

English
for
academic
study:

Fully revised

Extended Writing & Research Skills

Teacher's Book

Joan McCormack and John Slaght

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Acknowledgements

The creation of these materials stemmed from the need to help international students develop the study skills necessary to function effectively on academic courses in a university context. The rationale behind the materials is that students need to develop the confidence and competence to become autonomous learners in order to successfully carry out research and complete assignments, such as extended pieces of written work or oral presentations.

The development of these materials has been a collaborative effort which goes far beyond the collaboration between the authors. The materials have evolved over several years of pre-sessional teaching at the Centre for Applied Language Studies at the University of Reading. There have been significant additions from a number of teachers, who have either contributed ideas or given extensive feedback on the materials. The number of teachers involved is too large for us to mention each one individually, but they are all fully appreciated.

In something like their present form, the materials have been trialled on successive pre-sessional courses at the University of Reading since 2001. This trialling has involved almost a thousand students, and they too have provided feedback in terms of course evaluation, as well as with their responses to the tasks in the programme. We very much appreciate the contribution of students whose work has been adapted and incorporated into the materials.

We would particularly like to thank Jill Riley for her meticulous editing and typing up of the materials and Corinne Boz and Bruce Howell for their very significant contributions to the development of the accompanying on-line tasks.

Joan McCormack and John Slaght, Authors, March 2005

i Introduction

The introduction contains a clear outline of the aims of the course and the principles on which it is based. It also contains essential information on how to use the course effectively.

Aims of the course

The purpose of this course is to equip students with the skills necessary for conducting research and for producing a piece of extended writing (referred to here as a project) in their own subject-specific area. The course involves an integrated approach, with a particular focus on the writing and research skills necessary for such a task. The course is designed to encourage **critical thinking** and get students to be **evaluative** in their approach to writing. There is also a strong oral component to the course through discussion of the students' work in class, in tutorials and in a final conference at the end of the course when they present their work.

Discrete reading and writing skills are assumed to be taught in other components of an English for Academic Purposes course, as well as presentation skills. For example, although students will be asked to consider the structure of introductions and conclusions, it will be assumed that they are already familiar with this to some degree. Similarly, although students receive language feedback on their work, they are not explicitly taught grammar in these materials.

Student needs

The following areas have been taken into consideration in the design of the materials, based on an analysis of what students need to do on future courses.

- The ability to produce an extended piece of writing in their own subject area within the academic conventions of higher education in the West.
- The development of discursive skills – to communicate effectively both orally and in writing.
- The development of critical thinking skills.
- The development of learner autonomy.

- An understanding of the conventions of the academic community students will typically be joining.
- The development and consolidation of study competencies.

Principles on which the materials are based

1 The learning process as a cycle

The Conceptualisation Cycle

Mayes (1997) <http://led.gcal.ac.uk/clti/papers/Groundhog.html> examines how different learning activities enhance students' understanding of new concepts and resolve misunderstandings. He refers to three stages, which are known as the **conceptualisation cycle**.

In this cycle, at the **conceptualisation stage**, students are exposed to the ideas or concepts of others through lectures, reading and seminar discussion.

During the **construction stage**, students apply these new concepts in the performance of meaningful tasks. It is during the **dialogue stage**, however, that learning takes place through the performance of tasks when these new concepts are tested during written communication and/or conversation with tutors and peers. The feedback provided enables students' misconceptions to be resolved. The approach adopted by these materials is based on similar principles.

Also, the integration of skills from other components of a typical EAP course is an essential aspect of the project preparation class. Students bring with them awareness of the micro-skill of writing and an awareness of how to use appropriate reading strategies to deal with texts. These are aspects which are recycled in the project class. In this context, writing is learned rather than taught, because learning *how to write*

occurs through the understanding and manipulation of content.

2 Reading for the purpose of writing: writing from multiple texts

The approach taken in these materials is that students are reading to learn, rather than learning to read. To encourage this, students are given a reading purpose: to complete the project (extended writing assignment). This purpose should generate a 'selective' reading approach which will help students to deal with the literally hundreds of pages they may be confronted with each week during their future academic courses. It is also generally accepted that teaching students to write from sources is essential preparation for academic success. In his book on the relationship between reading and writing, Grabe points out the complexity of the process, which involves deciding: how much and what should be used, how it can be used in relation to the task, how accurately it should be represented, and finally, the formal mechanisms which need to be used. (Grabe, 2003, p. 225)

The process and problem-solving components of writing development can make intense demands on students, particularly when students are reading difficult L2 texts in order to collect or glean new information for their writing. In many reading-writing tasks, students are forced to make a number of complex decisions (Grabe, 2001, p. 245). It is with this in mind that students are given a range of sources to consider when working on Project One. The rationale behind this approach is that the teacher has an element of control and can identify ineffective strategies that students may be tempted to employ as a way of coping with multiple, fairly dense academic texts, such as varying degrees of plagiarism.

With Project Two, students will be working with texts in their own subject area and with a much greater degree of autonomy. By this stage, it is hoped that they will have begun to develop the ability to make the 'complex decisions' that Grabe identifies.

3 A process and product approach

A process approach to writing is advocated, based on research which shows that the process

of *doing* helps the development of organisation as well as meaning. It is expected that writing skills will be taught elsewhere, but further development occurs through the process of students completing their project, through drafting and redrafting their work. At each stage of writing, students are encouraged and expected to generate ideas, organise them, evaluate what they are writing and identify clearly what their writing purpose is. Revision is essential, not just to edit the language, but also to reorganise or modify the text and clarify ideas, as necessary, through expansion or rephrasing. At every stage of the process, students are encouraged to critically assess what they have written and to develop this criticality through discussion with their academic colleagues, whether fellow students or teachers.

These materials also strongly emphasise the importance of the end product. This is in line with the needs of the students on their future academic courses, when they will have to produce an end product containing some or all of the aspects of academic writing and academic study skills advocated in these materials. Please refer to Appendix 1 at the end of this Teacher's Book for an example of how the final product may be evaluated, taking into account not only the content, the use of source materials, the organisation and the language of the final draft, but also the actual written presentation of the text and the degree of learner independence exercised by students in producing the final product.

4 Students finding their own voice

In the complexity of the reading and writing process, students often find it challenging to formulate their own ideas. A strong element of these materials involves getting students to voice their ideas before writing them, a process which helps to clarify their own ideas. It is important to emphasise to students that even though they are writing in their own subject area, they should be writing with the educated reader in mind, i.e., they should be able to explain their topic to others.

One of the reasons that students plagiarise is that they want to use information they have read to support a point without having fully understood the text. Verbalising their ideas before writing helps combat this to some extent by helping them

clarify their understanding before beginning to write. In Project One, students are provided with the texts (appendices and websites). From the beginning they are asked to be critical, but they may be resistant if they come from a culture where they are perhaps not expected to question authoritative sources.

5 Learner autonomy

Students are expected to be independent learners in higher education. They not only need to work on their study skill techniques, e.g., note-taking and compiling a bibliography, but also on acquiring study competencies which involve the development of critical questioning. Control over one's learning is the basis of learner autonomy; not only attempting to do it but also actually managing it successfully. However, student attitudes to working autonomously vary in terms of their cultural background, as well as according to the personality of the individual.

The stage of learner autonomy of any student will always be at a certain point along a continuum. The current materials therefore contain 'scaffolded' tasks which provide support throughout much of the course, but which are gradually withdrawn to encourage autonomy, especially during the writing of Project Two. In their article on issues in the EAP curriculum, Flowerdew and Peacock emphasise the importance of this. By asking learners to research and investigate resources available to them inside and outside the academy, as well as encouraging learners to take responsibility for their own learning, teachers will set their students on the path to full independence. (Flowerdew & Peacock, 2001, p. 82)

The appendices

There are eight units in total, plus the appendices. Each unit focuses on one aspect of extended writing. From Unit 2 onwards, students are looking at how reading can be used to support their writing, and in Unit 3 they begin writing the first project. When to employ the appendices most usefully is suggested in the table below.

Appendix	Content	When to use
1	Sample project	Unit 3 , Tasks 1.1 and 1.2. However, some teachers may prefer to introduce the project during the very first class so that students get an impression of what the final product should be.
2	Self-evaluation checklist	This is probably best introduced in Unit 2 (possibly before or after Task 4) as a homework task. As suggested in the instructions on page 96 of the Course Book, students should be encouraged to visit this self-evaluation checklist at appropriate stages throughout their course in order to reflect on their progress. Discussing the checklist could form part of their tutorial time.
3	Advice on note-taking	Unit 2 specifically, but students should be encouraged to refer to their appendix at each stage of their note-taking for Projects One and Two, e.g., in Unit 4 with reference to avoiding plagiarism.
4 (4.1–4.6)	Sources for Project One	These should be introduced in Unit 2 when students begin work on Project One; also Unit 3 (Task 4) in relation to critical reading.
5	Compiling a bibliography	Unit 3 (pages 35–39), which deals with acknowledging sources and academic conventions in referencing. Unit 4 covers the tutorial system and avoiding plagiarism, and teachers may find it more appropriate to introduce the compilation of bibliography at this point, or even later in the materials.

The website

The Extended Writing & Research Skills website, which can be found at <http://englishforacademicstudy.com/>, forms an important part of these materials as it is aimed at encouraging students to develop an independent approach to academic work. The activities on the website should also help familiarise students with how to carry out a range of online activities and to access online resources. This is increasingly expected of students in the higher education system in the West.

You may decide to schedule the tasks outlined below as homework assignments or leave it to the students' discretion to carry out the tasks at appropriate stages during the course. Whatever the case, it would be useful to copy the table below and distribute it to the students for their information.

Online Activities Schedule

Unit	Website Activity	Where used
1	• The structure of a project • Using the library	after Task 2 page 7 end of the unit
2	• Referencing in a text	after Task 3, page 15
3	• Evaluating Internet sources • Bibliographies	after Task 6, page 33 after Task 9.3, page 38
4	• Avoiding plagiarism	after Task 3, page 44
5	• Developing a focus • Successful searching • Website evaluation	after Task 3, page 51 after Task 5, page 53
6	• Introductions • Conclusions	after Task 6, page 62
7	• The language of graphs • Presenting data	after Task 6, page 75
8	• Preparing presentations (Part 1) • Preparing presentations (Part 2)	after Task 5, page 80

Project One (1,500–1,800 words)

Students complete this by using and extending skills introduced at an earlier stage. As suggested above, greater support is given at this earlier stage through information input, discussion and appropriate language input. Initial scaffolding is then gradually withdrawn.

For this project:

- Writing needs to be learned rather than taught.
- Texts and two websites are supplied, but students are still expected to use two resources of their own (providing a challenge for stronger students).
- Students are asked to select from a limited number of texts.
- The structure and mechanics are introduced while the project is being written.
- The writing also involves synthesis: bringing together ideas from a range of sources.

Project Two (2,500–3,000 words)

Students look for and use their own resources in their own subject area. Students negotiate their own title and specific aim through dialogue with their personal tutor. Scaffolding is withdrawn, and it is at this stage that students work independently. Class time is mainly concentrated on individual tutorials. Students are encouraged to take responsibility for what happens in the tutorial, and guidance on this is given in Unit 4 (pages 40–42).

Feedback and assessment

Assessment includes continuous assessment and assessment of the two projects they write as well as the presentation (Appendices 1 & 2 in the Teacher's Book provide the evaluation criteria for these).

Each of the units contains a number of tasks, many of which students complete for homework, and these are checked in class. Parallel to this, students are working on their projects, and get feedback on each stage of the process, e.g., on their initial plan, or on whether the introduction contains a clear focus. Although they may be

familiar with the process of peer evaluation in the writing component of their course, the extent to which it is a part of the process of the project class varies according to the individual group. Ideally it should happen, but if a group is struggling with both the content and the structure of the project, it may be too demanding to expect students to also be involved in effective peer feedback. However, a great deal can be gained from using colleagues as ‘sounding boards’ to try out ideas and to explain the content as clearly and effectively as possible.

Students should receive both formative and summative feedback on their written drafts of the project from the teacher, and have the opportunity to discuss their work in an individual tutorial. Certain aspects of feedback sessions are particularly significant, for example: written comments on the final project as well as the drafts. Students also need feedback on their oral performance in preparation for their conference presentation. On longer courses, it is often possible to organise ‘mock’ tutorials as part of the student’s spoken language assessment. To make this a more authentic experience, the students’ projects can be used as the focus for discussion. Students can be asked to introduce their project, outline the key details and then discuss issues relating to their project with the assessor.

Issues

There are certain issues relating to these materials and how they are introduced and used on an EAP course. One issue which needs to be considered is the academic experience and cultural background of the students involved. Secondly, the level of intellectual maturity has to be considered. Both of these issues will impact on the amount of scaffolding which should be given and possibly the extent to which Project One should form part of the overall assessment.

Plagiarism

This is described as a “sticky issue – not seen as black and white by academics” (Sutherland Smith, 2005). For example, there is the need to “imitate in the early stages of learning a new discourse”

(Angelil-Carter, 2000). On the other hand, as expressed by Sherman (1992, p. 194), “they (the students) find it hard to believe that I really want what I say I want: their own half-formed ideas expressed in their own limited English.”

Some students feel that they are representing the writer more fairly by using his/her words. However, the materials aim to raise awareness and develop the skills/techniques to help overcome plagiarism. There is a strong emphasis on being evaluative and on students ‘commenting’ on what they have read. There is also an attempt to help students develop the skills to be able to express ideas effectively.

Route through the materials

For long courses of, for example, 11 weeks, one unit per week should be covered, based on four 90-minute periods per week. However, it may only take nine weeks to cover the actual material, and students will spend the rest of their time working on their own projects. The final weeks will be mainly individual tutorials, with little class input, as students will be working independently.

For short courses of, for example, six weeks, or where even less contact time is available, an example of how the materials might be approached is given below. This route is the outcome of trialling at the University of Reading.

***Note:** On a short course, it is important to explain the purpose of the project preparation class in the first lesson. Explain that the tasks are designed to help the students develop the skills they need. It is also important to explain that the materials have been designed for much longer courses, so some of the contents may be omitted; point out, for example, that they will only be writing Project Two (in their subject area). Finally, explain that some of the work may not follow the order of the book.*

Date	Lesson content	Homework
Week 1 (Session 1) (Session 2) (Session 3)	• CB Unit 1 Task 4 (pp. 9–10). NB: Remember to give out written language assignment for students to complete for negotiated deadline. • Briefly refer to self-evaluation checklist in Appendix 2 (pp. 96–97). • CB Unit 5 Introduction & Task 1 (pp. 49–50). • CB Unit 5 Task 3 (p. 51): <i>Establishing a focus</i>. • CB Unit 5 Task 4 (p. 52): <i>Establishing a working title</i>. • CB Unit 2 Tasks 2–3 (pp. 14–17): <i>Incorporating evidence into academic work</i>.	• CB Appendix 2 (pp. 96–97): <i>Self-evaluation checklist</i>. • Read through Unit 1 for consolidation. • CB Unit 1 Task 5 (pp. 11–12): <i>Starting Project 1</i>. • Students search for sources in their own subject areas. • Complete unfinished classwork from Unit 2 Tasks 2–3. • Research for project ongoing.
Week 2 (Session 1) (Session 2) (Session 3) (Session 4)	• CB Unit 3 Task 1 (pp. 23–25). • CB Unit 3 Task 2 (pp. 26–27). • CB Unit 3 Task 9 (pp. 38–39): <i>Writing a bibliography</i>. • CB Unit 4 Tasks 2 & 3 (pp. 43–45). • Unit 6 <i>Introductions & Pre-task activity</i> (pp. 55–56). • Unit 6 Task 1 (pp. 57–58): <i>Features of introductions</i>.	• CB Unit 3 Task 5 (pp. 30–33): <i>Finding information</i>. Students should read carefully for negotiated deadline and complete the task. • Planning and making notes for 1st draft. • Writing 1st draft. • Writing 1st draft (to be submitted by negotiated deadline).
Week 3 (Session 1) (Session 2) (Session 3)	• Tutorials • Tutorials • CB Unit 6 Tasks 4–6 (pp. 59–62): <i>Features of conclusions; Analysing your conclusion; The language of conclusions</i>.	• Students respond to tutorial comments. • Students respond to tutorial comments. • CB Unit 7 (pp. 66–75): students should read contents of unit and complete Task 4 (pp. 72–73): <i>Data commentary</i>.
Week 4 (Session 1) (Session 2) (Session 3) (Session 4)	• Check homework (Unit 7 Task 4) and discuss flowchart (p. 73). • CB Unit 8 (p. 76): <i>Writing abstracts</i>. • CB Unit 8 Task 1 (p. 77): <i>Features of abstracts</i>. • CB Unit 8 Task 2 (p. 78): <i>Practice abstract</i>. • Return 1st drafts and make general comments. • Distribute written feedback sheets. • CB Unit 8 Task 4 (p. 80): <i>Practice conference abstract</i>. • Submitting abstract. • Tutorials: discuss 2nd drafts; students bring feedback sheets.	• CB Unit 8 Task 3 (pp. 78–79): <i>Conference abstracts</i>. • Writing 2nd drafts; must respond to comments on feedback sheets. • Presentation abstract deadline. • Writing 2nd drafts.
Week 5 (Session 1) (Session 2) (Session 3) (Session 4)	• CB Unit 8 (p. 83): <i>Editing your written work</i>. • Catch-up. • 2nd draft peer-evaluation; concentrate on introductions and conclusions. • Discuss presentations; familiarise students with assessment forms. • CB Unit 8 Task 5 (pp. 80–81): <i>Preparing an oral presentation</i>.	• Writing 2nd drafts. • Complete 2nd drafts for negotiated deadline. • Presentation preparation. • Presentation preparation.
Week 6 (Session 1) (Session 2)	• Course evaluation questionnaire. • Feedback to individuals about project, as appropriate. • Individual presentations.	• Conference: students base presentations on their projects.

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1 Introduction to the skills of extended writing and research

This unit introduces students to extended writing and informs them about the projects they will work on in this book.

Introduce the course by explaining that it will help students to develop practical skills for extended writing. They will also learn to carry out research in the library and on-line so that they have the necessary information to tackle extended essays.

The term 'project' is used throughout the course because the main focus of the course is to complete either one or two projects/pieces of extended writing. Refer students to the Contents page of the Course Book for the area of focus of each unit.

Task 1: What do students write?

Tell students to write for no more than five minutes.

Quickly ask around the class for suggestions about the type of writing they might have to do at university.

Possible answers:

The types of writing suggested on page 7 of the Course Book are:

- essays for examinations
- extended essays or projects
- reports
- theses
- dissertations
- case studies
- notes
- annotations (e.g., on handouts or photocopied originals)

If students mention any of these types of writing, or anything else that seems relevant, write them on the board.

Get students to read the four paragraphs on page 6, in order to compare their ideas with what is written there. Elicit any other types of writing that are mentioned in the Course Book and add them to the list on the board.

Note: The terms *thesis* and *dissertation* are used differently in different countries and even in different universities in the same country. In most

universities in the UK, Hong Kong and Australia, a thesis is written for the research degree of PhD and MPhil, while a much shorter dissertation is one of the final requirements for a taught Master's degree. In many American universities the terms are reversed, with theses written at Master's level and a doctoral dissertation at PhD level. For our purposes the Hong Kong, UK and Australian terms for a PhD thesis and a taught Master's dissertation are used. See Bunton, D. (2002). *Generic moves in PhD Thesis*. In Flowerdew (Ed.) *Academic Discourse*. Pearson Education.

Task 2: Types of writing

This task is meant simply to enhance students' understanding of the types and length of writing they may have to do. It also clarifies the level of study at which the various types of writing are practised.

Answers:

Type of writing	Type of student	Explanation
Essay	Undergraduate/postgraduate	A traditional 600–6,000 word text written as an assignment or for an exam
Extended essay or project	Undergraduate/postgraduate	About 3,000–8,000 words
Report	Undergraduate/postgraduate	Describes research
Dissertation	Undergraduate/postgraduate	Bachelor level: usually 10,000–12,000 words Master's level: usually 15,000–20,000 words
Thesis	Postgraduate	Doctorate level: this will be much longer than a dissertation
Case study	Undergraduate/postgraduate	An account that gives detailed information about a person, group or thing and their development over a period of time

Briefly talk through the steps at the bottom of page 7 and point out that students will get the opportunity to practise each of the steps in this book.

Types of assessment

Explain to students that they can find out what type of assessment is used in their individual departments by checking the appropriate handbook. The Meteorology Department at the University of Reading, for example, provides an on-line handbook that contains information on assessment. An alternative may be to check in the relevant undergraduate or postgraduate prospectus. However, information on assessment is not consistent and is not always present.

The best way to find out about written assessment expectations is for the student to visit his or her particular university department and ask for samples of assessed written work.

Emphasise that all three forms of assessment mentioned on page 8 are equally important – continuous, written and oral.

Explain that continuous assessment is based on how students carry out their research, organise their time and work and how they cooperate with fellow students and teachers, as well as on attendance and participation in class activities.

Emphasise the link between written and spoken language components of any course. Explain that students are expected to put the lessons of other components of their course into practice when working on projects or written tasks.

You may choose to hold a conference at the end of the course, where all students are expected to give an oral presentation (of about 10 minutes) or a poster presentation. Advice on how to prepare for a poster presentation is given in Unit 7 of the Course Book.

Writing projects

Go through the information on page 8 of the Course Book with the students and answer any questions they may have.

Explain that students will be able to practise one-to-one tutorials in Unit 4, but will also be having such tutorials with you at regular intervals during the course.

For students using this book for a longer 8-week or 11-week course, the written project should be regarded as practice for a second assignment. Students on a shorter 5-week course will only complete one compulsory project.

Task 3: Analysing the task

Answers:

- a) The key words/phrases are: *problems of urbanisation and a policy of sustainable development*.
- b) The title is framed as a question: *To what extent ...?* Ask students what they understand by this.
- c) Remind students that a question requires an answer. Elicit a range of answers that the question *To what extent* might produce, e.g., *a great deal, quite a lot, not much, not at all*. Explain to students that they must decide '*To what extent*' through their research and then they must explain their answer in their project, using the evidence in the sources they are given to support their argument.

Task 4: The stages of writing a project

The aim of this task is for students to discuss and cooperate in the decision-making process.

Establish that writing a project is a process. Explain that there are three distinct phases involved in the process: planning, researching and writing up. Within each phase there are also a number of stages. Task 4 involves deciding which stages occur during which phases of the process. Make sure students appreciate that certain stages can occur in more than one phase.

Before you set this task, check/explain the key terms below:

- rough outline
- establishing a clear focus
- working title
- sources
- tutorial

- 4.1 Remind students to write out the steps in full; **not** to simply write down the number of the steps, as this provides a better reference for future use.

An alternative procedure suggested by a colleague at CALS, Jonathan Smith, is to put the students in groups and give them slips of paper with the different stages of the writing process on them. They should also be given some blank pieces of paper to add any stages they may wish, an A3 sheet of paper and a gluestick. Students can then make a poster with arrows, linking lines, etc., to help visualise the writing process. Make it clear that students will probably have different views.

Possible answers:

Planning

- 1 j) Decide on a topic.
- 2 p) Check that sources are available/accessible.
- 3 c) Think of a working title for the project.
- 4 o) Make a rough outline plan of your ideas.
- 5 n) Work on establishing a clear focus.
- 6 m) Plan the contents in detail.

Researching

- 1 d) Search for relevant journals/books/information in the library and on the Internet.
- 2 e) Write down the details of your sources.
- 3 l) Highlight/take notes of relevant information.
- 4 i) Do some reading.
- 5 f) Decide if you need to do more reading.

Writing Up

- 1 k) Write the first complete draft.
- 2 a) Read the first draft.
- 3 b) Edit the draft – decide objectively whether your ideas have been expressed clearly.
- 4 h) Arrange a tutorial with your tutor.
- 5 g) Write the contents page, bibliography, title page and abstract.

The answer key above is open to discussion and it should be presented to students in this way.

- 4.2 Arrange the class in pairs or groups to discuss the possible phases and stages in the answer key. Ask students if there are any stages that they think are missing from the phases. Finally, ask how the third *writing up* phase would continue, i.e., *write second draft; read draft; edit*, etc. (the process should be repeated as necessary).

Learner independence: Appendix 2

(Course Book pages 96–97)

The aims of this self-evaluation task are:

- to raise students' awareness of the skills necessary for extended writing and oral presentations;
- to get students to consider which aspects of these skills they need to develop further.

An important aim of this course is to encourage learner independence. One aspect of this independence is students' ability to assess themselves realistically, in order to recognise the particular skills they need to develop. Appendix 2 has a checklist of the skills students will work on during this course. Ask them to fill in the checklist for homework (do the first point in class as an example), then discuss it briefly in the following lesson, i.e., ask students which aspects they feel they can deal with, and which ones they need to concentrate on.

Task 5: Starting Project 1

The questions on page 11 of the Course Book are intended to provide students with a framework for getting them started on their first project, but may also be the basis for a framework for a second project (if appropriate). Please point out this fact to students who are on a longer course, and refer to it again when they begin their second project.

Get the students to check their ideas from Task 3.

Tell the students to read the questions in the 'Introduction' section on page 11. In small groups, students should briefly discuss their responses.

Repeat this process with the 'Main body' and 'Conclusion' sections. At the end of each of the three stages (about five minutes of group discussion), it would be a good idea to have a brief whole-class discussion so that the groups can share ideas.

Students may have already encountered the idea of 'brainstorming' in *English for academic study: Writing*. If not, it would be a good idea to demonstrate the technique using a simple topic, e.g., 'The benefits of attending a pre-session course'. This is also an opportunity to demonstrate writing in note form – get students to identify examples of note form after you've completed your 'brainstorm' on the board.

When the majority of students have written down their ideas in the boxes on page 12, elicit a few examples for each section.

Explain to students that they may find some of their ideas have been written about in more detail in the sources that they will meet when they begin Unit 2. They may change their minds about which are the most relevant ideas as a result of reading the sources, and they will probably come across other ideas that they had not thought of.

Web support at:
www.englishforacademicstudy.com

Unit 1 Introduction to the skills of extended writing and research

- Structure of a project essay
- Using the library

2

Using evidence to support your ideas

In this unit students will:

- discuss the importance of providing evidence in academic writing;
- learn different methods of incorporating sources;
- practise summarising information.

Go over the Introduction carefully with the students. Emphasise that using and acknowledging sources of information and ideas adds weight to academic argument.

Reading list

The printed sources in the reading list are in Appendix 4 at the end of the Course Book (pages 100–135). Students should be reminded that not all of the information in the sources is relevant; some will be more useful than the rest. Students have to read selectively to choose the most relevant information to help them write their projects.

Task 1: Selective reading

After a few minutes, elicit answers from pairs of students.

Possible answers:

- To find information to help write the project.
- Selectively – students will have to decide which information appears to be most useful and relevant *as they are reading*. They may bring up the idea of skimming for general content, or scanning for specific information.
- Underline key points, make notes in the margin of the text or make notes on separate paper.

Task 2: Incorporating evidence into academic work

2.1 Answer:

The best answer is b). The writer enumerates the increase (10%); reports the source and the date – therefore the reader will have more *confidence* in the information. Evidence for the writer's ideas is provided by referencing expert views (*expertise*) in the field. These experts have undoubtedly carried out detailed practical or theoretical research.

2.2 Answers:

- Any discussion of financial markets must begin with a definition of what they are:
'A financial market is the place or mechanism whereby financial assets are exchanged and prices of these assets are set' (Campbell, 1988, p. 47).
- According to (Wang (2001)), education is the key aspect underlying the successful economic development in a society.
- Djabri states that operations research is the application of the methods of science to complex problems (Djabri, 2001).
- As (Sloman (1999)) has demonstrated, there are two main methods of measuring unemployment.
- This antibiotic has an immediate effect on the illness (Braine, 1997).

Task 3: Referencing

- 3.1 References to be highlighted are given in column 1 of the table below.
- 3.2 Make sure that students understand the difference between a *direct* and an *indirect* reference. These examples of ways of incorporating references are an introduction to the tasks that follow.

3.1–3.3 Answers:

Name and date	Direct/indirect reference	Idea expressed (A–E)
O’Riordan, 1976	Indirect	E
John Muir (quoted in Pepper, 1984)	Direct (This is an example of the writer quoting a source that has been quoted in a previous work.)	D
Ronald Inglehart (1977)	Direct	C
Maslow (1970)	Direct	A
Cotgrove & Duff, 1980	Indirect	F
Downs, 1972	Indirect	B

Students may have been introduced to identifying information in texts and summarising ideas in *English for academic study: Writing*. Emphasise that writing a project gives them the opportunity to put into practice the skills they are being taught in other components of their course. Evidence of appropriate referencing is expected in their projects, and is essential in academic writing.

Task 4: Purposeful reading

As a homework task, get students to transfer two of the definitions they find in the sources to a table, such as the one opposite. You may wish to direct students in particular to the sources on Wikipedia, UK Gov and in Appendix 4.4, (‘Sustainability’ by W. M. Adams).

Summarising information from texts

Summarising may have been covered in other components of the students’ course; however, it is worth going over the points made here to refresh their memory. The idea of the N.O.W. approach is that students summarise from their notes, but you must remind them to always make a note of the source of the resulting summary.

The source still has to be acknowledged, even if students write the summary in their own words – the ideas are the ‘intellectual property’ of the original writer.

Students usually find the task of summarising information – trying to express a set of ideas in their own words – extremely challenging. At times, it can be difficult to convince them that incorporating information from texts into their own work without referencing is not academically acceptable. The aim of this section is to take the students through some steps to make summarising easier, and to raise their awareness of the dangers of plagiarism.

Two key factors should be emphasised throughout:

1. Students should have a purpose when they summarise. For example, presenting a writer’s viewpoint, which they may support or disagree with.
2. Students need to interact with the text in some way, in order to fully comprehend it, i.e., think carefully about the meaning. Emphasise that it is not useful to attempt to summarise if they have not fully understood the text. For this reason it can be very useful to have students verbalise the ideas first, explaining the content of what they have read before they actually write.

Sample answers:

Definition	Writer/ Organisation	Date	Title	Source of publication and page no.
Urbanisation is the degree of or increase in urban character or nature. It may refer to a geographical area combining urban and rural parts, or to the transformation of an individual locality from less to more urban.	Wikipedia Encyclopaedia	23/11/03	<i>Urbanization</i>	http://en.wikipedia.org/wiki/urbanization retrieved December 19, 2003
Sustainable development is 'development that meets the needs of the present without compromising the ability of future generation to meet their own needs'.	UK Government	04/03/03	<i>Sustainable Development, the UK Government's view</i>	http://www.sustainable-development.gov.uk retrieved October 10, 2004
Sustainable development is 'development that meets the needs of the present without compromising the ability of future generation to meet their own needs' (Brundtland, 1987).	Adams, W.M. in P. Cloke, et al. (Eds.)	1999	Sustainability in <i>Introducing human geographies</i>	London: Arnold pp. 125–132

Task 5: Features of a summary

The aim of this task is to raise awareness and generate discussion.

Answers:

- A This is not necessary, unless there is a set of steps or a process that logically needs to have the same order as the original.
- B No. The point of the summary is to choose what is relevant for the reader's purpose.
- C No. It is important to emphasise that specialist vocabulary is essential, and cannot be changed. Clarify that a summary should be in the students' own

words, but not to the extent that they use inappropriate vocabulary in order to avoid the words in the text. Point out here that actually telling someone their ideas can be helpful; students will thus avoid using too much of the same vocabulary.

- D Yes. This will probably occur naturally if students are writing from their notes.
- E Yes. Part of the skill of summarising is emphasising the important points (but without directly saying *I think this is important*).
- F Definitely not within the summary itself. However, the student may be required to comment on the content of the summary as part of a task.

Task 6: Stages in writing a summary

The aim of this task is to encourage good summarising practice.

Tell students to read through the stages individually. Ultimately, the stages should be analysed as a group or whole-class activity. You might like to put the text to be summarised on an OHT for students to discuss first, before referring them to the sample summary in their books. It is useful for them to work through the process together, as a model for future reference.

Get students to explain the four stages of summary-writing in their own words.

Taking notes: Appendix 3

You may like to refer students to Appendix 3 (Course Book pages 98–99) at this stage, for some advice on taking notes. Suggested answers to the tasks in Appendix 3 appear below.

Task 1: Taking notes when listening or reading

Listening	Reading
You only hear it once, cannot rewind	You can read it again and again
You are trying to do three things at once: listen, understand and write	You have time first to read, understand and then take notes
Stressful – time restriction	No time restriction
There is no way to check accuracy/details	You can check details in original source
A lecturer will pick out the important points	You need to pick out the important points

Task 3: Note-taking strategies

More strategies for effective note-taking:

- Look at your notes several days later and check that you can still understand them (if you can't, you need to rethink your note-taking strategy).
- Look at your notes several days later and highlight the main points.
- Look at your notes and explain the content to someone else (this will help to enhance your own understanding of the notes).

Task 7: Practice summary 1

The aim of this task and Task 8 is to encourage students to extract information selectively and write summaries based on their own notes rather than directly from a text.

Point out that the amount of relevant material extracted from the texts on both occasions is relatively small. The purpose of taking notes in the first place determines the type of notes that are taken.

Below are some guidelines, but obviously there may be variations – key points are underlined.

Model answer:*The Making of Modern Japan*

Modern Japan is a nation of contradictions. Economically powerful and prosperous, its future economic prosperity depends on continued access to reliable sources of external raw materials and stable markets. Militarily constrained because of its U.S.-created constitution, Japan relies on U.S. military strength and the benign intention of others to maintain its security. Pro-Western and modern in its cultural outlook, it reveres old Japanese traditions and customs. The contradictions that exist in Japan – and influence its perceptions of itself and the world – are a product of Japan's historical experiences.

From a global perspective, Japan is a unique nation. With a population half that of the United States and a gross national product 40 percent the size of the United States, Japan must import large percentages of almost every raw material that modern industrialised societies need. Since Japan's evolution to an industrial power did not begin until the late nineteenth century, and since it had no scientific technical tradition, the strides it took to transform itself into a relatively modern industrial state by the beginning of the twentieth century were truly amazing.

Notes:

Japan – into mod. ind. society despite contradictions

- late industrialisation/very fast
- no scientific tradition
- dependency on raw materials from outside

Summary:

Japan's rise to economic success is based on contradictions. It needs to import huge amounts of raw materials to support its industry. Its economic development in the nineteenth century is remarkable, especially considering its lack of scientific tradition.

Summary:

One possible reason for the decline of animal species is under-crowding, known as the Allee Effect. This happens, against apparent logic, when a population that may have been extremely well populated, begins to fall, and continues to do so, to the extent of being in danger of extinction.

Task 9: Practice summary 3

For this final summarising task, get students to access the appropriate websites from the list of references given on page 13.

Tell students to use the N.O.W. approach to carry out their summaries as they did with Tasks 7 and 8.

Web support at:

www.englishforacademicstudy.com

Unit 2 Using evidence to support your ideas

- Referencing in a text

Task 8: Practice summary 2

Get students to predict possible causes of the decline of animal species before they read the text, e.g., pollution, climate change, human activity.

8.2 Model answer:

Notes:

Causes of decline:

- Under-crowding
- Leading to low population density
- Allee Effect
- e.g., pigeon pop. of 18c

3

Structuring your project and finding information

In this unit students will:

- look at how a project is structured;
- practise writing evaluatively;
- practise selecting information from books and journals;
- practise selecting information from websites.

Task 1: The structure of projects

The aim of this section is to familiarise students with a typical first project. The length, features and format of the sample project *Remembering and forgetting: to what extent can we improve memory?* in Appendix 1 (Course Book pages 84–95) make it a reasonable approximation of what students should be aiming for. The project was completed by a pre-sessional student and was chosen because it is about a fairly general and accessible topic, but contains some useful examples of academic style and conventions (e.g., figures, quotations and a bibliography). It is also generally well organised, with an introduction, main body and conclusion.

One of the major problems with the texts that international students write is that they tend to be purely descriptive. In this project, there is some attempt to discuss whether memory can be developed through using certain techniques; references to this are limited but students should be encouraged to identify them.

Another major problem, of course, is plagiarism. Clearly, in this project, the student has attempted to express ideas in his own words and to support the points he makes with reference to sources. Again, this can be pointed out to students and it should be explained that work on avoiding plagiarism is carried out in later units of the Course Book.

There is also a thesis statement in the introduction: *like a computer, memory can be improved or at least 'trained' to perform more effectively*. This point is re-addressed in the final paragraph of the conclusion. An attempt is made to adhere to the thesis throughout the essay and this gives it cohesion. Lack of cohesion and coherence is

often a serious flaw in extended writing by international students.

The extent to which you want to address the three above points at this stage, if at all, will depend very much on the level of the students in the group, as well as on time constraints. However, they are points that must be emphasised at some stage of the course.

Task 1 is intended purely as a familiarisation task, so that students have a clear idea of typical components of the project they are expected to write.

- 1.1 Discuss the parts of an academic text, as listed in the Course Book, before students look through the project.

A	The conclusion
B	A quotation
C	A reference in the text
D	A subtitle/subheading
E	The introduction
F	The bibliography
G	The first name initials of an author/researcher
H	The family name of an author/researcher
I	The main title page
J	The contents page
K	A figure or table
L	Abstract

- 1.2 Allow students some time to look through the project and label the various parts. Several of the sections, e.g., the introduction, abstract, bibliography and contents page, are already appropriately headed, but others, such as quotations, references in the text or subtitles, do have to be identified.

It would be a good idea to put the class into groups of three or four students and then circulate and confirm that every student has labelled the various sections of the project appropriately.

How to write an evaluative project

It is worthwhile to point out the importance of students being evaluative or critical in their writing from the beginning. They should establish a clear focus and develop a strong thesis for their project. The writer's 'position' should be a thread that runs through the whole essay, giving it cohesion and coherence. The example of the plan for the project on the restructuring of the Korean banking system illustrates this very clearly. It is recommended that you make an OHT of the flow chart on page 25 of the Course Book, and display it for general discussion. Go through the model in detail, emphasising the role that critical reading plays throughout the writing of a project.

Task 2: Descriptive and evaluative writing

The purpose of this task is to help students identify the different features of descriptive and evaluative writing.

- 2.1 Each of the four paragraphs contains elements of both descriptive and evaluative writing, and this should be pointed out. However, certain paragraphs are predominantly evaluative, e.g., paragraph 4 (which in fact forms the conclusion of the full article). After completing the table, students should be encouraged to identify (by underlining) examples of evaluative text. Explain that the italicised text (see below) is evaluative because it expresses an opinion or attitude about the facts that are

expressed in the rest of the text. The italicised examples mostly illustrate caution on the part of the writer (which is often typical of academic style). This is particularly true of paragraphs 1 and 4. An extension of this exercise would be to ask students to express the evaluative examples in their own words.

Answers:

Paragraph	Mainly descriptive	Evaluative comments
1	✓	✓
2		✓
3	✓	✓
4		✓

2.2 Answers:

Examples of evaluative writing are identified in italics below:

Paragraph 1
... Because of the new investment opportunities they provide and because their experiences <i>may offer</i> lessons for less developed economies ...
Paragraph 2
... These numbers <i>make it clear that</i> external trade has been <i>an important element</i> in the development of these economies.
Paragraph 3
Commercial banks <i>also played a critical role, because they were the major source</i> of private savings.

Paragraph 4

... The figures *seem to reflect* the emphases of the past development policies. "The financial system *was rather the accommodator of this real economic performance than its instigator*," wrote one economist after examining the role of the financial sector in economic development experiences of these economies (Patrick, 1994). Recent banking sector developments in Korea and, to a lesser extent, Taiwan *point to the negative side-effects that government direction of credit to preferred industries can have in the long run*. Singapore's experience *seems to suggest* that a government *could implement* industrial development policies without directing the credit decisions of the commercial banking sector. Finally, Hong Kong's case *seems to illustrate that* an active industrial policy *may not be essential* for rapid economic development.

Task 3: Reading for a specific purpose

Reading for a purpose is a key concept and this section reinforces the work done in *English for academic study: Reading* and *English for academic study: Writing*.

Task 4: Choosing sources

The purpose of this task is to get students to think about the selection of texts for their work. For this project, all the texts are chosen for them, but for the second project on this course (if students are doing the longer course), and indeed for future written projects, they will need to find sources for themselves. Work through the second text in Appendix 4, *People, Places and Themes*, following the example, then get students to complete the table for three more sources in Appendix 4 and on the Internet.

Answers:

TEXT	Thisdell, D. (1993). Can LA Kick the Car Habit? <i>New Scientist</i> , 138 (1887), 24–29.
Why it was chosen	- published in <i>New Scientist</i>, a reputable science-oriented popular magazine - deals directly with problems to do with urbanisation, e.g., transport congestion and pollution, focusing on Los Angeles - examines the challenges in urban planning - examines problems and solutions, i.e., discursive¹
TEXT	Chaffey, J. (1994). The challenge of urbanisation. In M. Naish & S. Warn (Eds.), <i>Core Geography</i> (pp. 138–146). London: Longman.
Why it was chosen	- looks specifically at housing, which is another key issue in urban problems, focusing on Hong Kong - is a case study and therefore a primary source - contains figures and tables with statistical data relating to urban planning
TEXT	Adams, W.M. (1999). Sustainability. In P. Cloke, P. Crang & M. Goodwin (Eds.), <i>Introducing human geographies</i> . London: Arnold.
Why it was chosen	- fairly recent publication (1999) from a reputable publisher - provides a definition of sustainability in detail with reference to different fields, e.g., economics, geography and science - refers to the Brundtland Report – a key document in defining sustainable development
TEXT	Elliot, J.A. (1999). <i>An introduction to sustainable development</i> . London: Routledge.
Why it was chosen	- examines the effect of population growth on essential services, e.g., sanitation, water supply - takes a more global view than the other sources of the growth of cities, e.g., see Figure 5.3 <i>Economic-environmental typology of cities</i> - raises awareness of differences between the <i>Brown Agenda</i> and the <i>Green Agenda</i>

TEXT	Newman, P. (1999). Transport: Reducing Automobile Dependence. In D. Satterthwaite (Ed.), <i>The Earthscan reader in sustainable cities</i> (pp. 67–92). London: Earthscan Publications.
Why it was chosen	• fairly recent article (1999), originally published by a reputable publisher, <i>Earthscan Publications</i> • provides case studies of attempts to deal with transport issues • provides an evaluation of solutions to the problem of automobile dependency (see section ‘Key Policy Conclusions’)
TEXT	<i>Urbanization</i> http://en.wikipedia.org/wiki/urbanization
Why it was chosen	• online encyclopaedia • updated recently, i.e., viewed on December 19th, 2003; updated November 21st, 2003 • discusses the key term ‘urbanization’ and provides a clear definition • provides links to other related sources, e.g., ecological and economic effects
TEXT	<i>Sustainable Development – the UK government’s view</i> (http://www.sustainable-development.gov.uk/) http://www.sustainable-development.gov.uk/what/index.htm ²
Why it was chosen	• government website; clearly constructed homepage and easy accessibility • regularly updated, e.g., viewed on December 18th, 2002 (updated December 11th, 2003) • provides a clear definition with appropriate links

¹ You might like to point out to students that this is a good example of evaluative writing, as a follow-up to Task 2.

² <http://www.sustainable-development.gov.uk/what/index.htm> – a link to a definition of sustainable development

Task 5: Finding information

Finding information in textbooks

Students will probably already have had a library introduction at some point. Increasingly, students tend to use web-based sources for their work, and avoid using the library. However, their future departments will expect them to be fully familiar with how to use the library facilities, and the location of journals and books related to their subject area.

Filling in the table requires students to think about their selection of sources, which is one aspect of developing critical thinking.

5.1 and 5.2 should be completed as a homework task. Students can feed back (5.3) in class.

Finding information in journals

Encourage students to find out which journals are favoured by their departments. Articles can be useful as the starting point for research, and abstracts are invaluable in ascertaining if an article is relevant to a student’s purpose.

Making use of abstracts

Work on abstracts is covered in more detail in Units 4 and 8. You could refer students to Task 4 in Unit 4 at this point, if appropriate to their needs.

Task 6: Analysing websites

For this task you will need to book the computer laboratory or class-in-a-box. You will need to go over the criteria for website evaluation with students. Emphasise the importance of only using reliable websites, e.g., if an author/organisation cannot be identified, or if there is no date, then there is no way of knowing whether the information is accurate.

Task 7: Acknowledging your sources

This section extends the work on referencing that students did in Unit 2. Experience shows that even when students feel they have control of the conventions of referencing, they make mistakes in bibliographies and when referencing within a text.

Elicit what students already know about referencing.

Ask students how and why we reference sources. (They should be able to draw on work done in Unit 2 for this.)

7.1 For answers see Course Book page 35.

7.2 As consolidation, you could put samples of students' work with incorrect referencing on an OHT, and ask the students to correct the mistakes.

Further practice is available on the website (www.englishforacademicstudy.com).

Task 8: When not to use a website

There is a range of possible reasons for not using websites that do not have the name of the author or an organisation. Elicit ideas from the students before you show them the list below:

- the academic credentials of the writer are unknown
- the information or ideas may be out of date
- the information or ideas may be untrue or unreliable
- it is inconvenient to have to check the validity of the information
- without credentials you cannot quote or paraphrase the information

Task 9: Writing a bibliography**9.1 Answers:**

a) title of article	4
b) name of publisher	10
c) date of publication	3
d) author's surname	1
e) title of book	8
f) editor's name	5
g) place of publication	9
h) author's initials	2
i) other editors	6
j) shows book is a collection of articles or chapters	7

9.2 and 9.3 Model bibliography:

Adams, W.M. (1999). Sustainability. In P. Cloke, P. Crang & M. Goodwin (Eds.), *Introducing human geographies*. (pp. 125–129). London: Arnold.

Bilham-Boult, A., Blades, H., Hancock, J., Keeling, W. & Ridout, M. (1999). *People, places and themes*. Oxford: Heinemann.

Harch, E. (2003). Africa Recovery. Retrieved May 18, 2004 from <http://www.africarecovery.org>

Newman, P. (1999). Transport: Reducing Automobile Dependence. In D. Satterwaite, (Ed.), *The Earthscan reader in sustainable cities*: (pp.67–92). London: Earthscan Publications.

Note: The detailed model bibliographical entries in Appendix 5 ('Compiling a bibliography', Course Book pages 136–137) are very useful for reference, until students get used to laying out bibliographies themselves.

Web support at:
www.englishforacademicstudy.com

Unit 3 Structuring your project and finding information

- Evaluating Internet sources
- Bibliographies

4

Developing your project

In this unit students will:

- find out how to make the best use of the tutorial system;
- learn about plagiarism and how to avoid it;
- learn about the features of abstracts and their purpose.

The tutorial system is fully described in the Course Book, but it is worth going through this as a whole-class activity.

Task 1: Preparing for tutorials

The format of any feedback sheet that you may already use for drafts of the students' work should be discussed. On the back of the sheet used at the University of Reading there is a breakdown (A–D) of each component of the project that should be assessed and a set of descriptors explaining the particular grade of each component (see pages 58–59 of this book). Assessment sheets should be carefully explained to students. This is probably best done with the whole class in the first instance and then with individuals in one-to-one tutorials.

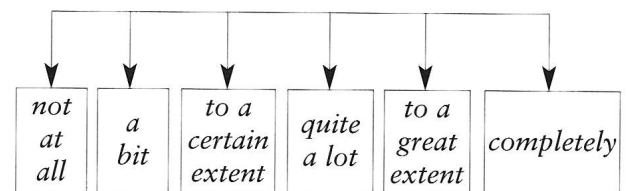
Content

A major problem with the projects produced by pre-sessional students is that they tend to be over-descriptive. There is very little discussion involved. One way to encourage comments is to get students to answer questions about the topic of their project.

Example procedure:

- Write the title of the project on the board:
To what extent can the problems of urban development be met by a policy of sustainable development?
- Underline the phrase *To what extent*.
- Draw a line on the board and label it with the phrases *not at all* and *completely* at appropriate ends of the continuum.

- Write the phrases: *quite a lot*; *to a certain extent*; *a bit*; *to a great extent* in random order. Students should label the diagram as below.



- Get students to choose one of these phrases in order to answer the question.
- When students have made their choice about the 'extent', get them to answer the question *Why?*
- Tell students to write down the term *Because* and below it write between three and five reasons taken from the evidence they have been reading as research.

Example: *Because of the efforts made by international organisations, such as Greenpeace, to encourage sustainable development.*

- As an extension, you could write the word *However* and ask students to write alternatives to the points they have written under *Because*. The end result might look something like this:

Because:

- Because of the efforts made by international organisations, such as Greenpeace, to encourage sustainable development.

However:

- Sustainable development policies are very expensive to introduce, especially in LEDCs.

Organisation

A project should be organised in such a way that the main ideas are clear and linked to the introduction and conclusion. The text should be coherent, i.e., there should be a logical development of ideas. The text should also be cohesive, i.e., the ideas in the text should be connected linguistically through the use of appropriate linking words, anaphoric and cataphoric referents, etc.

Language

Students should be issued with error correction codes. This helps them to identify the types of errors they have made and is a step towards independent error correction. Error correction codes tend to work most efficiently with higher-level students and are a useful instrument to encourage independent editing. However, it is important to point students in the right direction for any remedial language work needed. This can be achieved both through the error correction sheet and through written comments on the feedback sheet about certain language issues they might address (see the example in the Course Book).

Presentation of work

This has become less of a problem as students now submit their work electronically. However, they need to be given advice about such things as which fonts to use for letter size, as well as style, headings and subheadings, bullets and numbering, pagination, the incorporation of tables and figures, and the incorporation of footnotes.

Use of sources

Students must be convinced that the use of sources is an essential requirement of academic writing. Referencing/citing and bibliographies are dealt with in Unit 2 as well as this unit. Students should be encouraged to follow the appropriate academic conventions appropriately and consistently.

Task 2: Quotations, paraphrases and plagiarism

The aim of this task is to get students to identify examples of quotes and paraphrases and also to recognise where plagiarism has occurred.

Answers:

	Quote or paraphrase	Plagiarism	COMMENT
1	Paraphrase	No	The original idea is restated in the student's own words and correctly referenced.
2	Quote	Yes	The words are lifted directly from the original Papp article without any attempt to either quote or cite the original source.
3	Paraphrase	Yes	The ideas of the original are maintained without acknowledgement, although the wording is completely different.
4	Paraphrase	Yes	This is plagiarism, even though the wording is completely different except 'revolutionary perspective'. The original source must be acknowledged and the lifted words enclosed within quotation marks. Emphasise to students that citing sources adds 'academic weight' to their argument.

5	Quote	No	Point out to students that quotes of three lines or more should form a separate paragraph and should be indented as demonstrated.
6	Paraphrase	Yes	Here the student has lifted key phrases from the original to weave into the text without acknowledging the source.
7	Quote	No	This is a good example of the use of a very 'quotable' phrase in order to add weight to the point the student is making.

Task 3: Avoiding plagiarism

The aim of this task is to reinforce awareness of plagiarism.

Each 'reason' for plagiarising could be discussed, initially by the students in pairs and then as a whole class. There will be a variety of responses. Below are some suggested responses.

Possible answers:

Reasons for plagiarising	Comments
a) <i>I didn't know it was wrong.</i>	It is not acceptable under any circumstances.
b) <i>I didn't know how to use references.</i>	You need to learn how to use references in order to write in an academic field.
c) <i>I didn't have enough time to do the necessary reading, or to develop my own ideas.</i>	Time management is essential when working on essays.
d) <i>The text was so difficult for me to understand that I just copied the text and hoped it was OK.</i>	It is better to work from what you have read and understood than simply copy.

e) <i>The text I copied said exactly what I wanted to say and I couldn't express it better.</i>	It is not expected that you write with the same level of sophistication as that in published material. Your tutor would prefer that ideas are expressed in your own words; this shows that you have more fully understood the concepts involved.
f) <i>In my country, we are expected to reproduce the exact words and ideas of the text or the teacher.</i>	In the UK educational system, you are expected to show evidence of having thought about ideas and information rather than simply repeating them without thought.

Task 4: Features of abstracts

- 4.1 Get students to number various features in the margin of their book (in pencil). Encourage discussion about their findings.

Answers:

Abstract A – features

- a) a general statement: *In-company Business English ... commercial field.*
- b) essential background information: *Clients demand ... levels of quality and effectiveness.*
- g) details of the research carried out by the writer: *This investigation looks into ... in the field.*
- h) what the results of the research suggest: *The results of experience ... for Business English teachers.*

The general statement a) could be seen as part of background information (as an alternative to b)).

Abstract B – features

- a) a general statement
- d) and e) an investigation and the implementation in a real-world situation
- g) details of the research carried out by the writer
- h) what the results of the research suggest

Abstract C – features

- i) a thesis statement (*This project describes ... furthermore, it discusses ... this project describes the main achievements ...*)
- b) essential background information
- c) the aims of the project (b), c) & i) are very closely linked in concept)
- e) the implementation of the investigation in a real-world situation (*government changes to the labour laws ...*)

Abstract D – features

- b) essential background information (*Banking has developed ... However, only three banks are making a profit in the credit card market*)
- a) a general statement (*It is very important ... an understanding of the credit card system used in the West*).
- i) a thesis statement (*This paper will begin ... secondly ... finally ... their credit card business is discussed*)

- 4.4 This task gives students an opportunity to assess the appropriacy of project titles.

Answers:

Abstract	Possible title
A	Teachers' attitudes to and perceptions of Business English teaching
B	Standardising teaching observation practice
C	The development of China's security markets
D	The impact of the introduction of credit cards on Taiwanese banking
E	To what extent is risk management effective in financial institutions?

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Unit 4 Developing your project

- Avoiding plagiarism

5

Developing a focus

In this unit students will:

- learn how to choose a topic;
- practise narrowing down the topic to establish a focus;
- come up with a working title.

The aim of this unit is to get students started on their projects. They should be encouraged to start looking for sources at an early stage. Check that students are familiar with the library system for cataloguing sources, such as electronic abstracts. One of the biggest problems faced by students is choosing a suitable topic. Some students will lack academic experience or will have had a very different academic background. Finding a suitable topic therefore can be problematic. Some students may choose a topic that is far too general, such as 'Global Warming'. Students lacking confidence tend to do this because sources are easy to find. But the resulting problem is twofold: the information students find is often not from a suitably academic genre, and also there is such an extensive range of sources about the topic (e.g., about global warming), that students waste unnecessary time deciding which to use. Other students choose very specialised topics (this is particularly so in the case of postgraduate students), which may be unrealistic. The important message to impress on students is that their main interest should be to perfect the *process* of completing a project. This involves: choosing a suitable topic; carrying out appropriate theoretical research; making notes; organising ideas; writing a first draft; editing work; making use of tutorials; redrafting work in response to the advice and written comments of the project tutor, and so on.

The content of the project is important, but not as important as mastering the mechanics of project writing.

Note: If lists of essay titles/topics are available from students' future academic departments, they may be useful in helping students to decide on an appropriate topic.

Task 1: Choosing a topic for your extended essay

Get students to do this individually and then discuss their lists in pairs.

Possible answers:

- | | |
|---|---|
| a) Decide how practical it is to work on this topic. | 4 |
| b) Find something in your subject area you are interested in. | 1 |
| c) Summarise your project idea in one sentence. | 7 |
| d) Decide how much you already know about the topic. | 3 |
| e) Talk about your ideas. | 5 |
| f) Think about a possible working title. | 6 |
| g) Look for sources. | 2 |
| h) Make a plan. | 8 |

In numerical order:

- | | |
|--|----|
| 1 Find something in your subject area you are interested in. | b) |
| 2 Look for sources. | g) |
| 3 Decide how much you already know about the topic. | d) |
| 4 Decide how practical it is to work on this topic. | a) |
| 5 Talk about your ideas. | e) |
| 6 Think about a possible working title. | f) |
| 7 Summarise your project idea in one sentence. | c) |
| 8 Make a plan. | h) |

Explain to students that there is no absolutely correct order. Ask them what a 'working title' is (*a title in the developmental stage of writing a project*).

Point out that a more specific title will probably emerge before the final version of the project is completed. Work related to finding a focus and developing more specific titles is an important part of this unit.

Task 2: Developing a topic – Global warming

Explain to students that developing a specific focus will help them to choose a suitable topic title and will facilitate their search for appropriate sources. This is especially true if they are using a search engine, such as Google®, or a university library search facility (such as the Unicorn facility at the University of Reading).

Answers:

Most general→	←General→ ←Specific→	←Most specific
e) g)	b) d) f) h)	a) c)

There is room for discussion with this key, e.g., f) could be considered ‘most specific’.

As a whole-class activity, get students to explain why each title belongs in each column.

Task 3: Establishing a focus

3.1 It would be best to arrange the students initially in groups or pairs. They should attempt to form questions together. Then get one group of students to present their questions and ask for further suggestions from the rest of the class.

The questions below could be distributed to students for them to compare with their own (as a checklist and a basis for discussion).

Example questions for ‘The Education System in Argentina’:

What problems exist in the Argentinean education system?

Which countries have a similar education system to Argentina?

How can the Argentinean education system be improved?

3.2 This task again lends itself to pair or groupwork and could be carried out in the same way as 3.1.

Possible answers:

Problems in the Chinese economy

What is the chief economic problem facing China?

What effects is this problem having?

Who is causing the economic problems in China?

How serious are China’s economic problems?

The economy of Taiwan

How stable is the Taiwanese economy?

What drives the Taiwanese economy?

Cybernetics

(Definition: *a branch of science which involves studying the way electronic machines and human brains work, and developing machines that do things or think rather like people*: (Collins, Cobuild 2001 English Dictionary).

What is cybernetics?

How important is the work carried out in this field?

Who are the stakeholders in the area of cybernetics?

The United Nations

What is the role of the United Nations?

How effective is the United Nations?

Which area of the United Nations' work has been the most successful?

Genetically modified (GM) food

How safe is GM food?

Why is food being genetically modified?

How is food genetically modified?

Deforestation in Nepal

What has caused deforestation in Nepal?

What have been the effects of deforestation?

How is the problem of deforestation being solved?

Future developments in human health

Which areas of human health will be dealt with in future?

What developments will occur?

How will developments in human health change?

Will developments in human health add to longevity?

Task 4: Establishing a working title

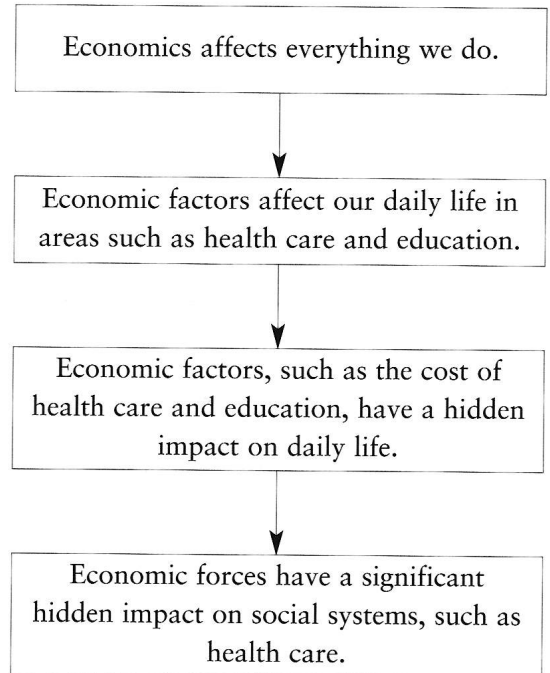
The aim of this task is to show students how working titles are flexible and developmental. It also gives them training in developing titles that are more specific and more academic in style.

- 4.1 Copy the titles and get students to compare their ideas about how the titles could be made more specific before showing them the sample answers below.

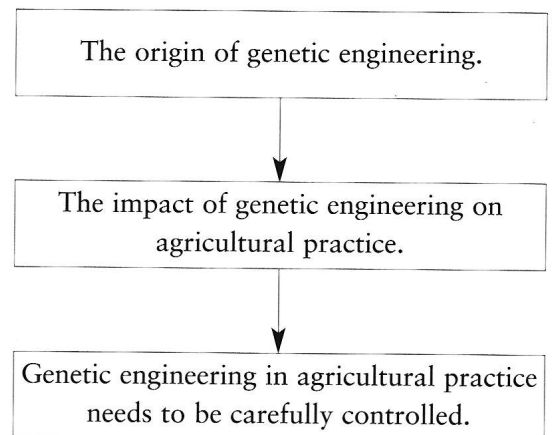
Explain that these are all authentic examples of titles used by pre-sessional students.

Possible answers:

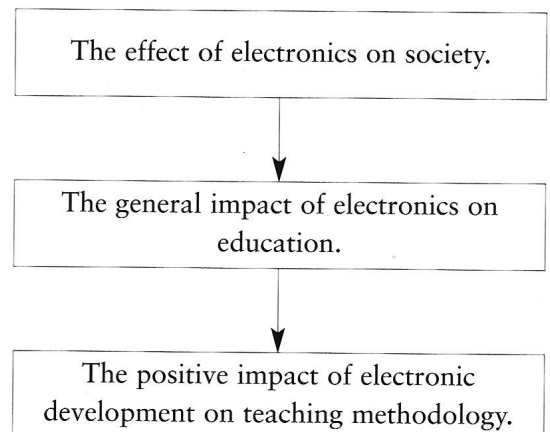
a)



b)



c)



It is worth discussing with the students how general or specific the final title is. The first example (a) above is obviously not general, because it deals with *specific* examples.

The second example (b) clearly comes under two main subheadings: *origin* and *importance*, and focus is established in this way.

The third example (c) would appear still to be very general. However, the writer may decide to interpret the title as a springboard for discussion, i.e., whether or not electronics are important, how important it is, future developments in electronics, etc.

- 4.2 This will probably be most effective if set initially as a homework task so that students can go to the library or search the Internet independently.

Obviously, foundation or undergraduate students may need more support with this task than postgraduates.

Students should be encouraged to spend time planning and working out their ideas.

Task 5: Planning your project

Students often find it difficult to establish a focus for their project. The questions in the table act as guidelines to help them to do so. Encourage the students to complete the table as far as possible. This will probably need to be done as a homework task because students will need time to reflect.

In the following lesson, a brief class discussion should help students who have been unable to complete their planning for homework. This will also give students the opportunity to verbalise their ideas and thus clarify them.

You may wish to present the model below to students on an OHT for general discussion or for one-to-one tutorial work with students who are experiencing difficulty in formulating a plan.

Planning your project – model notes:

What is your topic?

The role of the family in 21st-century Turkey.

Why have you chosen this topic?

- Academic subject = Sociology
- *The role of the family is changing in Turkey (effects of globalisation & transition from traditional model to 21st-century model)*
- *Impact on society is significant*

Key questions (What do you want to find out about this topic?)

- *Should the traditional role of the family in Turkey be retained?*
- *What are these 'traditional family values'?*
- *What are the positive and negative effects of retaining traditional family values/adopting modern family values?*

What is your focus and/or working title?

In what way is the role of the traditional family having an impact on modern Turkish society?

Thesis statement

The changing role of the Turkish family is having a negative impact on social values. Change is inevitable but the rate of change is making the negative aspects difficult to control.

Specific title

The problems associated with the changing role of the Turkish family need to be urgently addressed for the 21st century.

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Unit 5 Developing a focus

- Focus on essay titles
- Successful searching
- How to evaluate a website

6

Introductions, conclusions and definitions

In this unit students will:

- analyse the features of introductions;
- analyse the features of conclusions;
- analyse the features of definitions;
- identify the language of each of these components in a typical academic text.

The purpose of this unit is to get students to look at certain aspects of their project. If your students are using *English for academic study: Writing* they will be able to draw on the microskills they have been developing on the course. They can also draw on their experience of writing their project so far, including feedback. If students have completed the introduction, ask them to bring a hard copy to class, as they will need this to carry out Task 2. (Alternatively, they could bring a hard copy of the introduction to a previous project they have written.)

Introductions

Elicit from students what they already know about the features of an introduction before you look at page 55.

In small groups, get students to discuss the purpose of introductions. They may have covered this if they are studying *English for academic study: Writing*.

When you have elicited some ideas (the students should come up with most of the ones on the list in the Course Book) tell students to look at the list of features (page 55), and explain the pre-task activity. They should look at Introduction 1, and the table below it. This task should be discussed as a whole class.

Emphasise that introductions may only have *some* of the features on page 55, depending on the writer's purpose.

Pre-task activity

Photocopy Introductions 1 to 4 (pages 56–58 of the Course Book) onto OHTs to make it easier to feedback on this activity and on Tasks 1 to 3.

Table 1: Features of Introduction 1

Feature	Example from text
Introduction to topic	<i>Our life is heavily dependent on the supply of energy.</i>
Background information	<i>After World War II, especially, developed countries received the great benefits of electricity. However, today more than 30% of the global population still live in off-grid areas, without electricity. This is mostly in developing countries or remote areas in developed countries, such as mountainous areas or isolated islands.</i>
Justification	<i>To show the problems related to the production of electricity in developing countries, as well as the pollution caused by using fossil fuels.</i>
Outline of structure	<i>This essay will first demonstrate the demand for electricity in remote areas, and then the extent to which renewable energy technology can be applied effectively in remote areas will be examined by looking at some examples.</i>

Definition of key terms	Not included.
Thesis statement	<i>Renewable energy technology is the solution to these problems.</i>
Writer's purpose	<i>To show how to overcome the problem (by using renewable energy technology).</i>

Task 1: Features of introductions

Answers:

Introduction 2

Feature	Example from text
Introduction to topic (a)	<i>Since China began to develop economically and to open up to world trade in the early 1980s, many international companies have entered the Chinese market. In the beginning, many worldwide companies entered the market with confidence and kept their customary management system and market strategy approach.</i>
Background information (b)	<i>Some of the European and American companies cooperated with Japanese companies, because they wanted to utilise the Japanese experience in the Asian market when marketing their products.</i> [This might also be included in the category above.]
Justification (c)	<i>However, they soon found this approach was not suitable for the Chinese economic environment, and they had to find a way to adapt to the new situation.</i>

Outline of structure (d)	<i>The issue of brand communication, including examining why this approach is necessary, and the steps involved in setting up promotion techniques to promote the prestige of a brand, will be discussed in this project.</i>
Definition of key terms (e)	<i>They were interested in brand communication, which involves using a series of effective marketing strategies.</i>
Thesis statement (f)	<i>This approach appears to work well in China.</i>
Writer's purpose (g)	<i>To show a way of solving the problem of marketing effectively in China (meaning inferred).</i>

Introduction 3

Feature	Example from text
Introduction to topic (a)	<i>Over the past decade, an uncertain economic climate and the rapid development of technology have led to an increasingly sophisticated business environment.</i>
Background information (b)	[The example in the category above could also be considered background information.]
Justification (c)	<i>Under these rapid changes, in order to gain competitive advantages, organisations are being increasingly reoriented or converged. ... Emphasis is on 'lean and mean' as an effective ways for organisations to achieve the 'lean' purposes of downsizing.</i>

Outline of structure (d)	<i>First, the purpose of downsizing will be addressed. Then, examples of the characteristics of an effective downsizing process will be examined. In the final part, three sets of data that evaluate the process of downsizing will be explored.</i>
Definition of key terms (e)	<i>Downsizing (Steven et al., 1998) is a response to the external environment, as companies are attempting to reposition themselves so as to gain a competitive advantage in an uncertain marketplace.</i>
Thesis statement (f)	<i>Downsizing is necessary for survival in many cases. If human resource managers lack an appropriate downsizing programme, they will be faced with negative feedback from employees. As a result, it will lead to the opposite effect to the 'lean' performance and efficient purposes of downsizing.</i>
Writer's purpose (g)	<i>This project will examine how to present a positive vision of downsizing to employees.</i>

Introduction 4

Feature	Example from text
Introduction to topic (a)	Not included.
Background information (b)	Not included.
Justification (c)	<i>But how does a company become a global company? Are there benefits to becoming a global company?</i> [These are rhetorical questions, which suggest that the writer is going to attempt to supply the answers. However, they could equally be considered an introduction to the topic – the questions raise the issues involved.]
Outline of structure (d)	<i>This essay will first explain what a global company is, and then look at the difference between this and a non-global company. Secondly, the essay will explain global strategy and the benefits of global strategies. Finally, a case study of the globalising development of Philips will be considered.</i>
Definition of key terms (e)	<i>'Global' means worldwide.</i>
Thesis statement (f)	Not included.
Writer's purpose (g)	Not included.

As Introduction 4 does not have a thesis statement, you might ask students to suggest a suitable one, e.g.,

Although there are many benefits to becoming a global company, there are also some drawbacks, and individual companies need to consider these before becoming globalised.

1.2 Summary table answers:

Feature	Introduction 2	Introduction 3	Introduction 4
Introduction to topic	✓	✓	
Background information	✓		
Justification	✓	✓	✓
Outline of structure	✓	✓	✓
Definition of key terms	✓	✓	✓
Thesis statement	✓	✓	
Writer's purpose	✓	✓	

Task 2: Analysing your introduction

Answers will depend on students. Be prepared to discuss any extra features students may find in their introductions. If they are not in the list of features discussed above, it is probable that they should feature later in the essay, rather than in the introduction.

Task 3: The language of introductions

In this task students are asked to look at Introductions 1 to 4 again, and identify typical expressions used in introductions. Constant reinforcement of the language development of the students is essential, and one way of doing this is to continuously raise awareness of language. Exposure to these expressions in context (rather than as isolated pieces of language) is important. Encourage discussion of the phrases that students identify, and urge them to use this language in their own work.

You may wish to photocopy the summary of useful phrases on page 44 of this book to use as a handout.

Conclusions

Note: You may like to work on this whole section (Tasks 4 to 6) at a different time, if your students are not yet at the stage of writing their own conclusions.

Task 4: Features of conclusions

As with the work on introductions, first elicit what the students know about the typical features of a conclusion, then direct them to the list in the Course Book. Tell them to complete Task 4, after discussing the features with them. With a weaker group, you might like to work through the features of Conclusion 1 as an example.

Photocopy Conclusions 1 to 4 (pages 60–61 of the Course Book) onto OHTs to make it easier to feedback on Tasks 4 to 6.

Answers:

Conclusion 1

Feature	Example from text
Logical conclusion (a)	<i>... and thus MNCs will make a contribution to less developed countries through the development of transferable skills that can be applied to technological development, rather than using less developed countries purely for their own benefit</i>
Brief summary (b)	<i>... However, certain conclusions can be drawn.</i> <i>Although investment into less developed countries by multinational corporations has many positive effects, there are also some problems. One of these is the problem of employee training. As mentioned in Section 3, with the present state of affairs, technology diffusion into developing countries via vocational training is not working effectively.</i> <i>Fortunately, as mentioned in Section 4, sophisticated companies have begun to realise their social responsibility, and recently have been trying to cooperate with governments and non-governmental organisations.</i> <i>[There is overlap here between what might be considered comment and summary, as they are closely interwoven.]</i>
Comments on ideas (c)	<i>Whereas the aim of this essay was to evaluate the effect of technology transfer brought about by multinational corporations, (MNC), it has become a kind of summary of some researchers' theories ...</i>

	<i>One possible reason is that MNCs have to protect their advantage of knowledge and investment-intensive technology in order not to lose their competitiveness in the market. The reason MNCs invest in less developed countries is to achieve the comparative advantage of low wages and cheap resources. Although vocational training is essential for multinational corporations to succeed in the markets of these countries, they do not directly aim to develop the level of technology in less developed countries. In other words, the progress of technology in less developed countries is the secondary product of multinational enterprises. The original idea that this technology would transfer beyond efficient employee training for a specific purpose seems to have been an idealistic theoretical concept. However, if this situation is not changed, the technological gap between developed countries and developing countries will increase, leading to a widening of the gap between rich developed countries and poor developing countries.</i> <i>Fortunately, as mentioned in Section 4, sophisticated companies have begun to realise their social responsibility, and recently have been trying to cooperate with governments and non-governmental organisations.</i>
Predictions (d)	<i>It is to be hoped that this trend will continue ...</i>
Further research (e)	Not included.
Limitations (f)	Not included.

Conclusion 2

Feature	Example from text
Logical conclusion (a)	<i>Only well-planned appropriate technology that takes these factors into consideration will work in solving the serious energy problems in remote areas.</i>
Brief summary (b)	<i>Industrialised countries have received a considerable number of benefits from energy, especially electricity, and the demand for energy has been increasing. However, as discussed above, there are still many people who do not have access to electric light, as a conventional energy supply system is not suitable in remote areas.</i>
Comments on ideas (c)	<i>Nevertheless, even if renewable energy technologies are applied, it is not easy to establish the technology in poor societies. When this technology is applied, the concept of appropriate technology is extremely important. The designer needs to grasp the economic, technical, social and cultural background of the area. He/she also needs to think of the characteristics of each technology, as well as climatic conditions.</i>
Predictions (d)	<i>In order to solve the energy crisis in remote areas, renewable energy technology has great potential.</i>
Further research (e)	Not included.

Limitations (f)	<i>Although only two kinds of technologies have been examined in this work, other renewable energy technologies are advantageous, and these technologies have also been accepted in some areas as a main energy supply system.</i>
-----------------	--

Conclusion 3

Feature	Example from text
Logical conclusion (a)	Not included.
Brief summary (b)	<i>This essay has discussed the features of language aptitude. It has emerged that language aptitude is often applied to the classroom situation, but not in real-life situations. As second language acquisition is such a complicated process, it is necessary to explore the influence of age, motivation, attitude, personality and the mother tongue, in order to understand the process more fully.</i>
Comments on ideas (c)	Not included.
Predictions (d)	Not included.
Further research (e)	<i>It would be interesting to examine how these factors can influence language learning, and compensate for the natural aptitude that learners possess to a greater or lesser extent, as this project has shown. [This might also be construed as a 'limitation' of the present study.]</i>
Limitations (f)	Not included.

Conclusion 4

Feature	Example from text
Logical conclusion (a)	<i>Eventually, encouraged by nationwide consensus, the new government dared to challenge the tough task of restructuring the banking system.</i>
Brief summary (b)	<i>In the spate of bank crises in Asia, Korea's banking system also suffered the hardest time in its history. Seventeen commercial banks were closed and more than 40,000 bank employees were expelled from their companies. It cost 137.1 trillion won (equivalent to 110 billion US dollars) to restore the banking system.</i>
Comments on ideas (c)	<i>The crisis was inevitable because it was an eruption of deep-rooted problems, such as policy mistakes and poor bank management. However, Korea's banks successfully weathered the crisis. As of June 2002, Korea's banks recorded an historically high net profit, and their capital structures are the soundest in the world.</i> <i>There are a number of factors which contributed to this success. Of these success factors, the following seem to be key. First, the Korean government followed many valuable lessons suggested by empirical studies. For example, it set up prompt and massive action plans, including a huge amount of public funds. It also maintained its strict stances at all times. It introduced a considerable number of standard global regulations and incentive systems to enhance the competition.</i>

	<i>Secondly, change in the political power of the time played a key role in implementing strict policies for restructuring. As the new government was relatively free from responsibility for the crisis and political interests, they could undertake firm action. Thirdly, nationwide consensus for changes strongly supported government reforms. The Korean people knew that change was needed in order to survive.</i>
Predictions (d)	<i>Future prospects are good.</i>
Further research (e)	<i>Not included.</i>
Limitations (f)	<i>Not included.</i>

4.3 Summary table answers:

Feature	Conclusion 1	Conclusion 2	Conclusion 3	Conclusion 4
Logical conclusion	✓	✓		✓
Brief summary	✓	✓	✓	✓
Comments on ideas	✓	✓		✓
Predictions	✓	✓		✓
Further research			✓	
Limitations		✓		

Task 5: Analysing your conclusion

Leave this task until students have completed the conclusions to their projects. Be prepared to discuss any extra features students might find in their conclusions. If they are not in the list of features discussed above, it is possible that they should be included in an earlier section of the essay.

Task 6: The language of conclusions

In this task students are asked to look at Conclusions 1 to 4 again, and identify typical expressions used in conclusions. Encourage discussion of the phrases that students identify, and urge them to use this language in their own work, as before.

You may wish to photocopy the summary of useful phrases on page 45 of this book to use as a handout.

Task 7: Features of definitions

It is important to emphasise that definitions have different features according to their purpose. As with introductions and conclusions, it is a good idea to elicit what students already know about the features of definitions, based on their experience of writing essays so far. Make sure that the students are aware that 'expansion' could refer to exemplification or explanation.

7.1 Answers:

Feature	Definition 1	Definition 2	Definition 3	Definition 4
Formal definition	✓	✓	✓	✓
Expansion	✓	✓	✓	✓
Comment	✓	✓	✓	
References	✓	✓	✓	✓

Definition 1

Feature	Example from text
Formal definition	<i>A factor which makes a difference to the individual is often referred to as language aptitude. Though difficult to define in concrete terms, it is understood to be not necessarily the ability to learn the language in the classroom, but rather to be able to apply this knowledge in a real-life situation (Cook, 1991).</i>
Expansion	<i>While some people argue that this ability is not fixed, Carroll (1981) believes that aptitude is an innate or stable factor, which cannot be changed through training and is constant throughout one's life. He also insists that it is not related to past learning experience.</i>
Comment	<i>This implies that language aptitude is not something that is accumulated as we age, but something we are born with. This may sound demotivating for those who are not equipped with language aptitude and struggle to acquire a basic communicative ability in the language.</i> <i>However, as Ellis (1994) suggests, aptitude is only a facilitator which encourages learning, especially accelerating the rate of learning, but not determining learning.</i>
References	Three references.

Definition 2

Feature	Example from text
Formal definition	<i>It refers to 'the increasing integration of economies around the world, particularly through trade and financial flows' (Oxford Advanced Learner Dictionary, 2001).</i>
Expansion	<i>The term can also refer to the movement of people (labour) and knowledge (technology) across international borders. Globalisation can help countries get rid of the barriers to the inflow of technology, capital, human resources and products.</i>
Comment	<i>Generally, globalisation makes the above more available, especially the accessibility of products. It can also speed up the development of foreign trade.</i>
References	One reference.

Definition 3

Feature	Example from text
Formal definition	<i>A global company can be defined as a corporation consisting of a group of people who run a business in different countries as one body (Uniglobe, 2002).</i>
Expansion	<i>There are three main differences between a global company and a non-global company. First of all, a global company should introduce its same-brand products worldwide at the same time. Secondly, a global company must inform its subsidiaries around the world of major management decisions. Thirdly, each subsidiary of</i>

	<i>the global company based in a different country must compete at a national level by taking local preferences into consideration.</i>
Comment	<i>A global company is different from a non-global company.</i>
References	One reference.

Definition 4

Feature	Example from text
Formal definition	<i>The term 'global' (or 'transnational') implies the centralisation of management decision-making to overseas subsidiaries and highly efficient coordination of activities across national boundaries in pursuit of global competitiveness (Yip, 1992; Bartlett & Ghoshol, 1989).</i> <i>A multinational business refers to a company with branches in several countries with little coordination of activities, and decentralisation of management decision-making (Bartlett & Ghoshol, 1989).</i>
Expansion	<i>Geographically, global firms are similar to multinationals. Both are businesses operating in more than one country; however, they are totally different in nature.</i>
Comment	Not included.
References	Two references.

Highlight the useful phrases in Definitions 1–4, for example,

Definition 1

- ... *is often referred to as* ...
- ... *it is understood to be* ...
- *While some people argue* ...
- *Carroll (1981) believes that aptitude is* ...
- *This implies that* ...
- ... *as Ellis (1994) suggests, aptitude is* ...

Definition 2

- *The term can also refer to* ...

Definition 3

- *A global company can be defined as* ...
- *There are three main differences between a global company and a non-global company.*

Definition 4

- *The term 'global' (or 'transnational') implies* ...

Task 8: Effective definitions

8.1 Answer:

In this case the most useful definition would appear to be number 1: *Language Aptitude*, since:

- it compares several sources;
- it comments on the sources, by looking at the implications.

8.2 This will probably provoke discussion. Students should be encouraged to fully justify their choices.

Some useful ideas to note:

- A simple definition with no comment or explanation by the writer is not particularly useful.
- Exemplification (expanding with examples) is a useful way of clarifying the meaning of the term being defined.
- References give academic 'weight' to a definition.

- A comment by the writer shows he/she has really thought about the definition.
- A definition that draws on several sources, both commenting on them and using them as the basis of the term to be used in the essay, shows evidence of critical thinking.

Task 9: Practice definition

Remind students that their definition should be written for the 'educated reader', e.g., someone who would read *New Scientist* or a similar serious and informative publication intended for general readers. The reader should not need to have specialist knowledge of the topic in order to understand the definition. This task may be set for homework, and looked at in the next class.

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Unit 6 Introductions, conclusions and definitions

- Introductions
- Conclusions

The language of introductions

Introduction to topic

Rhetorical questions

e.g., *But how does a company become a global company?*

Are there benefits to becoming a global company?

(Introduction 4)

Background information

After World War II ... However, today ... This is mostly ...

(Introduction 1)

Over the past decade ... have led to ... (Introduction 3)

Outline of structure

This essay will first demonstrate ... and then the extent to which ... will be examined by looking at some examples.

(Introduction 1)

The issue of ... including examining why ... will be discussed in this project. (Introduction 2)

First ... will be addressed. Then ... will be examined. In the final part, ... will be explored. (Introduction 3)

This essay will first explain ... (Introduction 4)

Finally, a case study ... will be considered (Introduction 4)

Definition of key terms

'Global' means worldwide. (Introduction 4)

Writer's purpose

This project will examine how ... (Introduction 3)

Photocopiable

The language of conclusions

Logical conclusion

... and thus ... (Conclusion 1)

Eventually ... (Conclusion 4)

Brief summary

As mentioned in Section 3 ... (Conclusion 1)

However, as discussed above ... (Conclusion 2)

This essay has discussed ... (Conclusion 3)

It has emerged that ... (Conclusion 3)

First ... Second ... Thirdly ... (Conclusion 4)

Comments on ideas

Whereas the aim of this essay was to evaluate ... it has become a summary of the theories of some researchers (Conclusion 1)

There are a number of factors which contributed to ...
(Conclusion 4)

Predictions

It is to be hoped that ... will ... (Conclusion 1)

Only ... which take these factors into consideration will work.
(Conclusion 2)

... has great potential (Conclusion 3)

Future prospects are ... (Conclusion 4)

Further research

It would be interesting to examine ... (Conclusion 3)

Limitations

Although only ... have been examined in this work ...
(Conclusion 2)

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7

Incorporating data and illustrations

In this unit students will:

- learn how data is incorporated into academic texts;
- learn how to analyse data;
- practise using the language of data commentary.

The principal aims of this unit are:

- to familiarise students with data as something to enhance their research;
- to help students decide what data is relevant, and how and when to incorporate data into their own writing.

Before students begin Task 1, try to elicit the ideas outlined below, either with a brainstorming session in small groups or as a whole-class activity, i.e., What is data? What is the purpose of data? What is the purpose of using pictures or diagrams? Why and when should students use data or illustrations in their projects? Students can then write down the results of the brainstorming in Task 1.

What is data?

Tables usually consist of listed information, e.g., a list of African cities with their comparative populations over three decades say, for example, 1980, 1990 and 2000 set out in three columns. You could copy the following table on the board as an example:

Table 1.1: Urban population growth in major African urban areas

City	1980	1990	2000
Cape Town	1.5m	2.3m	2.9m
Lusaka	1.0m	1.6m	2.8m

You may wish to point out that the caption that goes with tabulated data should go above the table. However, captions that accompany figures should go below the figure. Get students to remember the word *tabletop*, as this may help them remember this rule about the position of captions.

Figures can be charts, graphs, maps, photographs, diagrams, etc.

Why is data sometimes included in academic texts?

Emphasise that data can serve a number of purposes. Elicit these and list them on the board, if appropriate. Below are some examples:

- to summarise information concisely;
- to clarify the content of the text;
- to provide a source of evidence to support claims made in the text;
- to show the results of experiments or other forms of research, such as the results of questionnaires that a researcher has distributed.

It is also important to reiterate the statement in the Course Book, i.e., *'If you include any data or illustrations in your academic texts, make sure that they have a purpose – they should not be used for decoration.'* There is a tendency for students to include data or illustrations in their projects haphazardly, either as a result of anxiety or because they have seen other students include data in their work. It is an aspect of a student's work that could be discussed during a one-to-one tutorial. (The tutor may ask *Explain why you have included this table here.*)

It is also important for students to consider the positioning of any data that they include in their work. The data must be as close to the reference in the text as possible. It is sometimes more appropriate to include certain data in an appendix. This must be referenced in the text; for example, within the project the student might write (*See Appendix 3*).

Examples of why data or illustrations might be included in an appendix rather than in the main body of text can be discussed, e.g.,

- the size (e.g., a map of the world);
- the number (too many tables and graphs make it difficult for the reader to follow the text);
- the requirements of a particular university department or subject area.

Task 1: The purpose of data

Remind students to refer back to these pages if they decide to include data and/or illustrations in their own projects.

1.1 Answers:

- a) Data is information in the form of facts or statistics that can be analysed.
- b) Data is included to:
 - Clarify an idea or argument (make it more understandable)
 - Give weight to an argument or hypothesis
 - Summarize information in a concise and accessible way
- c)
 - Figure 1.21 shows an example.
 - Figure 1.22 summarises facts about the gross output of tourism during the specified period.
 - The main conclusion from Figure 1.22 is that output grew steadily during this period.
 - Table 1.5 summarises in simple terms the number of tourist arrivals worldwide and the percentage rate of growth.
 - The main conclusions from Table 1.5 are that tourist arrivals grew during this period; however, the two exceptions coincided with periods of conflict – the Falklands War and the 'First' Gulf War.

1.2 Possible answers:

- a) The language style is like headlines, i.e., no articles or verbs; concise language using key words.
- b) The position of the caption depends on the type of illustration. For tables the caption goes above (*tabletop*); for figures the caption goes below.

Task 2: The language used for incorporating data

Students should highlight examples of language, working on their own and then comparing in pairs, or working in pairs throughout.

Answers:

Incorporating data

... (see Figure 1.21)
 Figure 1.22 below shows ...
 ... is illustrated in Table 1.5
 Table 1.5 indicates ...
 Figure 1.23 shows ...

Task 3: Figures and tables

3.1 Answers:

i and ii are tables; iii and iv are figures

3.2 Answers:

- a) *Radio listening: by age and gender, 1998* matches data ii
- b) *Subscription to satellite and cable television: by social class of head of family 1998–9* matches data iii

3.3 Students write.

3.4 Answers:

Possible captions are:

- i) *Reading of national daily newspapers by gender*
- iv) *Sales of CDs, LPs, cassettes and singles 1973–1998*

- 3.5 See references to each piece of data in the text below (in bold). It is important to explain that this is a sample answer. You could copy this sample answer and display and/or hand it out for general discussion.

Lifestyles and Social Participation

According to the Family Expenditure Survey, by 1998–99, 13 per cent of households in the United Kingdom were subscribers to satellite television, and 9 per cent subscribed to cable television. Subscription to satellite is more common than cable among the majority of social groups, especially for households headed by skilled manual people, followed by households headed by managerial, technical and professional people (Figure iii). **With reference to Table ii, it is clear that,** despite the increasing number of television channels in recent years, the proportion of people listening to radio has remained fairly stable, with about nine in ten people in Great Britain reporting listening in the four weeks prior to interview in the General Household Survey in 1996–97. **According to the broadcasting industry survey,** overall people spent an average of 16 hours per week listening to radio in the United Kingdom in 1998. **As is indicated,** listening to music on home music systems is another popular leisure activity. The dramatic rise in the sales of CDs in recent years has been accompanied by falls in the sales of cassettes and LPs (Figure iv). Many people also enjoy reading as a leisure activity. More daily newspapers, national and regional, are sold per person in the United Kingdom than in most other developed countries, although, **as claimed by the National Readership Surveys Ltd. (Table i),** the proportion of people reading a national daily newspaper in Great Britain has fallen since the early 1980s.

Adapted from: Matheson, J. & Summerfield, C. (2000). (Eds.), *Social Trends 30* 2000 edition: The Stationery Office.

Task 4: Data commentary

Get students to study and talk about Table 1: *Asian students at the Oceanic School* in small groups.

Ask students how they would organise their data commentary, e.g., from general to specific.

Students should then attempt a description of the data – working individually or in pairs. Insist that they keep their description *inside the space provided*. They should only write about the most significant trends displayed by the data and should use the sort of language they have been introduced to in the previous three tasks. The whole point of getting students to complete their answers on lines is to control the amount they write. Gradually, of course, this form of ‘control’ should be withdrawn, so that students have to make their own decisions about what and, in this case, how much detail to include.

Refer the students to the data commentary flow chart on page 73 of the Course Book. Point out that students will have a further opportunity to practise data commentary in Task 6.

The data commentary flow chart suggests five *steps* to successfully referencing data. One feature of this step-by-step approach is that it produces commentary organised from the general to the specific. The step-by-step approach also offers opportunities for comparison of features of the data and for consideration of the implications or reasons for certain trends.

The model description below follows the steps in the flow chart. Copy the model onto an OHT or distribute it as a handout for discussion.

Model data commentary following Steps 1–5:

Table 1 shows the country of origin of Asian students studying at the Oceanic Language Centre. There has been a sharp increase in the number of students from Asia; the number has more than trebled since 1999. This is particularly evident in the past two years, with the huge increase in the number of Chinese students. The number of students from Japan has fallen steadily. This increase in the number of Chinese students is the result of a number of factors, perhaps including the more open policy of the Chinese government, which has made the process of obtaining a visa to study abroad less complex than in the past.

5.3 Answers:

Possible collocations:	Examples:
<i>slight/slightly</i>	a slight increase
<i>gradual/gradually</i>	decrease gradually
<i>frequent/frequently</i>	a frequent fluctuation
<i>occasional/occasionally</i>	an occasional rise
<i>alarming/alarmingly</i>	dropped alarmingly

Task 5: The language of data commentary

5.1 and 5.2 Answers:

Column A: Nouns	Column B: Verb forms	Column C: Accompanying adjective/adverb
rise	rise/rose/has risen	- a steady rise - rose steadily
increase	increase/increased/has increased	- a dramatic increase - increased rapidly
fall	fall/fell/has fallen	- a steady fall - fell dramatically
drop	drop/dropped/has dropped	- a noticeable drop - dropped unexpectedly
decrease	decrease/decreased/has decreased	- a significant decrease - decreased unexpectedly
stability	stabilise/stabilised/has stabilised	- remained stable - slowly stabilised
fluctuation	fluctuate/fluctuated/has fluctuated	- a rapid fluctuation - fluctuated noticeably

Task 6: Practice data commentary

Get students to work on this individually before small-group or whole-group discussion.

Explain that this is a model and that other versions will be just as acceptable.

Model answer:**EMPLOYMENT IN MANUFACTURING AND SERVICE INDUSTRIES**

Figure 1 displays data over an 18-year period (1986–2004), comparing the number of people employed in the manufacturing and service industries and also showing the difference in male and female employment. During this period, there have been significantly more people employed in the service sector and the numbers have been increasing steadily. However, the numbers in manufacturing have declined. It is noteworthy that there are now more female employees in the service industries than males and the gap seems to be expanding slightly. Conversely, there has been a greater number of males employed in manufacturing throughout the period. Numerically the gender gap has, if anything, increased in recent years in the manufacturing sector. This may reflect a global trend, or at least be in line with the general trend in the developed world.

It is worth using this model to get students to identify certain features of a data commentary, i.e., the introduction to the *subject* of the data (sentence 1); a general comment on the *main trend* (sentence 2); a comment on some of the significant features (sentence 3). There is implicit comparison running through the commentary and *implications* are suggested in sentence 4.

Point out that only a limited amount of significant data is commented on. The reader can draw other conclusions for him/herself by simply viewing the data. Explain that data is often displayed simply to emphasise a particular point; here, for example, the writer might have been suggesting concern about employment or industrial policy in the UK.

Web support at:
www.englishforacademicstudy.com

Unit 7 Incorporating data and illustrations

- Describing data
- Interpreting data

8

Preparing for presentations and editing your work

In this unit students will:

- analyse and evaluate abstracts;
- write an abstract for a) their project and b) a conference presentation;
- prepare for an oral presentation using note cards and OHTs or PowerPoint®;
- learn how to prepare a poster presentation;
- edit the final draft of their project.

In this unit students will write two abstracts; one for their written project and one for a conference presentation. The abstract for the written project should be between 100 and 150 words.

Writing abstracts

Students have already been introduced to abstracts in Unit 4. Get them to read through the introduction to Unit 8 and then look back at Unit 4, as necessary.

Task 1: Features of abstracts

This task gives students further practice in identifying the features of an abstract and acts as useful revision.

Answers:

Feature	Abstract A	Abstract B
a	✓	✓
b	✓	✓
c	✓	✓
d	✓	✓
e		✓
f	✓	✓
g		
h		✓
i	✓	✓
j	✓	

Task 2: Practice abstract

Writing an abstract from memory is a useful way to focus on key points. Stress that students should write on the lines provided (this limits the length of their abstract). After they have written their abstracts, students can exchange and peer-evaluate them, identifying the typical features of abstracts they discussed in Task 1.

Task 3: Conference abstracts

A good conference abstract typically has the following characteristics:

- precision of expression;
- concise reference to key points;
- a summary of the whole project, including the main conclusion.

It is essential to remember that an abstract helps the reader decide whether to attend a presentation at all. Therefore the text of the abstract *must* be accessible.

Answers:

- A Situation analysis in marketing
- B Interpretation and analysis of financial statements for non-accountants
- C Communication management in Transmission Control Protocol (TCP)
- D Mixed-use developments in the Kingdom of Saudi Arabia
- E Foreign investment in China
- F Banking systems and management: challenges facing Taiwanese banks

Task 4: Practice conference abstract

Explain that the number of words a conference speaker can use for an abstract is restricted. This is usually because the conference programme has only very limited space for each speaker to outline the key points of their paper.

Set a limit of 60 words. Encourage students to begin with key words from their project. They should then draft and redraft their abstract as necessary, so that they say all they have to say concisely and effectively within the word limit.

Task 5: Preparing an oral presentation

The amount of guidance that students receive on giving presentations can vary widely from department to department of a university. There is also variation in the methods and criteria for assessing presentations. Students on the pre-session course at the University of Reading are given opportunities to develop presentation skills in a dedicated 'Spoken Language class'. For this reason, the work on oral presentation skills in this book is limited. Students are simply reminded about the use of note cards, OHTs and posters in the rest of this unit.

- 5.1 Give students time to think about and discuss the note card.

Point out that:

- Note form is used.
- There is plenty of space between each note for ease of reference.
- Different notation is used to help the reader differentiate between types of information, i.e., a main heading followed by a), b), c) = main points.

Explain that note cards can be very effective resources. They can be used when giving presentations, but also for noting bibliographical details in the library, examination revision notes, etc.

- 5.2 Get students to analyse the project titles and prepare a set of note cards on just one of them.

Possible answers:

See the examples on the next page. You could photocopy these for comparison and general discussion.

Students must understand that the most successful PowerPoint® slides or OHTs are simple and clear. They have to be 'reader-friendly'. There should be plenty of space between each line of text.

5.3 Answers:

- The layouts of the note card and the OHT/slide are quite similar (both have a main heading and lettered sub-points).
- The most obvious difference between the note card and the OHT/slide is the incorporation of the Cohen definition on the OHT (note the reference), the more professional appearance of the type and the use of colour for the heading on the OHT.

Ask students what else can be displayed successfully on an OHT/slide. Some examples are: data (graphs, tables, etc.), maps, diagrams and flow charts.

Editing your written work

Students often submit a final draft of their project without checking it carefully. This is usually due to poor time management skills, and the pressure of completing work before the end of the course. Emphasise that even native speakers allow time for editing and checking their work carefully.

Refer students to the checklist on page 83, and go over it briefly in class.

A project evaluation and feedback document are printed in the following appendices. You can use these to give feedback to students.

Web support at:
www.englishforacademicstudy.com

Unit 8 Preparing for presentations and editing your work

- How to prepare
- Evaluating presentations

Example note cards

1 The retail trade in China: why native enterprises often fail

- a) Foreign competition
- b) Lack of government support
- c) Financing & funding problems
- d) Recession

2 Modern migration and its economic impact

Receiving countries

- a) Competition with local labour
- b) Reduced wages
- c) Employment vacancies filled

Sending countries

- a) Loss of investment
- b) Labour shortages
- c) Increased development problems

3 Recent climate changes

Causes

- Global warming
- El Niño
- Human activity

Effects

- Ecological damage
- Land loss
- Global cooperation

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Appendix 1: Written project evaluation

Name:	Overall grade:
Title:	

Grades for individual aspects of the project (details overleaf)

Content	
Use of source material	
Organisation	
Language	

Presentation of material

		Tick below as appropriate
Well-presented	Contains all appropriate sections, e.g., title page, abstract, headings in main body, appropriate font, bibliography.	
Presentation needs development	For example, not enough headings, inappropriate font, missing bibliography/references at end.	

Learner Independence

		Tick below as appropriate
Appropriate	Asks for help/advice when necessary or appropriate, but otherwise is capable of working on his/her own.	
Needs to develop	At times independent, but tendency to be too dependent on tutor.	
Inadequate	Does not show the ability to work on his/her own, but fails to ask for help or can only complete project under pressure from tutor.	

Comments:

Tutor:

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Content

Clearly focused content, relevant to title. Length, scope and level of detail are appropriate/relevant. Arguments are well presented and developed, with supporting evidence from a variety of sources. Shows awareness of complexities of the topic.	A
Generally well-focused content. May be lacking in level of detail or development of ideas and/or limited in scope (which may affect length). Much of the content may be descriptive, when a critical approach is required. Some understanding of complexities of topic evident. Argument may be inconsistent or insufficiently developed.	B
Focus at times waivers; some content may be irrelevant. Clearly limited in level of detail, superficial treatment of subject, with no development of ideas. Shows lack of awareness of complexities of topic. May be very short. Little or no evidence of evaluation of ideas, staying mostly at the descriptive level. No clear line of argument.	C
No obvious focus; clearly content inadequately researched; unable to deal with topic (probably very short) or wholesale plagiarism has made it impossible to assess true level. Too much personal/anecdotal material.	D

Use of source material

Effective use of a range of sources, appropriate incorporation through paraphrase/quotations/summary. Shows ability to synthesise well from several sources to support ideas. Bibliography and referencing follow academic convention, and a range of sources are used. No obvious/conscious plagiarism.	A
Effective use of sources, mostly when summarising/paraphrasing ideas clearly. Shows some evidence of synthesis of information. Bibliography and use of sources show an understanding of the concept of referencing, though this is not always followed, e.g., bibliography missing publisher/not in alphabetical order; references in text include first name/title. No obvious/conscious plagiarism.	B
Limited sources used, and summary/paraphrase of ideas not always clear. Some attempt at synthesis of ideas. Clearly has problems compiling bibliography and incorporating sources in an appropriate way, although there is some attempt to do this. Poor language control may be a factor. Suspicion of plagiarism in some sections.	C
Inadequate attempt to use source material, e.g., may only use one source or none. Content based mainly on student's view with no evidence to support it. Shows little understanding of the importance of referencing and academic conventions. No bibliography or, where this exists, does not follow appropriate academic convention. No reflection of course content.	D

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Organisation*

Overall structure and main ideas are clearly organised and easy to follow. Introduction outlines structure of project and has clear thesis. Conclusion is clear, with evidence of evaluation of the work. Ideas are effectively linked together and 'flow' coherently and cohesively, making it easy for the reader to follow. Appropriate headings in text make it easy for reader to follow.	A
Overall structure and main ideas are generally obvious. Introduction and/or conclusion may not be appropriately linked to main body. Lack of headings in some sections hinders reader. At times a tendency to move from one idea to another with no attempt to link them.	B
Difficult for reader to establish overall structure/identifying main ideas. May be due to poor language control, which also affects cohesion. Introduction/conclusion may be inadequate. Frequent move from one idea to another, with no attempt to link them.	C
Ineffective attempt to organise the work. Very difficult for reader to follow the text. The introduction fails to give the reader an overview/clear idea of what will follow or wholesale plagiarism has made it impossible to assess true level.	D

Language

Complex ideas clearly expressed, with wide, accurate usage of vocabulary and grammar; any errors do not impede communication. Appropriate academic style, with good grasp of hedging, etc. Use of a wide range of connectors to link ideas at paragraph and sentence level.	A
Ideas on the whole clearly expressed. Linking of ideas within paragraphs generally appropriate, but at times lacking between sections. Some vocabulary and/or grammar problems, but generally do not impede communication. Spelling and/or punctuation may lack control, although this generally does not interfere with comprehension.	B
Some ideas are simply expressed, but other ideas are not clearly expressed. No evidence of ability to express complex ideas. Linking between and within sentences may be inconsistent. Fairly serious vocabulary and/or grammar problems; can impede communication. Spelling and/or punctuation may be fairly seriously flawed. May be too much use of lists rather than continuous prose.	C
The level of vocabulary and grammar is so consistently weak and the spelling/punctuation so poor that the end product fails to achieve its purpose due to ineffective communication (or wholesale plagiarism has made it impossible to assess true level).	D

*Refer to the *Language* section for some aspects of *Organisation*

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Appendix 2: Presentation assessment

Name:

Title:

Overall grade:

Tutor:

	Profile A	Profile B	Profile C	Profile D
Delivery	Pronunciation hardly interferes with comprehension. Volume and speed are appropriate. Rhythm and intonation are varied and appropriate. Good eye contact.	Pronunciation of individual words occasionally interferes with comprehension. Volume and speed are adequate. Rhythm and intonation generally appropriate. Eye contact may be limited.	Pronunciation of chunks of language at times makes comprehension impossible. Volume/speed may be inadequate, and there is little or no eye contact. May be inappropriate use of gesture.	Pronunciation and intonation frequently impede comprehension, making it difficult to evaluate the presentation. May be inaudible.
Language	Clear evidence of ability to express complex ideas, using a wide range of appropriate vocabulary. Cohesive devices, where used, contribute to fluency. High degree of grammatical accuracy.	Some ability to express complex ideas, although not consistently. Reasonable use of range of vocabulary and structures. Cohesive devices, where used, contribute to fluency, but are sometimes misapplied.	Range of vocabulary and structures are adequate to express simple ideas. Errors sometimes impede communication.	Very limited range of vocabulary and grammar means ideas are expressed with difficulty. Presentation is often repetitive, due to insufficient control of language.
Organisation	Strong introduction, with clear outline. Logical ordering of main points. Effective conclusion.	Generally, there is a logical ordering of main ideas. Introduction/conclusion are linked with main points.	Presentation lacks clear organisation of ideas, making it difficult to follow.	Lack of any apparent organisation makes it difficult to follow presentation.
Content	Content is appropriate and relevant. Topic is explored in sufficient depth.	Content is mostly appropriate and relevant.	Content is at times irrelevant, and development of ideas is superficial.	Content is not always related to the topic and there is little development of ideas.
Evidence of preparation	Evidence of thorough familiarity with topic. Fluent delivery, with skilful use of notes. Deals well with questions. Use of PowerPoint®/OHTs enhances the presentation.	Familiar with topic. Use of notes sometimes interferes with delivery of presentation. Use of PowerPoint® at times distracts from presentation content, due to unclear script/inappropriate pictures/poor timing.	Reasonable preparation. Organisation mostly clear and logical. Acceptable use of visual aids. Some difficulty in dealing with questions.	Inadequate preparation, with little evidence of familiarity with subject. Visual aids unhelpful, unclear or ineffective. Too much focus on PowerPoint® rather than basic content. Inability to deal with questions.

Comments:

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