and potentially save countries like Japan from experiencing even worse damage and disruption. This essay proposed two steps for the Japanese government: to end its support for coal and to support community renewable projects. (381 words)

(V) Presenting graphs and data

Using graphs and data is a key part of academic research. Moreover, we need to be able to understand and to *talk about* data and graphs. Typically, we would do this in academic presentations. This section introduces some examples of how to talk about data and graphs.



Speak!

“This graph shows that...”
“As you can see from the graph...”
“The x/y axis displays...”
“The [COLOR] line/bar/section indicates...”



EXAMPLE 1

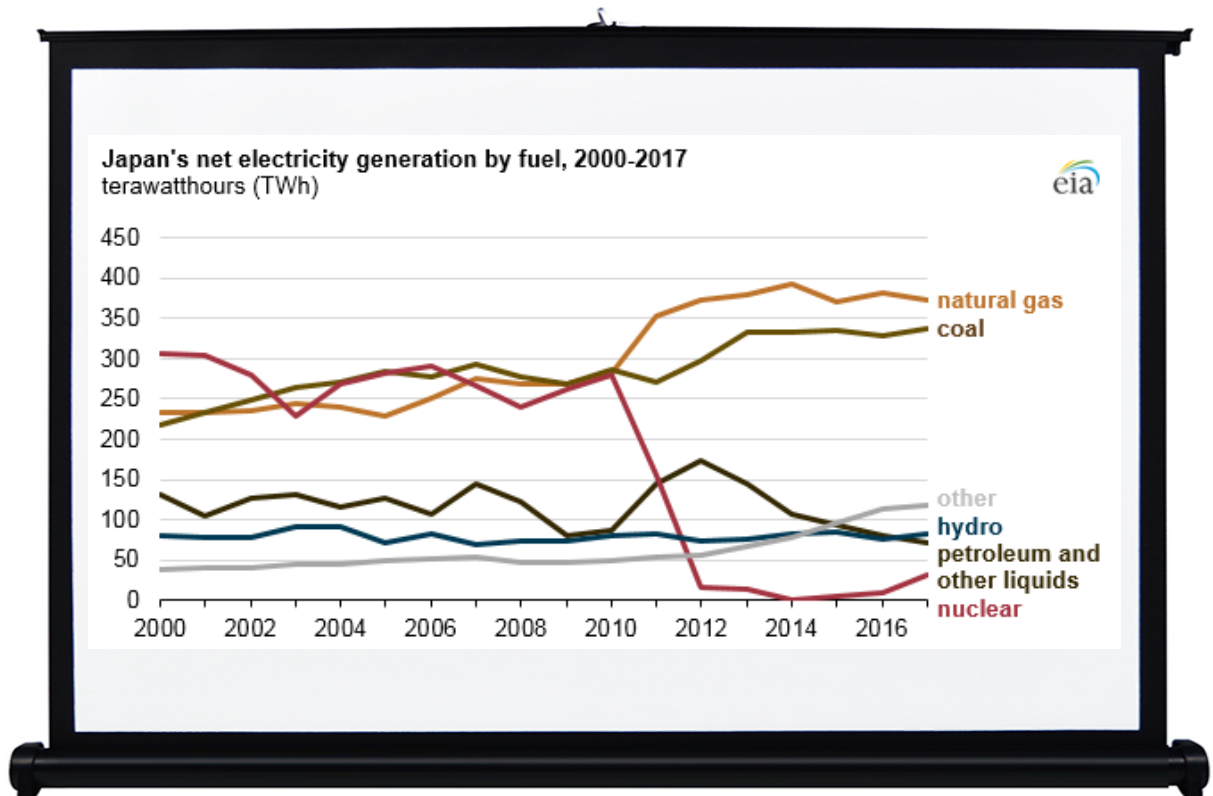




"This graph shows how extreme global inequality has become in recent years. As you can see from the graph, just ten of the richest men have more wealth than many countries. The y-axis the amount of wealth in billions of dollars. The x-axis shows billionaires and the names of countries. The red bar indicates the ten richest men, while the blue bars show countries. For instance, Switzerland and Argentina."



EXAMPLE 2



"This graph shows the various sources of Japan's energy production. As you can see from the graph, Japan produces most of its energy from fossil fuels such as natural gas and coal. The y-axis displays the number of terawatt-hours that each fuel source is used. The x-axis indicates the year with the range from 2000 to 2016. The brown line shows how much energy is being produced from coal, for example, while the grey line titled "other" includes renewable energy sources like wind and solar."

(VI) Understanding lectures

Let's face it, listening can be a hard skill to master. This is even more true in academic settings where we listen to lectures on a complex range of subjects, many times about information that we are hearing for the first time. In university settings and for test taking, we need to be familiar with listening to all sorts of lecture topics including literature, history, and the sciences. This section introduces strategies for successful understanding academic lectures.



Preparation

To fully understand academic lectures better, we need to do some preparation work. The two most important steps include:

- (1) **Get a general knowledge of the topic.** Lectures may be on a topic you are unfamiliar with. It can be hard to follow along with unfamiliar subjects, even in your native tongue! Therefore, try to read and become familiar with a range of topics in your native language first. This will help you learn in a foreign language later, since you will have less words to look up.
- (2) **Do the assigned readings.** Most times the instructor will base his/her lectures on the assigned class readings. If you haven't done the reading homework first, it will be difficult to follow along with the lecture!

Lecture basics

Before you begin listening to the lecture, you should have a general idea of *what* you want to be listening for. Many lectures often include similar categories of information and follow general patterns and rules. The following is a common example of what to listen for in university lectures.

Topic:

(e.g. Biology-whales; Astronomy-black holes)

Purpose:

(Answers the question "why" (e.g. "This topic is important because..."))

Focus:

(More specific than topic (e.g. Topic=Environment-global warming; Focus=effects of 1.5C degrees of warming))

Background:

(Explains history of topic and prior research)

Key terms-definitions:

(Make sure to write the definition)

Examples-details:

(Listen for discourse markers, e.g. "for example...")

Twist-another development:

(Offers counterpoint and/or alternative ideas; listen for discourse markers e.g. "however...")

Conclusion:

(Listen for discourse markers, e.g. "in sum...")



EXAMPLE



"...at the core of Freud's declamation, the more interesting ideas, is a set of claims of immense intellectual importance. And the two main ones are this. The two main ones involve the existence of an unconscious, unconscious motivation, and the notion of unconscious dynamics or unconscious conflict, which lead to mental illnesses, dreams, slips of the tongue and so on. The first idea – the idea of unconscious motivation – involves rejecting the claim that you know what you're doing. So, suppose you fall in love with somebody and you decide you want to marry them and then somebody was asked to ask you why and you'd say something like, "Well, I'm ready to get married this stage of my life; I really love the person; the person is smart and attractive; I want to have kids" whatever. And maybe this is true. But a Freudian might say that even if this is your honest answer – you're not lying to anybody else – still, there are desires and motivations that govern your behavior that you may not be aware of. So, in fact, you might want to marry John because he reminds you of your father or because you want to get back at somebody for betraying you. If somebody was to tell you this, you'd say, "That's total nonsense," but that wouldn't deter a Freudian. The Freudian would say that these processes are unconscious so of course you just don't know what's happening. So, the radical idea here is you might not know what – why you do what you do..."

Imagine you are listening to the above lecture about Sigmund Freud in an Introduction to Psychology course. Part of the lecture is transcribed above. Sample notes on your paper for this section may look something like this:

Topic: Freud's theory of unconscious

- Set of important claims
 - ~ Two main ones:
 - △ Existence of unconscious motivation
 - △ Notion of unconscious conflict
 - ~ Unconscious motivation
 - △ desires and motivations govern our behavior → they may be unconscious
 - △ radical idea: we may not know why we do what we do



Check

- In our notes, we only write **key words and phrases** *not* whole sentences
- Items are indicated by a symbol (e.g. ~ or △)
- Items are arranged in descending order from general to detailed



Discourse markers

When we speak, we arrange our words to make them more intelligible and easier for the listener(s) to follow along with what we are saying. To organize our speech, we use what are called discourse markers. These are like signposts which tell the listener what's coming up next and where we are on our journey. Common discourse markers include:

"In addition..."

"However..."

"First...second..."

"So/therefore..."

Discourse markers also signal to us which information is important and which is not. If we insert discourse markers from the above psychology lecture onto our notes, it would look something like this:

At the core

- Set of important claims

immense importance

~ Two main ones:

△ Existence of unconscious motivation

△ Notion of unconscious conflict

The first idea

~ Unconscious motivation

So suppose

Even if...still...

So...in fact...

So...

△ desires and motivations govern our behavior → they may be unconscious

△ radical idea: we may not know why we do what we do

(VII) The research process

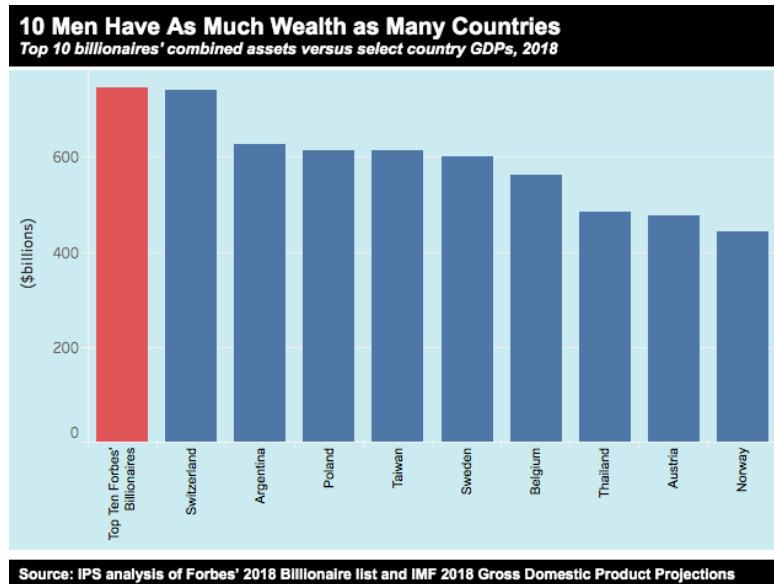
Ultimately, one of the main goals and jobs that we engage in during our time in academia is to conduct research. But how exactly *does* one go about doing research? This final section introduces three essential skills associated with the research process.

1. Drafting a research question

Our first step in the research process is to formulate a research question. A research question is the question that we seek to answer about a given topic or subject that we want to research about. Often, research questions stem from something that we are interested in or curious about, and frequently they begin with us asking the question “why” or “how.” For example, consider the graph on inequality once more. Isn’t it rather outrageous that a small handful of very rich people have more money than some countries? Coming into contact with information in this way often makes us naturally wonder “why” and “how.” Such information is an opportunity to formulate a research question.

Sample research question:

“Why is global wealth so concentrated in the hands of a few individuals, and how did this situation come about?”



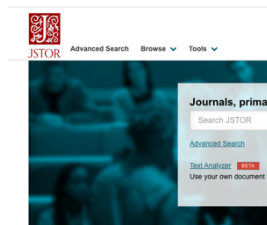
2. Searching for sources

Another important part of the research process is searching for sources. Thanks to the internet, online databases, and many digitized materials, searching through massive amounts of sources and information has become easier than ever. However, “the internet” itself is not a source – it’s a tool and piece of technology that helps us find sources. We need to learn how to best utilize this tool in order to better sift through the vast amounts of potential research materials.

Where to look

Books

- (1) CiNii Books searches Japanese books in university libraries
- (2) NDL online searches books in the National Diet Library archives



Journals

- (1) Jstor searches English-language humanities journals
- (2) CiNii Articles searches Japanese articles in university libraries



News

- (1) Kikuzō II searches *Asahi Shinbun* articles
- (2) ProQuest searches US and other English-language newspapers such as the *New York Times*



3. Making a bibliography

After gathering and using sources, we need to tell our readers where we obtained our information. We can do this by citing certain information about our sources and by making a bibliography. Simply put, a bibliography is a list of all of the sources that we directly used and/or cited in our research.



EXAMPLE

Bibliography

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How to write a bibliography

There are many different styles and ways to write a bibliography. However, each of them share common features. In general, bibliographies:

- A. Are arranged in alphabetical order
- B. Include [Author Name], [Article/book title], [Journal Name], [Publisher], [Date], [Page numbers]



POINT

Additional information

Note that bibliographic citations may also include the name of the translator if it is a foreign work. Author names are written in the order of LAST NAME, FIRST NAME. The titles of Japanese works should be written in *romaji* with proper use of macrons (e.g. ō, ū, etc.).

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