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**Department of Letters & Foreign Languages**  
فرع اللغة الانجليزية  
**Section of English**

# **University Habilitation**

**Module Taught: Writing Techniques**  
**Master 1 Didactics**  
**Semester 7**  
**Dr. Naima Sahli**  
**Maître de Conférences “B”**

**Academic Year**  
**2020/2021**

# General Outline

## Semester 7



### Writing Techniques Foundations

|   |           |
|---|-----------|
| <b>General Outline</b> .....  | <b>1</b>  |
| <b>Introduction</b> .....   | <b>2</b>  |
| <b>Writing Techniques Course Information</b> .....                                    | <b>4</b>  |
| <b>Writing Techniques Module Handout of 7<sup>th</sup> Semester Repartition</b> ..... | <b>5</b>  |
| <b>Module Description and Syllabus</b> .....  | <b>8</b>  |
| The Field of Academic Writing.....  | 11        |
| Academic versus Non-academic Texts.....   | 15        |
| Critical Reading.....   | 20        |
| Descriptive versus Critical Writing at University.....                                | 28        |
| The Academic Style.....   | 36        |
| The Academic Essay 1.....   | 43        |
| The Essay Question.....   | 49        |
| The Structure of the Academic Essay.....  | 54        |
| Note-taking and Note-making.....  | 56        |
| Annotating and Underlining.....   | 64        |
| Avoiding Plagiarism.....  | 66        |
| Paraphrasing.....   | 69        |
| Summarising.....  | 74        |
| Quoting and Referencing (APA style).....  | 78        |
| <b>Conclusion</b> .....   | <b>89</b> |
| <b>Bibliography</b> .....   | <b>90</b> |
| <b>Assessment Task</b> .....  | <b>91</b> |
| <b>Exemplars of Official Exams</b> .....  | <b>96</b> |

## Introduction

Writing, at the Master level, is no longer going to revolve around the students' ability to write about an assigned topic in which they can be subjective in their approach. However, the students should be prepared to engage in the world of academia. The students will experience a shift in the components of their writing; the sessions of writing will introduce them to the realm of research so that they can start their first steps as novice researchers in Didactics of English as a Foreign Language.

Writing techniques will bring the students into the academic community since it brings together three interrelated areas of specialty namely; the students' knowledge about their specialty and the themes they have dealt with so far (Eg., language skills, writing, assessment, testing, assessment for learning, ICTs, teacher self-development, Massive Open Online Courses, and teacher research...etc), research methodology (Eg., case study, research design, population, mixed-method, data collection methods and procedures, data display tools, tables, interpretation, and discussion...etc), and writing techniques (Eg., avoiding plagiarism, note-taking, paraphrasing, summarising, quoting and synthesising...etc).

In this module, the students will be exposed to a variety of texts written by researchers in the domain of Didactics in order to introduce them to the essential conventions that are commonly used by researchers in academia. In addition, it engages them in deciphering the characteristics of the academic style and how they are supposed to engage in discussion with other researchers through their work. In this respect, it is of a paramount importance to train them in writing academic texts (Eg., the academic essay) to pave the way for them to prepare for their dissertation.

Throughout the sessions, it is also essential to equip the students with the appropriate assets to conduct research ethically and avoid plagiarism since the majority may commit it unintentionally. Therefore, the session of written comprehension will enable the students to identify the appropriate strategies that researchers use to develop their style and have an academic voice.

This module targets the following learning objectives:

1. The students will be able to identify the conventions and norms of the academic field so that they can engage academia.

2. The students will be able to distinguish between different academic written genres (mainly purpose and structure such as the academic essay, articles, and dissertations).
3. The students will be able to make the appropriate approach towards developing their grammatical and terminological repertoire to address academic audience.
4. The students will be trained in using a range of skills that would help them navigate their research journey and avoid plagiarism throughout their academic career.
5. The students will be able to identify the characteristics of proficient researchers in didactics.



## Writing Techniques

### Course Information

#### Semester 7

**Level:** Master 1 Didactics of Foreign Languages



| Type of Teaching Unit |            |
|-----------------------|------------|
| Fundamental           |            |
| <b>Methodological</b> | ////////// |
| Discovery             |            |
| Transversal           |            |

| Unit               | 15 weeks | TD          | Coefficient | Credits | Assessment modes |             |
|--------------------|----------|-------------|-------------|---------|------------------|-------------|
|                    |          |             |             |         | Formative        | Examination |
| Writing Techniques | 45h      | 3h per week | 02          | 4       | 50%              | 50%         |



## Writing Techniques Course Handout 7<sup>th</sup> Semester Repartition

By: Dr. Naima Sahli

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| Month                           | Lecture                                    | Illustration   |
|---------------------------------|--|--|
| October<br>1 <sup>st</sup> week | <b>The Field of Academic Writing</b>       | -Engaging in Academia<br>-The concept of academic writing<br>-The profiles of writers in academic<br>-Characteristics of successful writers.   |
| October<br>2 <sup>nd</sup> week | <b>Academic versus Non-academic Texts</b>  | -Kinds of texts<br>- Arguments (the author's claim/ thesis)<br>- The Design of different texts.<br>-The Scientific Method<br>-Purpose, audience and tone.<br>-Language use and academic conventions  |
| October<br>3 <sup>rd</sup> week | <b>Critical Reading</b>                    | -The concept of critical reading in academic writing<br>-Evaluating sources.<br>-Evaluating evidence (Arguments, charts, review of literature, study designs, graphs...etc., )<br>-Developing critical reading patterns through questioning.                             |
| October<br>4 <sup>th</sup> week | <b>Descriptive versus Critical Writing</b> | -The concept of descriptive writing.<br>-The characteristics of descriptive writing.<br>-Cases of descriptive writing in university and research fields.<br>-The concept of critical writing.<br>-Engaging in discussing other scholars' research through critical lens. |

|  |   |   |
|--|---|---|
| <p><b>November<br/>1<sup>st</sup> week</b></p> | <p><b>The Academic Style</b></p>          | <ul style="list-style-type: none"> <li>-The shift from informal to formal style at university.</li> <li>-Engaging in the Academic community</li> <li>-Features of the academic style             <ul style="list-style-type: none"> <li>-Clarity</li> <li>-Levels of formality</li> <li>- Cautious language (Hedging).</li> <li>-Objectivity</li> <li>-Signposting</li> <li>-Responsibility and academic honesty.</li> </ul> </li> </ul>                      |
| <p><b>November<br/>2<sup>nd</sup> week</b></p> | <p><b>The Essay Question</b></p>          | <ul style="list-style-type: none"> <li>-Decoding the essay question             <ul style="list-style-type: none"> <li>-Directive words</li> <li>- The topic</li> </ul> </li> <li>-The process of writing the academic essay.</li> <li>-Integrating other sources.</li> <li>-Facing the writer's block.</li> <li>-Pre-writing techniques             <ul style="list-style-type: none"> <li>-Clustering</li> <li>-Ordering information</li> </ul> </li> </ul> |
| <p><b>November<br/>3<sup>rd</sup> week</b></p> | <p><b>The Academic Essay</b></p>          | <ul style="list-style-type: none"> <li>-The components of the academic essay             <ul style="list-style-type: none"> <li>-introductory paragraph (background, thesis statement, scope and structure).</li> <li>-Body paragraphs and supporting the thesis statement through arguments and evidence.</li> <li>- Concluding paragraph.</li> <li>- List of references.</li> </ul> </li> </ul>   |
| <p><b>November<br/>4<sup>th</sup> week</b></p> | <p><b>Note-taking and Note-making</b></p> | <ul style="list-style-type: none"> <li>-The importance of writing techniques.</li> <li>-The concept of note-taking and note-making.</li> <li>-The reasons to take notes.</li> <li>-Some suggestions for effective note-taking</li> <li>-The Cornell Method of note-taking.</li> <li>-Five R's of note-taking.</li> </ul>  |
| <p><b>December<br/>1<sup>st</sup> week</b></p> | <p><b>Annotating and Underlining</b></p>  | <ul style="list-style-type: none"> <li>-The concept of annotating and underlining.</li> <li>-Reading inference.</li> <li>-The significance of keywords in</li> </ul>  |

|  |                                |  |
|--|--------------------------------|--|
|  |                                | meaning making of a text.  |
| <b>December<br/>2<sup>nd</sup> week</b>  | <b>Avoiding Plagiarism</b>     | <ul style="list-style-type: none"> <li>-Honest academic conduct.</li> <li>-The concept of plagiarism.</li> <li>-Developing techniques to avoid plagiarism and patchwriting <ul style="list-style-type: none"> <li>-Good study habits.</li> <li>-Quoting</li> <li>-Paraphrasing</li> <li>- Summarising</li> </ul> </li> </ul>                   |
| <b>January<br/>1<sup>st</sup> week</b>   | <b>Paraphrasing</b>            | <ul style="list-style-type: none"> <li>-The concept of paraphrasing</li> <li>-The cases of paraphrasing.</li> <li>-The characteristics of a well-crafted paraphrasing.</li> <li>-Avoiding plagiarism and quoting.</li> <li>-The steps of an effective paraphrasing.</li> </ul>   |
| <b>January<br/>2<sup>nd</sup> week</b>   | <b>Summarising</b>             | <ul style="list-style-type: none"> <li>-The concept of summarising.</li> <li>-The cases of summarising.</li> <li>-The process of effective summary.</li> </ul>   |
| <b>January<br/>3<sup>rd</sup> week</b>   | <b>Quoting and Referencing</b> | <ul style="list-style-type: none"> <li>-The concept of quoting.</li> <li>-The American Psychological Association (APA) style. <ul style="list-style-type: none"> <li>- In-text quoting.</li> </ul> </li> <li>-Cases of using quotes instead of paraphrasing or summarising.</li> <li>-Reporting verbs.</li> <li>-List of references</li> </ul> |
| <p><b>Responding to COVID-19 hybrid learning situation</b><br/> <b>Formative Assessment Task</b><br/> <i>Massive Open Online Course on FutureLearn Platform</i><br/> <i>Developing your Research Project</i><br/> <i>Southampton University, England, United Kingdom</i></p> |                                |  |





### Module Description and Syllabus

|                    |  |
|--------------------|--|
| <b>Instructor</b>  | Dr. Naima Sahli  |
| <b>Contact</b>     | <a href="mailto:naima.sahli@univ-tiaret.dz">naima.sahli@univ-tiaret.dz</a> |
| <b>Office</b>      | <b>Room 7</b>  |
| <b>Office hour</b> | By appointment   |
| <b>Time</b>        | <b>Every Thursday, 12:30-13:30 pm</b>                                      |

#### Module description

This module is designed for students who are already writing at a university level and who are preparing for their Masters' degree dissertation. The main aim of this module is to help students identify the characteristics of an academic scientific style. In addition to that, it targets the practice of important skills and techniques that would assist them in getting a thorough understanding of concepts, processes and research work in their field of specialty. Weekly lectures will introduce students to written comprehension sections in order to expose them to the components of the academic style and to writing ones, in which they are strongly advised to practise the target technique. To make the most of these lectures, the students are advised to read critically the relevant sections within the list of required references. This module also requires an attention to detail and a commitment to developing strong written communication skills that will last a lifetime. The guiding philosophy behind this course is '*Today's readers are tomorrow's leaders*'.

#### Assessment

|   |       |
|---|-------|
| Regular attendance and meaningful participation | (25%) |
| Homework  | (25%) |
| Test  | (50%) |

#### Assignment Descriptions

##### *Regular attendance and meaningful participation*

Students are expected to attend classes, arrive on time for each class and participate actively in discussions.

##### *Homework*

Based on a suggested reading of an article provided by the teacher in the domain of didactics, TEFL, educational psychology, multiliteracy studies, ICTs, online teaching, material design and online assessment practices during COVID-19, you will have an assignment to do before a given deadline (**homework submitted after the deadline would not be approved!**)

*A note on required reading:* we may not spend significant class time discussing assigned reading. However, it is an opportunity for you to develop your own critical reading skills and reinforce your knowledge in your specialty.

Test: A written activity about previous lessons. (**You will be informed about the test two weeks before its schedule, so try not to be absent because the test will not be re-scheduled!**).

## Course Policies



### *Attendance, Punctuality, and Readiness*

Students are expected to attend all lectures, and to arrive on time. (University policy allows an instructor to refuse a student admission to class because of lateness, misconduct, inattention, or failure to meet the responsibilities of the course/ lateness and absence are penalized %10 (for each session).

### **Logistics**

All course materials are available on Moodle Platform. They are shared with enrolled students. All assignments should be typed and submitted by e-mail.

## **Syllabus of Semester 07**

### **Unit 1: The Foundations of Writing Techniques**

1. The Field of Academic Writing
2. Academic versus Non-Academic Texts
3. Critical Reading
4. Descriptive Writing versus Critical Writing
5. The Academic Style
6. The Essay Question
7. The Academic Essay
8. Note-taking and Note-making
9. Annotating and Underlining
10. Avoiding Plagiarism
11. Paraphrasing
12. Summarising
13. Quoting and Referencing

**Semester 7**  
**The Foundations of Writing Techniques**

## Lecture 1: The Field of Academic Writing



### Objective

It is of a paramount importance at this stage to examine the nature of academic writing, the components of every stage as well as its fundamental characteristics.

**Task 1:** Discuss the following quotes about writing

*“Good writing is not forged by magic or hatched out of thin air. Good writing happens when human beings take particular steps to take control of their sentences, to make their words do what they want them to do.”*

*(Fletcher, 2000, p. 05)*

*“If poets and novelists are **artists** in the medium of language, then academic writers are **artisans**: skilled craftspeople who work in a non mechanized trade in which quality matters more than quantity.”*

*(Sword, 2017, p. 58)*

Writing, at an advanced level at university, is a crucial step towards your engagement in the realm of academia. Hence, you should be familiar with the milestones of becoming a successful writer. According to Fletcher (2000, p. 05), well-crafted writing depends a great deal on the writer’s ability to recognize the process of writing and a control over language. That means that before starting to write, you should be well-aware of the linguistic conventions and norms that are particular to a given field of specialty.

Furthermore, Sword (2017, p. 58) highly regards academic writing as a *craft*. Academic writers should possess the suitable skills and assets to create a work of quality, not quantity. Writing academically incorporates an understanding of the requirements of your field of specialty (Eg., innovation in relation to scientific research), the genre and formats of writing (Research articles, reports, critical reviews of literature, book reviews, a conference paper, dissertations and theses), the writing process (brainstorming, outlining, drafting and editing), providing evidence in your writing (evaluating references and sources, critical reading, quoting authors and scholars, and using APA style throughout your writing), your audience, having your own academic voice in the world of academic, and the role of technological devices in advancing your writing habits as well.

### 1| Defining Academic Writing

According to Murray and Moore (2006, p. 05), *“academic writing is not the printed display of one’s fully formed thoughts. It starts with flawed, incomplete, vague hunches, ideas and concepts.”* Before revealing the nature of academic writing, it is imperative to shed light on writing as a

journey of self-discovery and reflection. Writing successfully can be achieved through a process of understanding that writing is a demanding non-linear and iterative activity that requires ongoing practice, reflection on one's strengths and weaknesses, seeking improvement through internalising teachers' feedback, strong willingness and perseverance to keep and finish your writing tasks, and accepting the fact that improvement and development take time.

Fang (2021), in his book *Demystifying Academic Writing*, defines academic writing as the type of writing that aims for academic purposes by engaging in discussion with professionals in academia. Academic writing is, therefore, a response or/ and a continuity to what other researchers have said and it should be *carefully elaborated, well-supported, logically sequenced, rigorously reasoned, and tightly stitched together*.

## 2| Approaching Academic Writing Confidently!

Throughout the course of your university study, your success is mainly related to academic writing in a sense that the majority of your official exams and assignments are written in nature. In addition, you will be required to submit a Master dissertation (Didactics of EFL/ Linguistics) at the end of your Master 2 level. Furthermore, having an ambition to start a career in academic (Doctoral studies, which is a lifelong journey of learning) requires a solid basis of academic writing skills. In this respect, you can develop a personality of a writer by reflecting on your own style throughout your academic career. Ede (1988, as cited in Richards and Miller, 2008, p. 15) refers to the ability of the student to identify his *own individual style* of writing. Every single writer has a manner of starting a writing task based on the following criteria:

A| the nature and importance of the writing task

B| the writer's own time schedule

C| the amount of experience the writer has with the type of writing

Ede highlights 04 particular styles of writing namely: *heavy planners, heavy revisers, sequential composers, and procrastinators*.

### 2.1| Heavy Planners

Heavy planners tend to devote much of their writing time to the pre-writing phase. It is an easy task for this type of writers to map out their ideas and brainstorm them on a given topic. Their first drafts are well-crafted that they do not need much revision in comparison to other peers.

## 2.2| Heavy Revisers

Throughout the drafting process, this type of writers keep on going back to their sentences and paragraphs, and circle the words and the expressions to make them more appropriate to the context. Heavy revision is mainly an attribute of a way of putting one's thinking to words and expressions.

## 2.3| Sequential Composers

Sequential composers have a balanced way in devoting time and effort to every phase of writing including planning drafting and editing. They give importance to all the stages of writing to produce a good piece of writing.

## 2.4| Procrastinators

Procrastinators do not write on a regular basis. They prefer to be under pressure by an approaching deadline. They procrastinate until they have nothing to do, but to start writing.

### *Questions for Reflection*

- 1/ *How do you approach your writing assignments?*
- 2/ *What obstacles do you think you have encountered during your writing?*
- 3/ *What type of writers do you think you are?*

Once you identify your style of writing, you can take active steps to develop your personality of an academic writer by taking into account the characteristics of successful writers.

## 3| Characteristics of Successful Writers

Based on her research in the field of academic writing, Sword (2017) classifies the characteristics of successful writers across disciplines into **four base habits**:

### 3.1| Behavioural Habits

Successful writers create time and make space for their writing in different ways. They also exhibit qualities such as persistence, determination, passion, pragmatism, and grit.

### 3.2| Artisanal Habits

Successful writers conceptualises writing in terms of a continuous motion that incorporates three phases of learning, development and skill. This linear process is characterised by creativity, craft, patience, practice, and an acceptable level of perfectionism and a love for lifelong learning respectively.

### 3.3| Social Habits

Successful writers rarely write in isolation. They are always connected to a wide community of writers and relationship that would provide them with support or feedback such as colleagues,

editors, reviewers, supervisors and students. Successful writers work in collaboration with others and accept constructive criticism and praise equally.

### **3.4| Emotional Habits**

Successful writers nourish their thinking to be productive by stressing pleasure while writing, challenge and growth at the same time. They enjoy writing and get satisfied throughout the process. At the same time, they are resilient and take risks.

### **References**

Fang, Z. (2021). *Demystifying academic writing*. Routledge

Sword, H. (2017). *Air & light & time & space: How successful academics write*. Cambridge, Massachusetts: Harvard University Press.

### **Further Reading**

Booth, W. C., Colomb, G. G., & Willims, J. M. (2009). *The craft of research*. USA: The University of Chicago Press

Craswell, G. (2004). *Writing for academic success*. London: Sage.

Murray, N. (2012). *Writing essays in English language and linguistics*. Cambridge: Cambridge University Press.

## Lecture 2: Academic versus Non-academic Texts

*“Good writers are those who keep the language efficient. That is to say, keep it accurate, keep it clear.”*

*Ezra Pound*

### Objectives

1. The students will be able to distinguish between the characteristics of academic and non-academic texts.
2. The students will be able to highlight the characteristics of the academic style, purpose, tone, audience and scientific method.

Question 1: What kinds (genres) of written text have you been introduced to during your graduate studies?

**Task:** Read the following passages and justify whether they are academic or non-academic ones.

### Text 1

THE INDEPENDENT (15/1/2015)

LISA CAMERON

#### WOMEN ARE FROM VENUS AND MEN ARE FROM MARS

Men and women differ fundamentally in the way they use language to communicate. For example, the workplace is a domain in which myths about language and the sexes can have detrimental effects. A few years ago, the manager of a call centre in north-east England was asked why women made-up such a high proportion of the agents he employed. Did men not apply for jobs in his centre? The manager replied that any vacancies attracted numerous applicants of both sexes, but, he explained: *“we’re looking for people who can chat to people and build rapport. What we find is that women can do this more...women are naturally good at that sort of thing.”* The growth of call centres is a part of larger trend in economically advanced societies. More jobs are now in the service jobs, especially those that involve direct contact with customers. Many employers share the call-centre manager’s belief that women are by nature better qualified than men for this kind of jobs.

### Text 2

#### Chapter 5: Language and Gender: Changing Theoretical Framework

As Linguistics was a new academic discipline, trying to position itself as a science in order to acquire some of the prestige attached to scientific subjects, Sociolinguistics had to try extra hard, as it explicitly brings human beings and social life into the linguistic picture, so a quantitative approach fitted better with the idea of ‘linguistic science’. Researchers looked for correlations between linguistic variables and certain groups of people- for example, working-class speakers or Black adolescents. Results were presented in the form of graphs and tables, with statistical tests to show whether a finding was significant or not. At this stage, sociolinguistic research followed linguistics in concentrating on three levels of language: pronunciation, grammar and lexis. Quantitative sociolinguistic research discovered ‘sex’ differences in all of these (see, for example, Labov, 1972a; Trudgill, 1974; Macaulay, 1977; Milroy and Milroy, 1978; Romaine, 1978). One striking thing to come out of this research was the finding that men tend to prefer non-standard forms of language, where women tend to prefer more standard forms. This pattern was originally discovered in relation to social class differences in speech, with middle-class speakers tending to choose prestigious forms, as opposed to working-class speakers, who were observed to choose non-standard forms. To account for this pattern, Labov coined the term ‘covert prestige’ (1966: 108), arguing that there must be ‘an equal and opposing prestige for informal, working-class speech –a covert prestige enforcing this speech pattern’. It began to be evident that there must be ‘an equal and opposing prestige’ for the speech of many men.

Coates, J. (2013). *Women, men and everyday talk*. London: Palgrave MacMillan



The first step that you would undertake to identify whether these texts are written academically or not is by identifying the following clues taking the following levels:

| Text 1: Unacademic  | Text 2: Academic  |
|---|---|
| <b>The type of the text</b>   |   |
| <p><i>A newspaper article</i> written by a journalist Lisa Cameron entitled <i>Women are from Venus and men are from Mars</i>.</p> <p>The journalist reflects the agenda of the newspaper (Eg, political orientation) and it is directed to the mass public (people from different social classes and backgrounds can read and understand the content and ideas discussed in this article).</p>   | <p><i>A chapter in a book</i> written by Coates (2013) entitled <i>Language and Gender: Changing Theoretical Framework</i></p> <p>This chapter is written by Jennifer Coates (2013). Academic texts are mainly written by professionals in a given field and they have an affiliation to university of research laboratories. For instance, Coates is Emeritus Professor in English Language and Linguistics at the University of Roehampton, UK. Her chief research interests are language, gender, sexuality, turn-taking in conversation, and conversational narrative. Her published work includes <i>Conversation Between Women Friends</i>; <i>Men Talk: Stories in the Making of Masculinities</i>; and <i>The Sociolinguistics of Narrative</i> (co-editor) (Google books, 2013).</p> |
| <p><b>Note 1:</b> Academic texts include essays, themes, research studies, lab reports, dissertations, reviews of literature, critical reviews of literature, theses, conference proceedings, case studies, book reviews, research proposals, and research articles.</p> <p>Academically-written texts can be edited by the author's peers, supervisor, blind peer-reviewers or editors and they often take time to be published.</p> <p>Academic texts can also include the affiliation of the researcher such as the academic institution (University/ Research lab), Title (Dr, Professor, Emeritus professor, assistant professor, or/ and Senior lecturer..etc), Specialty or field of research, and the professional e-mail.</p> <p>Academic texts are generally accompanied by a list of references related to the author's field of</p> |   |

specialty (Credentials).

**In text 2:** Coates, J. (2013). *Women, men and everyday talk*. London: Palgrave MacMillan



### The Argument of the Text

When you analyse a text, you should identify the main idea of the text or the main argument (**thesis**) that the text revolves around or defend. At the same time, you can identify how this argument is backed up by evidence (reasons/ explanations) throughout the text.

In the first text, the author merely expresses an **opinion** about the fact that men and women are different in the manner of communicating (conversation) and using language.

**To back up this opinion**, the journalist interviews a call-centre manager who admits that the service sector attracts more women than men since women can **establish rapport** with customers and **they are naturally gifted** in this kind of conversations. Besides, the journalist adds that many employers share the **manager's belief** that, **by nature, women are better qualified** for this job in comparison to men.

It is noticed here that the opinion is backed up by observation and experience only (of one person only) without being backed up by scientific procedures or design (Eg., a longitudinal case study to see if women are really different from men in conversational patterns). The interviewee keeps emphasising the expression **by nature** that has no scientific basis in sociolinguistics.

In this respect, personal opinion is closely linked to **subjectivity** without any scientific

**The argument** in the second text is about the manner how Sociolinguistics becomes a science and the difficulty of doing so since it brings **human beings** (Language use and conversation) and **social life** (social class and environment of the speakers) together and studying them in a **quantitative manner**.

### Research design and Procedure

Examining the relationship between linguistics variables (Eg., the pronunciation of the 'r' by Labov in New York city) and certain group of people (Eg., working-class speakers or Black adolescents in Harlem, New York).

### The display of results

The obtained data was highlighted in the forms of graphs and tables, with statistical tests to be analysed and interpreted by sociolinguists (to see if they are significant or not.)

Significant results mean that "*in any experiment or observation that involves drawing a sample from a population, there is always the possibility that an observed effect would have occurred due to sampling error alone. But if the p- value of an observed effect is less than (or*



background or justification. Subjectivity can also denote the intervention of **emotion** and **opinionated** ideas. Therefore, these ideas can be biased towards a given party.

*equal to) the significance level, an investigator may conclude that the effect reflect the characteristics of the whole population.”(Wikipedia, 2021)*

### **Levels of Sociolinguistic Study**

Three levels of study: pronunciation, grammar, and lexis

### **Findings of these Studies**

Men and women are different in language use at the above stated levels. For further details, you can consult these studies (Labov, 1972a; Trudgill, 1977; Macaulay, 1977; Milroy and Milroy, 1978; Romaine, 1978)

1/ Men use non-standard forms of language, and women prefer more standard forms, in relation to social class.

2/ Middle-class people use prestigious forms, while working-class speakers use non-standard forms of language.

### **Conclusions and Theorizing**

Labov coins ‘covert prestige’

### **Objectivity**

The argument of this text is backed up by evidence in sociolinguistics and by a scientific method (examples of research studies across the United States of America) and provide details about the procedure of the research (research integrity) to reach certain interpretations and conclusions.

## **Language Use and Norms**

When you critically read a text, you should examine the style of the author including the title, the

use of sentences, the use of terms. In addition, you may scrutinise the incorporation of other authors' ideas through paraphrasing, summarising or quoting as well. Texts have three interrelated patterns that work harmonically mainly: **purpose**, **audience** and **tone**. That means that every dimension depends on the other one to transmit the intended message through language.

### **Purpose**

Since newspapers have political and social agenda or ideology, they tend **to persuade** their audience (the mass public). Language in this article is simple and there is a use of patterns of informal spoken English (We're: contraction, to chat, people, that sort of thing, manager's belief, reply, but)

### **Purpose**

The major aim of scientific publications is to **inform** other researchers about their new contributions in their field of research. Researchers can also **duplicate** a study, **extend** a notion in previous studies, or **reject** a study and provide an alternative.

Researchers in the academic world share their own **norms** and **conventions** of **formal consistent standard English**. Hence, researchers use **formal scientific language** in addressing their research fellows in which their **style** is **direct**. For instance, they use **specific terminology** that is related to their field such as *quantitative approach, correlations between variables, results, graphs, significant finding, non-standard forms, social class, covert prestige, and speech community*.

### **Further reading**

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## Lecture 3: Critical Reading

*“Research is to see what everybody else has seen, and to think what nobody else has thought.”*  
*Albert Szent-Gyorgyi*

### Learning Objectives

1. Student will be able to distinguish between reading for taking information and critical reading as a milestone skill at university.
2. Students will be able to identify critical reading techniques.
3. The students will engage in discussion with other authors' ideas.

### 1| Introduction

Students may underestimate the significance of the reading skills at university. However, most courses require an **extensive amount of focused reading** due to the fact that achievement in specific modules is highly demanding. If reading is not done properly, the students may not benefit from attending lectures and seminars. Furthermore, developing the appropriate reading skills would assist the students in understanding academic texts that have a degree of complexity because they are directed to a given community of professionals (Bailey, 2011). One of the most important skills at this level is *critical reading*.

### 2| Defining Critical Reading

Critical reading is the ability of the reader to engage himself within a text at hand. According to Valley (2016, p.5), *“critical reading aims at the identification of arguments, the weighing of evidence, and the evaluation of the sources by looking for conflicts of interests and questioning underlying principles.”* This kind of focused reading is totally different from reading fiction and novels. Luskey et al (2017), reading critically is examining your material with a critical eye. That means that you read and evaluate the sources with a purpose in mind, wither for research purposes, or writing ones such as essays or assignments.

When you read in a critical manner, you are prepared to step in an academic debate in which you can identify arguments and theses. At the same time, you evaluate the context and evidence used to back up a given thesis.

### 3| Reading versus Critical Reading

Texts differ in their purposes and field of specialty. Read the following texts and identify the main differences between them by filling in Table 1.

## **The Investigation of Algerian University Teachers' current Understanding of Self-development in ICTs**

**Fawzia Bouhass Benaissi**

**Naima Sahli**

**Djillali Liabes University of Sidi Bel-Abbes, Algeria**

It is worth noting that university instruction has become demanding, challenging, and changing particularly in the 21<sup>st</sup> century where ICTs are a must because they *“have the potential to transform the nature of education- where and how learning takes place and the roles of students and teachers in the learning process.”* (UNESCO, 2002, p. 14). Thus keeping up with the pedagogical trends is imperative for university teachers to provide their students with quality learning and equip them with the relevant assets in an era where access to knowledge and skills is at hand. In fact, several studies highlighted the pivotal role of ICTs in teaching to guarantee effective learning (Al-Ansari, 2006; Tedla, 2012). Therefore, teachers' willingness to engage in developing their ICTs skills is the key to advance education and professional performance in a globalised world.

### **A Duty to Heal**

**Pius Kamau**

Growing up in the grinding poverty of colonial Africa, America was my shining hope. Martin Luther King's nonviolent political struggle made freedom and equality sound like achievable goals. America's ideals filled me head. Someday, I promised myself, I would walk on America's streets. But, as soon as I set foot in America's hospitals, reality- and racism- quickly intruded on the ideals. My color and accent set me apart. But in hospital I am neither black nor white. I'm a doctor. I believe every patient that I touch deserves the same care and concern from me. In 1999, I was on-call when a nineteen-year-old patient was brought into the hospital. He was coughing up blood after a car accident. He was a white supremacist, an American Nazi with swastika tattooed in his chest. The nurse told me he would not let me touch him. When I came close to him, he spat on me. In that moment, I wanted no part of him, either, but no other physician would take him on. I realized I had had to minister to him as best as I could. I talked to him, but he refused to look at me or acknowledge me. He would only speak through the white nurses. Only they could check his body for injury. Only they could touch his tattooed chest. As it turned out, he was not badly hurt. We parted strangers.

|                           | <b>Reading</b>  | <b>Critical Reading</b>  |
|---------------------------|---|--|
| <b>Purpose</b>            | To get a basic grasp of the text. Here, the text is about the contradiction of imagining America and the ideals of non-violence and reality in which the author encountered a racist behaviour in his night shift | To form judgments about how a text works. Here, the text deals with the importance of having command over ICTs in the teaching profession to keep up with the requirements of a globalised era.  |
| <b>Mental activity</b>    | To absorb/ To understand  | To evaluate/ To analyse/ To interpret  |
| <b>Focus</b>              | What a text says.   | What a text does and means.  |
| <b>Questions</b>          | <ol style="list-style-type: none"> <li>1. What is a text saying?</li> <li>2. What information can I get?</li> </ol>   | <ol style="list-style-type: none"> <li>1. How does the text work?</li> <li>2. What kind of evidence is used?</li> <li>3. How can I use this source to develop my argument?</li> </ol> <p>Benaissi and Sahli defend the idea that university teachers should be well-equipped with ICTs skills since technology literacy has a positive impact on their performance and on students' active learning as well.</p> <p><b>Evidence used:</b> (UNESCO, 2002; Al-Ansari, 2006; Tedla, 2012)</p> <p>This text can be used as a part of an essay, review of literature or a research proposal about the significance of self-development in relation to ICTs in the Algerian context.</p> |
| <b>Direction (stance)</b> | Taking it for granted   | Questioning/ Interpreting  |
| <b>Response</b>           | Restatement/ Summary  | Description/ Interpretation or evaluating  |

**Table 1. Reading versus critical reading** (Toronto University, n.d)

#### 4| Developing Critical Reading Skills

Critical reading is considered as the central pillar of critical writing. When you read critically, you should approach your text by annotating and highlighting the following dimensions (Leicester University, 2009):

1. Scrutinizing the argument or the evidence that the author incorporate in his work.
2. Identifying the limitations of a study design or any other aspect of interest for you.
3. Checking the interpretations of the obtained data.
4. Deciding the basis on which to accept the author's arguments, discussion, and conclusions.

Or, you may rely on the technique of '**strategic questions**' in order to evaluate the quality of the material that you are reading: a research paper, a book, websites, or oral presentations by making the following **six questions** (Woolliams, Williams, Butcher and Pye, 2009):

What...? Who...? Why...? How...? When...? Where...?

|   |  |   |
|---|--|---|
| <p><b>What...exactly is being said?</b><br/>You need to make sure you understand any arguments being made before you start informing your own views and judgment.</p>           | <p><b>How did they come to their conclusions?</b><br/>What method did they use for their research? Could someone else follow their process step-by-step? Are these methods likely to produce reliable results? Could the research be influenced more by opinion than evidence?</p> | <p><b>Who ...has written or (said) this?</b><br/>What organisation or individual? Are they an expert in the topic? What is their authority in this field? How can you tell?</p> |
| <p><b>When..was this said/written?</b><br/>Some work done a long time ago is still valid. But its validity may be lessened, or cancelled, by more research or perspectives.</p> | <p><b>Why...have the authors written this?</b><br/>What are they aiming to achieve? Could they have their own agenda? How can you tell? Is there any obvious bias?</p>   | <p><b>Where...does/ do the material or the views come from?</b><br/>Is the source trustworthy, and is it relevant to your focus?</p>  |

**Table 2. Strategic questions**  
(Woolliams, 2009, p. 06)



**Task 2:** Read the following text and evaluate them critically and decide whether to include them in your assignment or not.

### Example of a Conferencing Episode

T stands for teacher and S for student

“...It **create** problems between couples, and **increase** divorce rate...”

T: ok, um can you see any mistake in that sentence?

S: hmm

S: no!

T: ok, read the sentence loudly.

S: It creates; the “s” oh my God!

T: Read the sentence again

S: “It creates problems between couples, and increases divorce rate.”

T: ah! so you paid attention to the mistake in the second verb?

S: yeah

T: nice

T: you have good ideas, but over use of such mistakes undermines the quality of your writing.

The teacher in this episode is inviting the student to read a sentence that includes S-V agreement mistakes because as the student reads loudly, s/he will listen to his/her own writing bringing him/her to a more conscious level of rethinking and re-seeing what s/he has written (Seow, 2002). Then, the teacher raises the student awareness to the good content s/he wrote showing how surface errors interrupt the reader many times.

Hamlaoui, N., & Fellahi, S. (2017). The role of teacher-student conferencing in improving grammatical accuracy in university EFL students' composition writing. *Arab World English Journal*, 8 (1).DOI: <https://dx.doi.org/10.24093/awej/vol8no1.5>

*You may read the section about **method** in a study to replicate it, but you should remember that you have started your journey as a researcher. Research procedure (or protocol, action plan) has guidelines to follow. Even if you do not intend to perform **conferencing**, you need to know how conferencing is conducted in the writina classroom.*

*You still need to know if the method of conferencing is valid (To measure what it is meant to measure). Here, conferencing is employed to address grammatical accuracy and raise the student's awareness about subject-verb agreement in his/her writing. The researchers also backed up the use of this procedure by quoting Seow (2002).*

*Here, the article is published in AWEJ, which is a trustworthy journal in the field of research about teaching English in the Arab world.*

### Across the Drafts (2006)

#### Nancy Sommers

For the past thirty years, I have been a teacher of writing-work that I love, especially teaching first-year students. I have always been curious about the ways in which students read and interpret my comments-why they find some responses useful, others distracting, and how these comments work together with the lessons of the classroom. In 1982, I published an article in CCC on this very topic, but rereading this essay twenty-four years later, I feel the absence of any "real" students who, through voice, expertise, and years of being responded to, could offer their teachers valuable lessons. In returning to a topic that has captured my imagination for over a quarter of a century, I'm also returning to a topic that is part of our collective imagination, with so much scholarly attention paid to it that if you search "responding to student writing" on Google, you arrive in 2.7 seconds at the first of about 230,000 entries (Harvey 44).'

Sommers, N. (2006). Across the drafts. *College Composition and Communication*, 58(2), 248-257

*Nancy Sommers is an internationally recognised leader in the field of writing studies. She is a principle investigator of students' writing development at university, particularly at Harvard University. Her article Across the Drafts is one of her mostly read and anthologized articles in the field of*

*You may notice that Sommers is making reflections about her previous research and identifying gaps in her article published in 1982 in which she*

*Sommers builds on an experience of to address a new dimension in the writing studies through responding to student writing in this article.*

### Sizwe Bansi Is Dead Themes by Athol Fugard

Sizwe Bansi's identity issues are more problematic. His passbook—essentially his identity— has disappointed him; he does not have the proper documentation to stay in Port Elizabeth and look for a job to support his family. The stamp in his passbook says that he must report to a bureau in his home of King William's Town.

Sizwe stays with Buntu, a friend of a friend. After a night of drinking, they come across a dead man and take his identity book. It is Buntu's idea that Sizwe Bansi take on the identity of the dead man, who has the proper documentation to work.

This potential change of identity troubles Sizwe Bansi: his children have his name; he is unsure what would happen to his wife; and he could get into serious trouble with the authorities if the switch is discovered. Yet to ensure his family's survival, Sizwe Bansi reluctantly becomes Robert Zwelinzima....

*The title highlights the literary criticism of the play by Athol Fugard and the themes that were discussed in this literary work,*

*The provision of the themes is based on highlighting them by examples and explanations from the play such as: identity transformation and the dilemma of going back to his hometown to get a new passbook, or assuming the identity of a dead man and start a new life to guarantee a living for his wife and children.*

### Corrective Feedback

Feedback can also be recorded as a score, such as a percentage, a letter grade, or an achievement level defined by a specific reference. Grades can be based on the teacher's overall impression of the work, but assessment based on explicit criteria is increasingly common. An example of such holistic assessment is a [rubric](#). A typical rubric is a chart in the form of a grid that lists several criteria, performance indicators, and achievement levels. For example, a rubric for an essay-writing assignment may include "grammar" as one of its criteria; the performance indicator for an achievement level of "B" in grammar may be, "The essay contains several minor grammatical errors" while the performance indicator for an achievement level of "A" in grammar may be, "The essay contains no grammatical errors." Such rubrics enable students to see their strengths and weaknesses vis-à-vis the various criteria.

[https://en.wikipedia.org/wiki/Corrective\\_feedback](https://en.wikipedia.org/wiki/Corrective_feedback)

*This text provides the definition of feedback, and how it can be performed through a rubric. However, the whole text does not have a scholarly reference by an outstanding researcher in the field of writing assessment such as (Andrade, Taras, and Brookhart). In addition, it is extracted from Wikipedia, which is not a trustworthy source in scientific research and academic respectively.*

### 5| Extending the Definition of Evidence

There are other components within the concept of evidence that you can consider when you are reading critically in order to build your argument and back up your thesis as well. Evidence may encompass the following dimensions (Leicester University, 2009):

1. A detailed account of a context of a study in which the data were gathered.
2. The reasons for the selection of a research method/ design/ sample or/ and material.
3. The analysis process, the interpretation of the obtained data and the conclusions drawn.
4. The theoretical or philosophical underpinnings that drive the study.

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## Lecture 4: Descriptive versus Critical Writing at University

*“Writing doesn’t get any easier with time or talent. If writing is easy for you, you’re probably still learning the craft. You haven’t perfected your style or landed upon your ‘voice’. You haven’t learned to analyze your writing with a critical eye, to rip it apart and figure out why it isn’t doing exactly what you want.”*

*Darynda Jones*

### Objectives

1. The students will be able to distinguish between descriptive writing and critical writing.
2. The students will be able to identify the characteristics of every type of writing.
3. The students will be able to justify the choice of the type of writing.

### 1| Introduction

When you are a student at an advanced level at university, you are familiar with receiving feedback on your written assignments and essays such as “*Your have merely provided information in a descriptive manner*”, “*You need to show your own touch and voice in attempting the questions!*”, and “*You need to be more critical*”. Hence, it is imperative that you should develop a critical vision towards reading and writing at university. In this respect, Woolliams *et al* (2009) refers to “being a **critical student**” by the students’ ability to select the appropriate and trustworthy sources of information, to weigh the strengths and the weaknesses of an evidence, and to consider the value of what he/she reads to form and justify his /her conclusions. As far as writing is concerned, it is the same matter of transforming those obtained ideas and applying them to writing.

### 2| Descriptive Writing

The majority of the students at university would be able to write in a descriptive manner in which they are familiar with providing information about a topic under study, but they will not go beyond an account of what appears to be there (Leicester University, 2013). A simple example of this type of writing is to provide a summary of an article or an account of the results of a research study (Sydney University, 2021).

### 3| Critical Writing

Critical writing is the involvement in an academic debate. It requires ‘*a refusal to accept the conclusions of other writers or researchers without evaluating the argument and evidence they provide*’ (Leicester University, 2013). Critical writing is a fundamental skill in research and in postgraduate and advanced undergraduate writing. Writing critically is complex and requires a high

level of discussion, analysis and evaluation. For instance, you may be asked to write a critique about a journal article or a review of literature in which you highlight the strengths and the weaknesses of existing research in this field of specialty.

**Task 1:** Identify whether these texts are *descriptive* or *critical*. Justify your answers.

The teachers for the study were two women teaching at universities in the State of São Paulo. One was the teacher in a freshman course for advanced composition in Portuguese L1. She held a masters in linguistics and was working on a doctorate in the same field. (Cohen & Cavalcanti, 1987, 63-64)

This text is *descriptive* because Cohen and Cavalcanti (1987) **provide information about the context** of their study, particularly the details about the participants in this case study (number of participants, educational background/ degree/ and taught course).

|  |  |
|--|--|
| Formative nature of teacher feedback (Nicol & Macfarlane-Dick, 2006; Wiliam, 2001)   | Feedback in Hong Kong writing classrooms (Lee, 2007, p. 194)   |
| Assessment is prospective; students are told about their strengths and what needs to be done in their writing – e.g., areas for improvement (in terms of content, organization, language, etc.). | Assessment is retrospective. Students are mainly told about their weaknesses in terms of the errors made. What needs to be done to improve their writing concentrates mainly on their errors |

This text is *critical* since it **engages in an objective inquiry** to investigate whether feedback is well-performed in the Chinese writing classrooms or not. Lee (2007) approaches the matter by providing the qualities of effective feedback i.e, feedback can function formatively if it indicates to the students their strengths and help them improve their written performance through the suggestion of prospective feedback at different levels of performance (information, format and grammar). However, in the Chinese context, assessment is regarded in terms of grammar and correction of error, without an emphasis on the other dimensions of writing assessment.

The best way to test whether error correction is effective is by setting up simple correction/ no correction treatment groups. If the groups that received correction have more accurate writing, then we can say that error correction is helpful. However, Ferris found (in 2005) that few studies had actually done this. (Schmidt, 2017, p. 02)

This text is *critical* since it **recognizes the limitations of other studies**. Schmidt (2017) explains that we can judge that error correction is effective during writing if we can undertake an experiment in which we set a correction group and a witness group in which we do not apply error correction. However, Ferris (2005) reviewed many studies in the field and found out that few studies have followed this procedure.

This study examined the relationship between the formative feedback provided by tutors and the extent to which students' academic writing development did/ did not improve over two assignments. The study followed a mixed method approach in which the data were collected through a survey (n=22), and student (n=8) and tutor (n=6) interviews. Additionally, student assignments (n=16) and associated tutor feedback (n=16) were collected from those students who were interviewed. While the survey data were statistically analysed, the interview data were thematically examined. The student assignment and the associated tutor feedback were analysed to explore any evidence of student learning (i.e., academic writing development) which may have been a result of the tutor feedback.

This text is **descriptive**. It is an **abstract** that **includes details** (information) about the aim of this study (the impact of tutor feedback of the students' writing over two assignments). Also, the text provides information about the sample (the participants: the students/ the tutors), the data collection methods (survey and interviews) and the materials (students' assignments). Then it pinpoints the data analysis process (qualitatively/ quantitatively).

Research reviews by Hillocks (1986), Knoblauch and Brannon (1981), and Leki (1990a) suggested that regardless of how written teacher feedback was delivered, there was no evidence that it was successful in helping students to progress as writers. Nonetheless, as noted by Ferris and Hedgcock (1998), Hairston (1986), and Leki (1990a), composition instructors invest a great deal of time in annotating student papers with their feedback...

The alternative to written feedback that is not only suggested but urged in the composition literature is one-to-one writing conferences between teachers and students (e.g., Atwell, 1998; Carnicelli, 1980; Elbow, 1973; Zamel, 1982, 1985). Proponents of the exclusive use of writing conferences point out the considerable advantages of immediacy, negotiation, and opportunity for clarification that are possible with this approach.

(Ferris, 2003, pp. 19-20)

This text is **critical** since it **engages with evidence** about the positive impact of feedback on the students' writing. In addition, it presents **evidence to dispute with a particular finding**. It is widely accepted that feedback is closely related to positive performance in writing. However, Hillocks (1986), Knoblauch and Brannon (1981), and Leki (1990a) demonstrate in their reviews that there is no evidence that feedback helps the students in becoming good writers. In this respect, the text **provides an alternative**, which is one-to-one writing conferences between teachers and their students (Atwell, 1998; Carnicelli, 1980; Elbow, 1973 and Zamel, 1982, 1985). This approach is **back up by justifications** of the advantages of conferencing in the writing classroom.

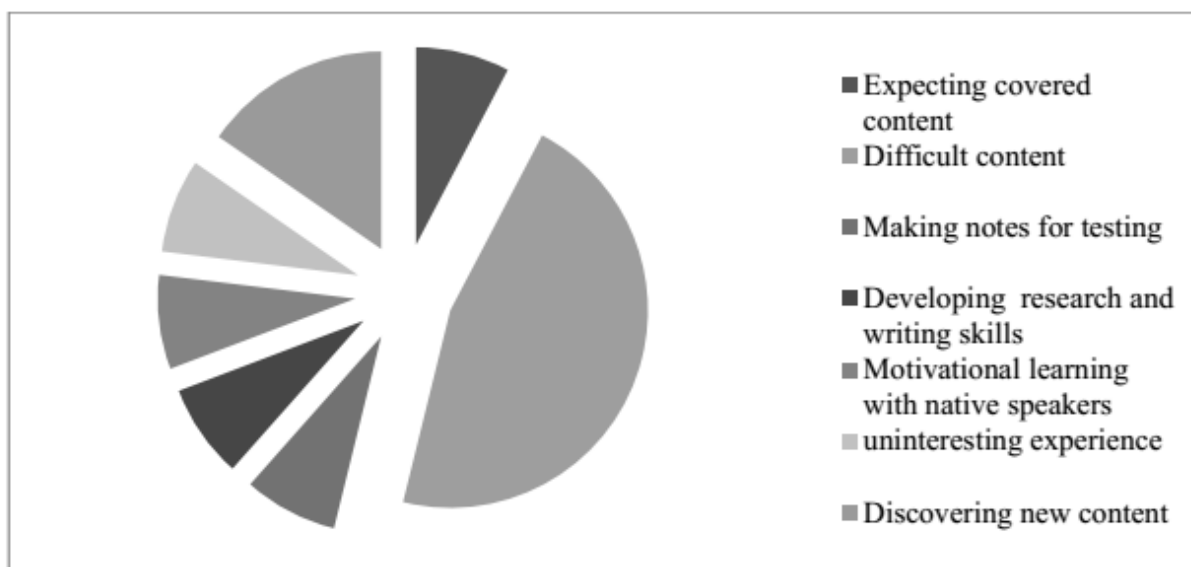


Figure 1: The students' expectations about MOOCs

(Sahli and Bouhass Benaissi 2018, p. 235)

This text is **descriptive**. **Figure 1** is a pie chart that provides data about the students' expectations about Massive Open Online Courses (MOOCs). You may encounter other types of data display (bar graphs and line graphs).



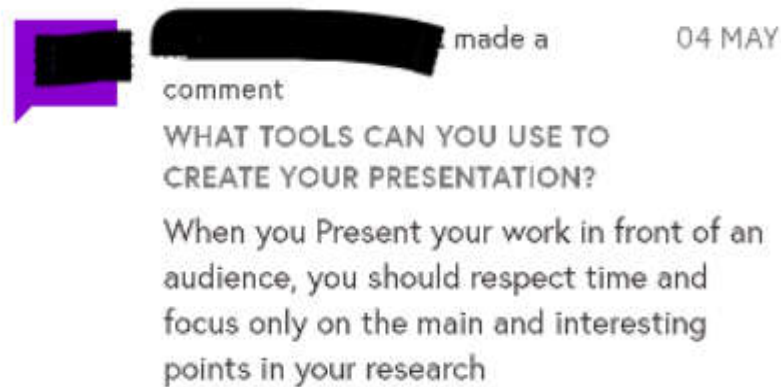


Figure 7: A sample of a student's accomplishment of the course

(Sahli and Bouhass Benaissi, 2018, p. 239)

This text is **descriptive**. **Figure 7** offers information about the last phase of the Massive Open Online Course *Developing your Research Project* by Southampton University on FutureLearn Platform. It is also another form of data display.

Zamel (1985) argued that “we need to establish priorities in our response to drafts and subsequent revisions and encourage students to address certain concerns before others.” (p.96). Specifically, this has been interpreted as meaning that teachers should address only issues of meaning and content on early drafts of students writing and attend to form only at the penultimate stage.....

Although the reasons advanced for separating form -and content –focused feedback onto different drafts seem sensible enough, they may also be criticised on several counts. First, there is no empirical evidence to support the assertion that simultaneous attention to content and form inhibits students from working on both during revision.

On the contrary, in several studies in which teachers gave global and local feedback on the same text, L2 students showed the ability to improve their texts in both content and form during revision (Ashwell, 2000; Fathman & Whalley, 1990; Ferris, 1997; Russikoff & Kogan, 1996).

(Ferris, 2003, pp. 22-23)

This text is **critical**. Ferris (2003) **presents reasons to dispute** with Zamel (1985) in relation to establishing priorities in responding to the students' writing. In this respect, Zamel (1985)

prioritizes meaning over form. However, Ferris (2003) opposes this view by stating that there are no empirical studies to back up this claim. Moreover, she **provides an alternative**, which is the **evidence** about the positive impact of giving global and local feedback simultaneously on the students' writing (Ashwell, 2000; Fathman & Whalley, 1990; Ferris, 1997; Russikoff & Kogan, 1996).



| The statement                            |  | Yes  | No   | Yes  | No   |
|--|--|------|------|------|------|
| <b>Stage 1: Pre-writing (Clustering)</b> |  |      |      |      |      |
| 1  | I identified the main idea of the assigned topic   | 1    | 0    | 0.9  | 0.3  |
| 2  | I formulated 4 ideas related to my main idea.      | 0.9  | 0.3  | 0.65 | 0.47 |
| 3  | I formulated 4 examples related to my ideas.       | 1    | 0    | 0.75 | 0.43 |
| 4  | I provided 1 specific detail to each example.      | 0.75 | 0.43 | 0.65 | 0.47 |
| <b>Stage 2: Paragraph Outline</b>        |  |      |      |      |      |
| 5  | I formulated the topic sentence.                   | 0.9  | 0.3  | 0.9  | 0.3  |
| 6  | I provided 3 supporting ideas.                     | 0.9  | 0.3  | 0.8  | 0.4  |
| 7  | I provided 1 example for each supporting sentence. | 0.85 | 0.35 | 0.8  | 0.4  |
| 8  | I formulated the concluding sentence.              | 0.95 | 0.21 | 0.85 | 0.35 |

**Table 1. The correlation between students' self-assessment and teacher assessment**  
(Sahli and Bouhass Benaissi, 2020, p. 402)

This text is **descriptive**. **Table 1** shows the obtained data from a comparison between students' self-assessment and teacher assessment using a yes/ no checklist across two phases of the paragraph writing process namely: pre-writing (clustering) and the outline of the paragraph.

#### 4| Cases of Descriptive Writing and Critical Writing

Descriptive writing is fact-based and it may include the following aspects:

1. Facts and figures about a particular issue.
2. Details of an organisation (UNESCO), a group of researchers (The Oxford Assessment Group), or a researcher.
3. A procedure of how a research study was undertaken.
4. Detailed account of what happened in an experiment.

Critical writing, on the contrary, includes the following patterns:

1. Evaluating and judging the appropriateness of evidence.
2. Providing an objective perspective towards a research matter (Case study, review of literature).
3. Presenting valid reasons and deep analysis to dispute with other researchers.

## 5| Difference between Descriptive and Critical Writing (Assigned topics)

At an advanced level, you should be familiar with the directive terms that teachers of different modules may assign you with. Directive words will guide you to the manner you will follow to build, present or discuss your argument. Table 1 will show you the keywords that help you distinguish between approaching your writing *descriptively* or *critically*.

|   |  |
|---|--|
| <i>Descriptive</i> writing- when you need to      | Critical writing- when you need to           |
| <b>Introduce</b> concepts/ notions/ information   | <b>Organise</b> and <b>evaluate</b> evidence |
| <b>Present</b> facts...                           | <b>Analyse</b> why something did not work    |
| <b>Describe</b> how an experiment was carried out | <b>Apply</b> your own judgment               |
| <b>List</b> details                               | <b>Make</b> links between areas of knowledge |
| <b>Outline</b> areas of knowledge                 | <b>Weigh</b> up alternatives                 |
| <b>Provide</b> information of date                | <b>Evaluate/ Argue/ Contest</b>              |
| <b>Summarise</b>                                  | <b>Draw</b> conclusions                      |

**Table 1. Descriptive and critical writing directive words**

Adopted from (University of Birmingham, 2015, p. 5)

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## Lecture 4: The Academic Style

*“A good style must first be clear.”*

*Aristotle, The Art of Rhetoric, 350 B.C.E*

### Objectives

1. The students will be able to identify the patterns of the academic style.
2. The students will distinguish between written English and spoken English.
3. The students will be exposed to the features of honest academic conduct.

### 1| Introduction

Academic style is of a paramount importance in giving clues to your readers about your thinking and your work as well. Committing a lot of mistakes and misspelt words sends the message that you are lazy and incompetent. Thus, incompetent students do not make proficient researchers. Even when the students think that the academic style is about employing complex sophisticated words and very long sentences, they would be judged as lacking clear thinking. In this prospect, you should bear in mind that researchers are busy people and you have to make your writing clear, so that it would be easier for them to read your work and appreciate it (Evans, Gruba and Zobel, 2014). For instance, consider the following text and highlight any examples of poor style:

#### 1.1

How to make people work harder is a topic that lots of people have written about in the last few years. There are lots of different theories etc and I think some of them are ok. When we think about this we should remember the old Chinese proverb, that you can lead a horse to water but you can't make it drink. So how do we increase production? It's quite a complex subject but I'll just talk about a couple of ideas.

**Text 1.** Adopted from Bailey (2011, p. 150)

Several mistakes indicate that the students has a poor style and need to improve his language use, wordiness, informal vocabulary, vague words, spoken English patterns and personal style.

| Mistake  | Type of mistake                        |
|--|--|
| How to make people work harder                   | Wordiness                              |
| Lots of people/ the last few years               | Informal and vague expressions         |
| Etc  | Avoid using abbreviations              |
| I think/ when we think                           | Personal                               |
| The old Chinese proverb                          | Not a valid source in academic writing |
| So how do we increase production?                | Avoid rhetorical questions             |
| It's quite a<br>I'll just talk about a couple of | Avoid contractions                     |

Now, consider how this poorly-written text is transformed into an academically-written text.

## 1.2

Motivation has been the subject of numerous studies during recent decades, but this essay will focus on Maslow's hierarchy of needs theory (1943) and Herzberg's two-factor theory (1966). Their contemporary relevance to the need to motivate employees effectively will be examined critically, given that this can be considered crucial to a firm's survival in the current economic climate.

Text 2. Adopted from Bailey (2011, p. 151)

## 2| The Features of the Academic Style

### 2.1| Clarity

When you approach your writing, you should keep in mind the *principle of clarity*. The key to do so is by considering your reader (Your audience: researchers, students and the academic field in general), and following these guidelines (Murray and Beglar, 2009). First of all, you should maintain **coherence** by making the parts of your writing flow, be connected and tell a story to give your reader a sense of unity. The secrets to coherent are well-planned outline and a logical organisation of ideas. Once you identify your main thesis and develop your arguments, it will not be demanding for your reader to see the flow of your thinking and ideas.

Secondly, you should not make assumption about your readers in the sense that they may be familiar with what you writing. On the contrary, you should remember that your reader may not possess your knowledge or your expertise in the field. In addition, making yourself clear involves your ability to exclude the use of **vague words and expressions**. In this respect, you should take your time to select the suitable technical terms in your specialty, to define your concepts and explain the relationships between them in a given context. You should not be afraid to provide your own understanding and examples to illustrate your writing.

Moreover, you should be **concise** and **precise** in your writing by going directly to the point and using short sentences and avoiding sophisticated terminology that may make your writing look messy. Being precise can be achieved by selecting the appropriate terminology and not providing multiple possible interpretations for a single concept. This fact may leave your audience confused and can result in showing that you are not proficient in your domain of specialty. Finally, you should revise and edit your work to **eliminate repetition**. In some contexts, like writing a

summary, you can make repetitions. However, it may disengage your reader if you do not pay attention to it throughout your writing.



## 2.2|Level of Formality

At an advanced level, you are required to use language in a formal way since written English is totally different from spoken English. Therefore, you need to consider the following guidelines in your writing

**Unconventional spelling:** when you write for academic purposes, you should avoid unconventional spelling that is used on social media such as (gonna, 'cause, 4 u, wanna). You should use the complete formal form of words instead.

**Use Times New Roman:** Being formal requires following the academic guidelines of academia. Hence, you should submit your work by typing your assignment in formal traditional fonts such as Times New Roman and Arial. In addition, you should stick to using black throughout your paper. You may use colours when you provide data display charts such as pie charts, line and bar graphs.

**Stick to informative titles:** you should use simple informative titles that give your audience a sense of what they will encounter when they read your assignment or your paper.

**Avoid contractions:** contractions are forms of spoken English (isn't, hasn't). You should use the full form. You may use them when you are reporting what participants have said as a part of an interview to be used for discourse analysis purposes.

**Avoid excessive use of abbreviations:** abbreviations should not be used in your writing. You should use the full forms of your words. Abbreviations can sometimes distract your audience and make them lose track. Avoid using 'etc' since it indicates that you do not possess the appropriate knowledge or skills. You may eliminate this issue by providing some related examples. For instance,

Instead of : **Crooks (1989), Black (1998) , Wiliam (2001) , etc** study the impact of assessment for learning for decades.

Write: Many researchers study the impact of formative assessment on active learning for decades such as Crooks, Black and Wiliam.

**Avoid using slangs and casual forms:** you should eliminate the use of words such as very, quite, really, okay, and a lot of. Try to use these academic terms instead in your writing (Figure)

**Avoid biased language or stereotypical words:** this type of language can clearly identify flaws in your ideas and approaching sensitive concepts in fields such as sexuality, gender studies, ethnicity and race (Murray and Beglar, 2009). Therefore, you need to be cautious when incorporating concepts since they may jeopardize the level of your neutrality and objectivity in a scientifically-driven field such as research.

**Avoid wordiness:** wordiness has to do with word clutter in which sentences incorporate many unnecessary words that can be eliminated. Wordiness takes several forms such as redundancy, using empty words and phrases (Eg., really tend to= generally, in my opinion+ very= apparently, I think that various= basically, I feel in some ways= essentially, I believe for all intents and purposes= virtually), there is...that, it is..that (there are many students who like reading= Many students like reading), and using the passive voice intensively (use action verbs instead) (Bethune College, 2021).

| <b>Casual words/phrases . . . and their more 'academic' counterparts</b> |                            |
|--|----------------------------|
| <b>Consider using . . .</b>  | <b>Instead of . . .</b>    |
| highly, considerably, exceptionally                                      | very                       |
| frequently   | often                      |
| particularly   | especially                 |
| observed   | saw, noticed               |
| illustrates, indicates, demonstrates                                     | shows                      |
| eliminated   | got rid of                 |
| conducted, carried out   | did                        |
| therefore, consequently  | so                         |
| discovered   | saw, found                 |
| however, nevertheless, although  | but                        |
| subjects   | people                     |
| large, considerable, substantial   | big                        |
| significant  | important                  |
| extensive, extended  | long                       |
| appears  | seems                      |
| distinct, distinguishable from   | different from             |
| widely, extensively  | a lot                      |
| examined, investigated   | looked at/into             |
| verified   | checked                    |
| identified   | found, noticed, recognised |

**Figure 1. Casual words versus academic terms**  
 Adopted from Murray & Beglar (2009, p. 86)



**Avoid rhetorical questions:** a rhetorical question is a question where no answer is expected or the answer is implied. They are often used to introduce an answer that the speaker will communicate. This is often the case in speeches or presentations. They can be used to emotionally engage the audience. This attempt to persuade the audience is not a fundamental feature of academic writing, which is based on scientific evidence and depth of reasoning (Stylelise, 2020).

**Notes on using the personal pronoun ‘I’:** the use of ‘I’ can be confusing for some students at university since it is complex to maintain your **voice** and to apply academic conventions such as **being objective**. According to Creme and Lea (2008), the incorporation of ‘I’ is considered as a part of the student’s relationship to the material and a sense of identity in writing his/her own assignment. For example, the ‘I’ can be used by the students to present his/ her standpoint in relation to a matter of concern, then gradually he/she can distant himself/herself from the opinion towards explaining the related arguments or the material itself. Besides, incorporating the ‘I’ pronoun differs from one discipline to another. You can also consider the choice to use ‘I’ or not as a transformation from personal to academic voice.

Similarly, the ‘I’ can be used in contexts where the researcher assumes the role of a practitioner researcher and he/she is involved in the study as a participant (Eg., in action research, the practitioner can be a participant through writing diaries, reflection on the self-by-the self (Chomsky, 2001), self-observation).

Before writing, you may discuss the use of ‘I’ with your supervisor to see if it is acceptable in your discipline to use it or not. In case of confusion, you may refer to the following guidelines.

| <b>Examples of how to de-personalise your language</b> |  |
|--|--|
| I  | The author(s)/This writer(s)   |
| I observed that  | It was observed that   |
| I interviewed ten subjects                             | Ten subjects were interviewed  |
| I decided to employ a qualitative approach             | The decision was taken to employ a qualitative approach  |
| I considered it unethical to ask . . .                 | It was considered unethical to ask . . .   |
| I found the results surprising because . . .           | The results were surprising in that . . .  |
| I believe that . . .                                   | It can be argued that . . . /There is reason to suppose/believe that . . .                                 |
| I take this to mean that . . .                         | This can be taken to mean that/<br>This suggests that . . . /This can be interpreted as meaning that . . . |
| I was intrigued to find that . . .                     | The finding that . . . was intriguing.   |

**Figure 2 . De-personalising your language**  
Adopted from Murray & Beglar (2009, p. 85)

**Avoid common knowledge:** Avoid making statements that assume the reader will take your word that something is true. "All the EFL teachers share the idea that all kinds of transfer are negative." Or Many scholars state the..., when you use many, you should cite examples to back up your account.

**Avoid the inclusion of idiomatic expressions, proverbs, and phrasal verbs:** these forms are linked to spoken English and they are used in informal situations. However, you may use them as a part of analysis of discourse in a particular cultural context.

### 2.3|Cautious Language (Hedging)

One of the stylistic aspects of academic writing is the tendency for writers to avoid expressing absolute certainty, where there may be a small degree of uncertainty, and to avoid making over-generalisations. In this context, lessening the strength of a statement is characterised by hedging devices. Therefore, these expressions would be of a great use when reporting your findings:

1/ Devices that distance the author from a proposition (Morley, 2015)

It is believed that .../ It is thought that .../ It is a widely held view that .../ It has been reported that .../ It has commonly been assumed that .../ According to Smith (2002), .../ According to recent reports, .../ According to many in the field .../ Smith (2001) holds the view that .../ Many scholars hold the view that .../ Recent research has suggested that .../ There is some evidence to suggest that .../If Smith's (2001) findings are accurate

#### 2/ Introducing questions, problems and limitations: method or practice

One major drawback of this approach is that .../ Perhaps the most serious disadvantage of this method is that / All the studies reviewed so far, however, suffer from the fact that ... /Critics of laboratory-based experiments contend that such studies ... / Another problem with this approach is that it fails to take X into account. / Difficulties arise, however, when an attempt is made to implement the policy.

### 2.4|Objectivity

Written language is in general objective rather than personal. It therefore has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. For that reason, academic writing tends to use nouns (and adjectives), rather than verbs (and adverbs).

## 2.5|Responsability and Honesty

In academic writing you must be responsible for, and must be able to provide evidence and justification for, any claims you make. You are also responsible for demonstrating an understanding of any source texts you use.

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## Lecture: The Academic Essay 1

### *The Essay Question*

*“Words can be like X-rays if you use them properly—they’ll go through anything. You read and you’re pierced.”*

*Aldos Huxley, Brave New World*

### Objectives

1. The students will be able to highlight the importance of directive words.
2. The students will be able to follow the process of writing an essay.
3. The students will be trained in searching for trustworthy academic references.
4. The students will be able to list the elements of the writing process.

### 1| Introduction

The academic essay is one of the most common assignments you will be asked to write at university. A well-crafted academic essay is a reflection on how well you have understood the basic course material, the extent to which you have mastered the techniques of extending your class material and how analytical you have been in addressing the requirements of this assignment through the selection of trustworthy and relevant material and references.

### 2| Decoding the Essay Question

As it has been noted previously, generating a piece of academic writing is a highly demanding skill that incorporates a set of interrelated strategies and techniques. In this context, both are crucial; the process of writing and the final product. Let’s consider the following question:

Example 1:

**Define** the term assessment for learning and **discuss** its correlation to advancing active learning and planning instruction in the writing classroom.

When you address this essay question, you should keep in mind the criteria of writing a good essay. According to Dhann (2001), you firstly need to have a clear understanding of what the essay **question is asking you to do**. Looking at the essay question in details will help you *identify the topic* and *directive words*, which will guide you on how to answer the question (the assigned topic).

Before embarking on writing your essay you should bear in mind these steps that you should follow in order to answer your essay question

**I-Prepare**  
**Analyse the question**

Here, you have four dimensions to address: 2 directive words: *Define* and *Discuss*.  
2 topics: the concept of assessment for learning/ its correlation to learning and teaching in the writing classroom

**II- Read about the theme.**  
**Take an initial stand**  
**Read narrowly**  
**Adopt a position**

Reading about the theme  
Here, you may refer to the pioneers of assessment for learning (Aim), and formative assessment (Function): Black & Wiliam (2010), Broadfoot et al (1999), Wiliam (2010), Black & Wiliam (2009), Stiggins (2002)

**1**

Here, you may refer to the seminal work by Black & Wiliam (1998) titled Inside the Black Box to highlight the empirical evidence of the positive impact of assessment for learning on active learning across disciplines (Math)

**2**

Then you may address the positive impact on teaching (Eg, Black et al, 2004 in the class of biology/ the King's Medway Oxfordshire Formative Assessment Project)

**3**

At this phase, you focus on formative assessment and writing in the writing classroom (Eg., EFL context). You can illustrate your standpoint by consulting the following studies (Eriksson & Maurex, 2018; Vågen, 2017; Hamlaoui and Fellahi, 2017; Prithvi, 2016; Burner, 2015)

**III- Plan, draft, more research, refine position, re-draft and final revision before final submission.**

- 1/ You should organise your ideas into an essay outline (Title, Introduction, Body paragraphs, Conclusion and List of References)
- 2/ Narrow your ideas (From the general to the most specific).
- 3/ organise your references and make a balance between direct quotes, summarising authors' ideas and showing your academic voice as well.
- 4/ Draft your essay and take into account your style (choice of terms and grammar)

The following is a glossary of some key words that will assist you in finding the relevant roadmap to start your essay and map your ideas.

| <b>Directive Words (Instructional words)</b> |   |
|--|---|
| <b>Account for</b>                           | To give reasons for; to explain why something happens.  |
| <b>Analyse</b>                               | To examine in very close detail; to identify important points and major features.   |
| <b>Argue</b>                                 | To present the case for and/ or against a particular proposition.   |
| <b>Assess</b>                                | To weigh something up and to consider how valuable it may be.   |
| <b>Comment</b>                               | To identify and write about the main issues, giving your reactions based upon what you have read or heard in lectures. Avoid purely personal opinion.   |
| <b>Compare</b>                               | To show how two or more things are similar; to indicate the relevance or consequences of these similarities.  |
| <b>Contrast</b>                              | To set two or more items or arguments in opposition so as to draw out differences; to indicate whether the differences are significant. If appropriate, give reasons why one item or argument may be preferable.  |
| <b>Critically evaluate</b>                   | Give your verdict as to what extent the findings of a research are true or to what extent you agree with. You must provide evidence that is taken from a wide range of sources, which both agree and contradict an argument. Come to a final decision by judging the most important factors and justify how you made this decision. |
| <b>Critique</b>                              | To give your judgment about the merit of theories and opinions about the truth of facts, and back your judgment by discussing the evidence. Include the good and bad points and look at any implications.   |
| <b>Define</b>                                | To give the exact meaning of; where relevant, to show that you understand why the definition may be problematic.  |
| <b>Describe</b>                              | To give the main characteristics or features of something, or to outline the main events.   |
| <b>Discuss</b>                               | Essentially, this is a written debate where you are using your skills at reasoning, backed up by a carefully selected evidence to back up or be against an argument. You should come to a conclusion at last.   |
| <b>Distinguish</b>                           | To bring out the differences between two items.   |
| <b>Enumerate</b>                             | To list or specify and describe.  |
| <b>Elaborate</b>                             | To give in more details and provide more information.   |
| <b>Evaluate</b>                              | Assess the worth, importance or usefulness of something, using evidence. There will probably be cases to be made both for and against.  |
| <b>Examine</b>                               | To look at the subject in depth taking note of the detail and if appropriate, consider the implications.  |
| <b>Explain</b>                               | To clearly express why something happens, or why something is the   |

|                       |   |
|-----------------------|---|
|                       | way it is.  |
| <b>Explore</b>        | To examine thoroughly from different viewpoints.  |
| <b>Illustrate</b>     | To make something very clear and explicit, by providing examples or evidence.   |
| <b>Interpret</b>      | To give the meaning and relevance of information presented.   |
| <b>Justify</b>        | To give evidence which supports an argument or idea. Show why decisions or conclusions were made, considering objections that others might make.  |
| <b>Narrate</b>        | To concentrate on saying what happened, telling it as a story.  |
| <b>Outline</b>        | To convey the main points placing emphasis on global structure and interrelationships.  |
| <b>Prove</b>          | To demonstrate truth or falsity by providing evidence   |
| <b>Relate</b>         | To show similarities and connections between two or more things.  |
| <b>Review</b>         | To make a survey, examining the subject critically.   |
| <b>State</b>          | To give the main features, in very clear English (almost like a simple list but written in full sentences).   |
| <b>Trace</b>          | To follow the order of different stages in an event or a process.   |
| <b>Verify</b>         | To check out and report on the accuracy of something.   |
| <b>Summarise</b>      | To give a concise account of the main points only, omitting details   |
| <b>To what extent</b> | To consider how far something is true, or contributes to a final outcome. Consider also ways in which the proposition is not true. (The answer is usually somewhere between ‘completely’ and ‘not at all’.) |

**Table 1. Directive Words**  
(Griffith University, 2011)

The second crucial step in identifying the scope of your essay is considering the essay question in relation to previous and upcoming assignments. Ask yourself what is new about the task you are setting out to do. Instructors often design assignments to build in complexity. Knowing where an assignment falls in progression can help you concentrate on the specific, fresh challenges at hand (Rice, 1998).

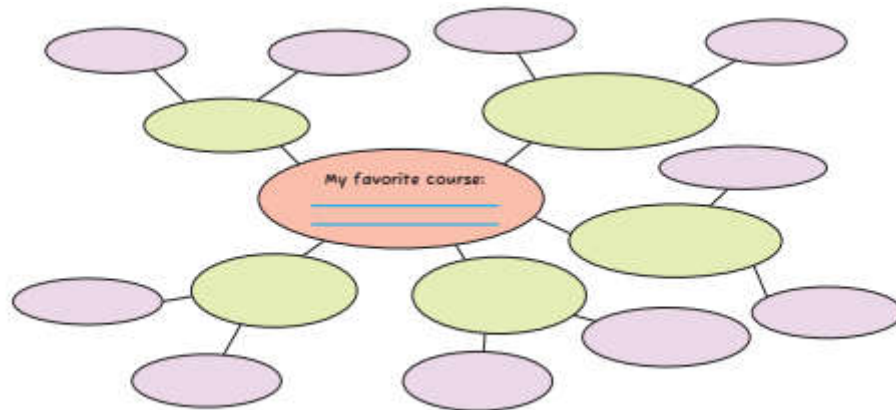
### 3| Stepping out of your Comfort Zone

At one point, you may be intimidated by writing the essay. Sometimes, you may even experience what is commonly called *writer’s block*—that experience of starting an assignment, reading it over and over, yet being unable to proceed or to find a way into it. But the process of writing the academic essay involves a series of manageable steps. Keeping this in mind can help you work

through the anxiety you may at first feel. If you find yourself “clueless” about beginning an essay, it may be because you have skipped an important step. It is *critical reading*.

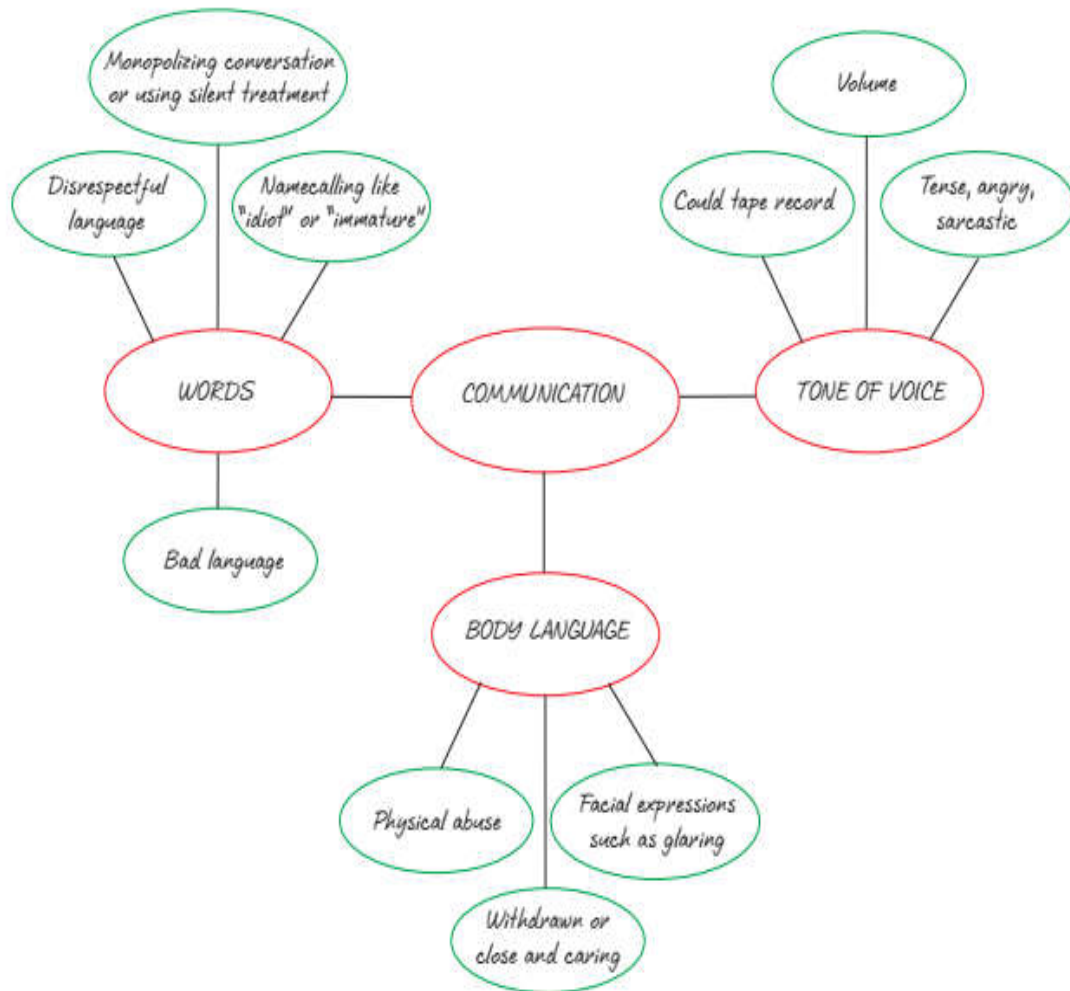
Regardless of how objective or scientific the subject matter is, the writer makes many decisions during his writing. So now, it is your turn to step into the academic arena and to make your own evaluation of how much you are willing to accept what you read. A practical starting point is not to believe all what you read unless it is based on research and studies.

Successful writing involves the creation and framing of your own questions about the sources you have chosen. You want to attend to the assignment at the same time that you locate and articulate your own particular interest in it (Rodborg, 1999). In addition, you can opt for pre-writing techniques that allow you to systematically organise your obtained data (evidence/ arguments) on your essay question including brainstorming and clustering. At an advanced level, you may also use ordering to smoothly organise your information up-bottom or bottom-up.



**Figure 1. Clustering Technique (Mind-mapping)**  
(Juzwiak, 2012)





**Figure 2. Example about clustering**  
(Scarry & Scarry, 2011, p. 11)

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## Further Reading

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## Lecture 6: The Academic Essay

*"I kept always two books in my pocket, one to read, one to write in."*

*Robert Louis Stevenson*

### Objectives

1. The students will be able to identify the parts of the academic essay.
2. The students will be able to position their claim in responding to the research question.
3. The students will be able to describe the requirements of writing every elements of the academic essay.

### 1| Introduction

After analysing your essay question and breaking it into meaningful piece to be able to work out the content of each section, it is time to read academically for the sake of developing a better understanding of the topic, weigh the evidence and make conclusions about your position. Once this stage is done, you should check your notes, meanings of concepts, and confirm your position. At this very point, it is appropriate to start planning your assignments and the points that it would cover to make sure that nothing is going to be left out. In this context, your plan should incorporate the following items:

1. You should always keep in mind the original assignment task. Keep referring back to it and check that your arguments/examples are relevant to it.
2. You should map out a plan by organising your argument and evidence.
3. You should establish connections between your points.
4. Experiment to find the plan/map that works for you. For example:
  - A list of headings and sub-headings
  - Concept Map
  - Bubble Diagrams
  - Brainstorming
  - Note Cards

### 2| The structure of the academic essay

A clear sense of argument is essential to all forms of academic writing, for writing is thought made visible. Essays may differ from a discipline to another but any good essay should show us a mind developing a thesis, supporting that thesis with evidence, deftly anticipating objections or counterarguments, and maintaining the momentum of discovery.

2 | Task: Read the following essay and identify its different parts (introduction, body, and conclusions) with their components.

### Text

Throughout the world, cell phones have become omnipresent in classrooms, cafeterias and hallways, and research indicates that cell phones are used more frequently to send text messages than to make phone calls (Mindlin, 2008). Indeed, forty-three percent of teenage respondents in a 2010 report by the Nielsen Company claimed that they got a cellular phone primarily for text messaging (The Nielsen Company, 2010). The same report found that American adolescents aged 13-17 send more text messages than any other age group. However, this dramatic rise in popularity has led teachers to stress the negative effect of using this technology on adolescents' understanding of English grammar during a developmentally critical period of language-skills acquisition. This essay will therefore outline how text messages have had a changing impact on language use and how it affects the generation future once studies are finished.

The speed, ease, and brevity of text messaging have created a perfect platform for adapting the English language to better suit attributes of the technology. Though this has led to an evolution in grammar, the basis of which we shall call 'techspeak.' As Jones and Schieffelin (2009) explain this language differs from English in that it takes normal English words and modifies them (called 'word adaptation'), using conventions of abbreviation, such as initialisms (*lol* for laughing out loud), omission of non-essential letters (*wud* for would), and the substitution of homophones (*gr8* for great), it led to

deprive English of its fullest spelling. Understandably, with this evolution of the English language there is deterioration in students' grammar, spelling and writing skills during their formative learning years in the classroom setting (Eger, 2007; Sidener, 2003).

Secondly, routine use of textual adaptations by current generations has served to create the impression that this is normal and accepted use of the language and could rob this age group of a fundamental understanding of Standard English grammar. As Edmonds (2007) stresses '*there is a need for teenagers to learn to exist in a world outside of their social networks, which requires them to use proper grammar and spelling when they speak and write*'. The evidence is starting to show up on resumés and job applications according to some recruiters. Because of text messaging and anonymous blogging, proper spelling and syntax are neglected. This fact is likely to jeopardise the applicants' future careers.

To summarise, though text messages are an up to date way of communication, it does have a negative impact on the proper use of the language conventions, which has led to a poor command of the required skills inside the classroom, which in turn has resulted in failure when it comes to recruitment after graduation

## 2.1| The Introductory Paragraph (the introduction)

Your introduction should give your audience an idea about the components of your essay. Hence, it should provide a **broad statement** of your theme and **your argument**. You may write your introduction after the other sections of your essay. Your introduction should be between 10 to 20% the length of your essay. You should keep in mind that your introductory paragraph should incorporate the following three elements: **a thesis statement, scope and structure**.

3.1.1. *Thesis statement* is the specific standpoint that you make in response to the essay question. Every idea and argument should be support this standpoint. Your thesis should also be a summary of your position and the argument you will defend and it organises your paper. It should be at the end of the introduction. It should never be at the middle of your introduction.

3.1.2. *Scope* revolves around the topic under discussion.

3.1.3. *Structure* informs your audience about the main sections of the essay.

## 2.2| Body Paragraphs

- Your arguments (evidence and examples) should be contained in the body to back up your claim (thesis statement).

- Your body paragraphs should reflect your way of organising and tackling your arguments (citations), along with your academic voice.

- Your body paragraphs are the bulk of your essay.

- Your body paragraphs will show your ability to develop your argument and whether they are relevant to the research question.

- Every paragraph should include a topic sentence, supporting sentences and a concluding sentence.

- Your evidence (quotes, paraphrasing or summarising) should be carefully referenced, both in-text citation and as a list of references (Follow APA style).

## 2.3| Conclusion

Your conclusion should be a review of what you have covered in the previous sections:

- It should briefly sum up your arguments.

- Keep making reference to the key terms of the research questions.

- Restate and confirm your thesis.
- You may suggest some recommendations or implications that may follow from your conclusion
- You should not mention new information in the general conclusion.
- If you have added a new idea in the conclusion, you may refer to the body paragraphs and include it as a new paragraph if it is relevant.



## 2.4| List of references

The list of references is a reflection of your ability to provide trustworthy account of your arguments.

- It shows that you have made the effort to identify relevant evidence.
- It indicates that your claim is supported by academic research.
- It distinguishes between your ideas and what other authors have said.
- To avoid plagiarism and copyright breach.

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## Lecture 8: Note-taking and Note-making

*“You have to make your own condensed notes. You learn from making them. A lot of thinking goes into deciding what to include and exclude. You develop your own system of abbreviations and memory methods for the information.”*

*Peter Rogers, Straight A at Stanford and on to Harvard*

### Objectives

1. The students will be able to highlight the steps of note-taking and note-making.
2. The students will be able to identify their note-taking profile.

### 1|Introduction

Students at university should develop a set of skills that they would use inside and outside the classroom. One of the skills that would accompany the students throughout their academic career is note-taking and note-making. Hence, taking notes can be used as a part of your active learning engagement with your professors in class and as an assisting tool for critical reading to submit your assignments. Note-making, on the other hand, highlights your ability to organise and write your own version of data taken from different sources.

### 2| Definition of Note-taking Technique

The skill of note-taking is regarded as one of the main deficiencies in students' learning at university. At this point, it consists of listening and jotting down the relevant points that you are going to use as a support for your *outline* or *summary*. While writing, you will use those notes for support as you refer directly to what you have read and use some quotations from it. You will also give credit to the source(s) you are reading, and—if your instructor requires you to do so—you will use documentation, including page numbers and identification of your source(s) for those ideas and words you borrow (Brandon & Brandon, 2011:15).

### 3| Important Reasons for Using Note-taking

According to , note-taking can be used in multiple situations during the writing process:

- 1/ Recording notes is a reminder of the source from which you took your information.
- 2/ Note-taking helps in your writing since it boosts a flow of ideas and in planning the information you accumulate.
- 3/ Note-taking is the starting point for note-making and developing your own understanding and writing process.

- 4/ Note-taking engages you in understanding the information you select.
- 5/ Summarising information assists long-term memory.
- 6/ Visualising information through note-taking can be memorised easily.
- 7/ Note-taking is an effective tool for exam revision since the material is well-organised.

#### 4| Some Recommendations before/ and In-class Note-taking

You may encounter some difficulties when you embark on note-taking as a part of your classroom routine. You may process information slowly and you need to keep up with your professor. Therefore, it is of a paramount importance to prepare yourself before coming to your class in order to benefit from your lesson.

1. Read any related material or check any new terminology. You should highlight ambiguous notions to concentrate during the lecture.
2. Prepare your papers or notebook so that it would be easier for you to refer back to them for note-making ([University of Southampton](#), 2011)

|           |       |
|-----------|-------|
| Module:   | Page: |
| Lecturer: |       |
| Date:     |       |

3. You should concentrate on getting the main idea, rather than trying to capture every single word and idea.
4. Pay attention to the lecturer's **body language** and **speech cues** so that you can get signals about important themes and ideas.
5. Try to make brief notes instead of long ones.
6. Try to train yourself in using keywords and abbreviations in order not to waste time.
7. If you don't understand something, write next to it a question mark to come back to it later on.
8. You can use various techniques for note-taking such as doodling, mind-mapping, listing, linear notes, timeline notes, keywords notes, flow-chart notes, and grid-notes.

#### 5| The Cornell Note-taking Technique

The Cornell method uses a simple three-step process of note-taking. First, you need to take class notes: main idea (s), supporting details, examples, etc. Secondly, you identify and pull out the key words and key ideas that are the main focus. Finally, after the class is over or if you still have time,

you should thoughtfully reflect on the meaning of what you learned, summarise it, and take action on the material, which means to see how you can use the new insights.

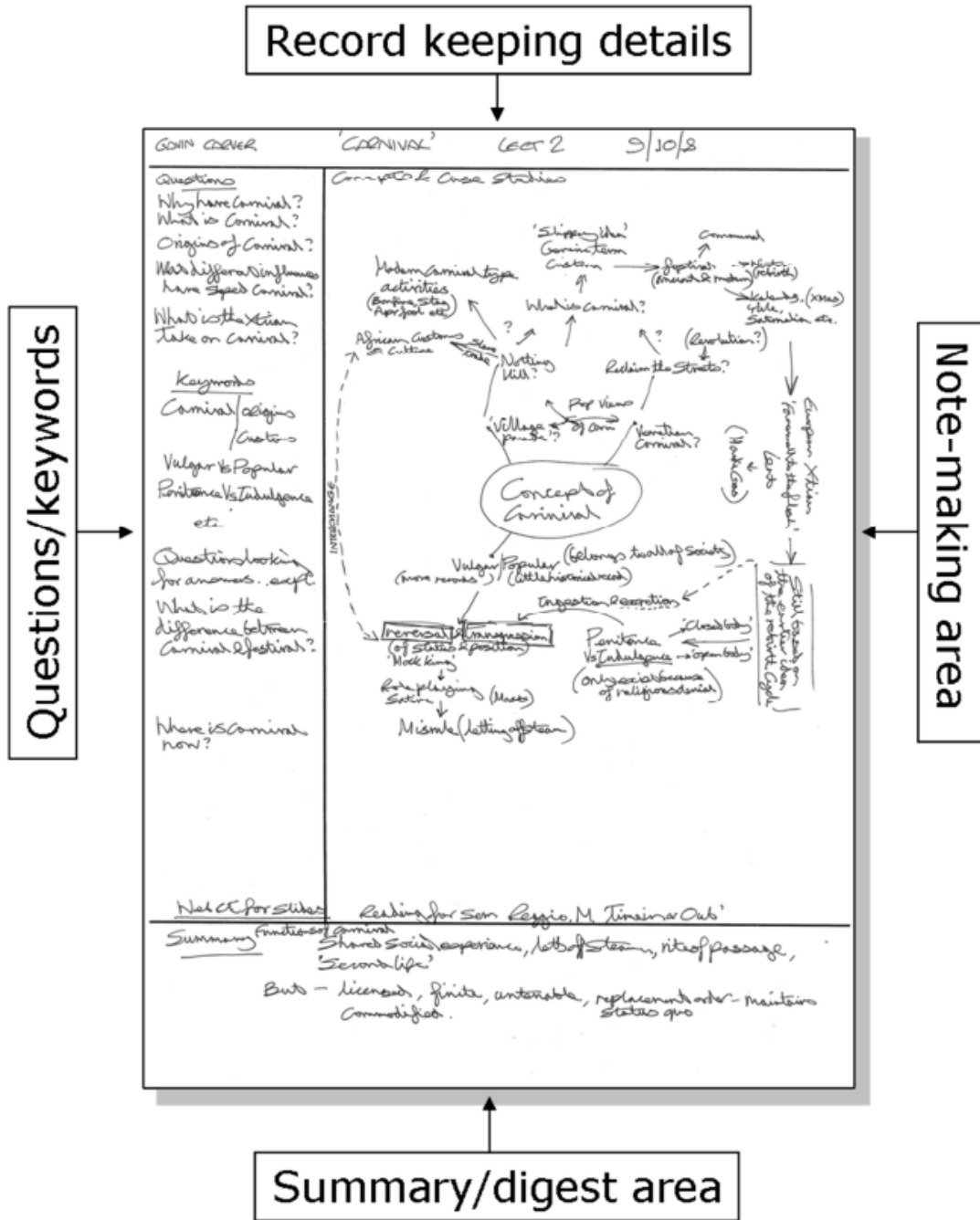


Figure 1. Cornell Method (University of Kent, n.d )



Task: Listen to the following script and take notes that you will be using to write your own summary.

| Cornell Note-taking Method        |  |
|-----------------------------------|--|
| Key words<br>Key ideas<br>Etc     | Class notes<br>(Main ideas, supporting details, etc) |
| Reflections, Summary, and Actions |  |

### 5 | Five R's of Note-taking

According to Walter Pauk (n.d), the technique of note-taking comprises of five essential elements. He calls them the five R's.

1. Recording: writing down key words, phrases, facts, main ideas, and key concepts.
2. Reducing: this step reduces the students' notes into summary form for quick
3. Reciting: the students should review and rephrase their notes as soon as possible after class putting these notes into their own words. This step makes notes easier to understand their own thoughts and meaning.
4. Reflecting: something that many learners do not grasp is that notes should be thought about. It is easy to fall into the trap of reciting notes by rote. The key is to think about the concepts, their meaning, and implications. Through this thoughtful process, students are getting the most of out of note taking and classes.
5. Reviewing: students should periodically review to keep the information fresh in their minds. Like an accomplished writer, it is the quality of the review that makes a difference. Reviewing is an intentional, intense, and an active process.

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### Objectives

1. The students will be able to recognize the aim of annotating.
2. The students will highlight the keywords that would assist them in making meaning.
3. The students will be able to use annotating as an inference technique in critical reading.
4. The students will be able to use textual clues to understand the text.

### 1| Definition of Annotating

Annotating is a technique that is used during the process of reading a text to enhance the reader's understanding of, remembering any details and reaction to the material. It is sometimes referred to as '*close reading*'. Annotating usually incorporates **highlighting** or **underlining key pieces** of text and making your **own notes in the margins** of the text. Annotating is of a paramount importance in academic settings since:

- a/ it helps the reader formulate questions in response to what he is reading.
- b/ it helps analysing and interpreting pieces of prose and poetry.
- c/ it helps draw conclusions and make inferences based on explicit and implicit meaning.

### 2| The Purpose of Annotating

- a/ Facilitating the understanding of the text beforehand.
- b/ Focusing on the author's main idea, shifts in message, perspective, or progression.
- c/ Identifying areas of interest and concern
- d/ It can be a start for summarising a text or a preparation for discussion or a writing prompts.

### 3| The Process of Annotating a Text

You may be interested in highlighting every single word in your text. However, it is essential to follow this process for an effective annotating and understanding of your text.

- a/ You do not start annotating your text until after you do your first reading.
- b/ throughout the process of several readings, you can start making notes at the margins, for instance:

- ⌘ Any questions that come to your mind.
- ⌘ Predictions about what will happen as story progresses.
- ⌘ Identify figurative language, such as simile, metaphor, and symbols.
- ⌘ Note unfamiliar vocabulary (the definition can be written in margin later on).

c/ You may have different purposes for highlighting depending on your own skill set and reading struggles.

**Task:** Read the following text by Gary Soto and annotate the text to answer the following questions:

### *The Jacket by Gary Soto*

*My clothes have failed me. I remember the green coat that I wore in fifth and sixth grades. When I needed a new jacket and my mother asked what kind I wanted, I described something like bikers wear: black leather and silver studs with enough belts to hold down a small town. We were in the kitchen, steam on the windows from her cooking. She listened so long while stirring dinner that I thought she understood for sure the kind I wanted. The next day when I got home from school, I discovered draped on my bedpost a jacket the color of day-old guacamole. I threw my books on the bed and approached the jacket slowly, as if it were a stranger whose hand I had to shake. I touched the vinyl sleeve, the collar, and peeked at the mustard-colored lining.*

*From the kitchen mother yelled that my jacket was in the closet. I closed the door to her voice and pulled at the rack of clothes in the closet, hoping the jacket on the bedpost wasn't for me but my mean brother. No luck. I gave up. From my bed, I stared at the jacket. I wanted to cry because it was so ugly and so big that I knew I'd have to wear it a long time. I was a small kid, thin as a young tree, and it would be years before I'd have a new one. I stared at the jacket, like an enemy, thinking bad things before I took off my old jacket whose sleeves climbed halfway to my elbow.*

*I put the big jacket on. I zipped it up and down several times, and rolled the cuffs up so they didn't cover my hands. I put my hands in the pockets and flapped the jacket like a bird's wings. I stood in front of the mirror, full face, then profile, and then looked over my shoulder as if someone had called me. I looked ugly. The next day I wore it to sixth grade and got a D on a math quiz. When the fire bell rang, we paraded out into the yard where we, the sixth graders, walked past all the other grades to stand against the back fence. Everybody saw me. Although they didn't say out loud, "Man, that's ugly," I heard the buzz-buzz of gossip and even laughter that I knew was meant for me. And so I went, in my guacamole-colored jacket. So embarrassed, so hurt, I couldn't even do my homework. I received Cs on quizzes, and forgot the state capitals and rivers of South America, our friendly neighbor. Even the girls who had been friendly blew away like loose flowers to follow the boys in neat jackets.*

*I blame that jacket for those bad years. I blame my mother for her bad taste and her cheap ways. It was a sad time for the heart. With a friend I spent my sixth-grade year in a tree in the alley, waiting for something good to happen to me in that jacket.*

**1/What are the feelings that dominate the text? Mention them and give examples from the text.**

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.....

**2/Does the narrator wear the jacket at the end? Justify your answer.**

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**3/ Pick a sentence from the text that clearly describes that the narrator had no choice. Explain.**

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**4/ Why did the narrator hate the jacket?**

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**5/ Why did the narrator's mother picked that jacket for him?**

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## Lecture 10: Avoiding Plagiarism

*“Just like the drone, most plagiarists have no skill to improve, industry to acquire or taste to select. They imprudently prefer already made honey from the hive.”*

Oscar Wilde

### Objectives

1. The students will be able to recognise ethical academic conduct behaviours
2. The students will be able to distinguish between accepted academic conduct and plagiarised material.
3. The students will be able to underscore important writing techniques to avoid plagiarism.

A professional researcher should maintain his integrity throughout his research journey. A major obstacle that he/she may encounter is **plagiarism**.

### 1 | Definition of Plagiarism

Plagiarism is a serious academic offense. It is also a form of cheating in which students may submit a work (an assignment, an essay, an article, a dissertation), which is not originally their creation or their own and it has been ‘stolen’ or taken from another source, either by paraphrasing, summarising or quoting **without acknowledging** the original source.

Plagiarism can also be in the form of using other artists’ work without acknowledging them. The term *work* incorporates art, graphics, computer programmes, music and any other form of artistic and creative expression. Works may also be in the form of charts, data, graphs, pictures, diagrams, websites, movies, TV broadcasts, or any other communication media. The term *source* incorporates **published** works (Eg., *books, magazines, newspapers, textbooks, manuals, websites, movies, photos, paintings, plays*—and **unpublished** sources (Eg., *materials from a research service, blogs, class handouts, lectures, notes, speeches, and other students’ papers* (University of California, 2015).

The most common forms of plagiarism that students may commit are (University of Birmingham, 2020).

- a. Copying directly from the internet without acknowledging the original source.
- b. Self-plagiarism (auto-plagiarism):
- c. Collusion:
- d. Fabrication or misrepresentation:

e. Buying essays/ commissioning work:

Students and researchers may commit plagiarism purposefully or accidentally. In its *Guide on Academic Integrity*, Central Penn College (2020) refers to **purposeful plagiarism** as the deliberate attempt of not acknowledging a source or a reference due to lack of time management skills, procrastination of writing anxiety. An **accidental violation** of academic integrity is characterised by neglecting the rules of proper citation and/or source use. It may include:

- a. Using a source that was prohibited.
- b. Incorrectly citing a source or forgetting to cite a source.
- c. Failing to clearly distinguish between your thoughts and a source.

Therefore, it is crucial that the students should avoid the above-mentioned violations (purposeful/accidental) due to the fact that universities have their own regulations and penalties in cases of plagiarism.

**Activity 1:** Read the following situations and decide whether they violate academic integrity or not. Justify your answers.

A/ You were busy working on a five page paper last night for the subject of **Gender and Conversation**. You did not quite get around to your reading assignments. Fortunately, your roommate is in the same gender and conversation class! On the way to class, you ask your roommate what the reading were all about.

B/ Your teacher of sociolinguistics has assigned a take-home midterm exam. You are allowed to use your notes, textbook, and other sources like journals and the internet, but you are not allowed to work with your classmates. The exam is 20 questions, and you have other work to do, so you ask your friend to cooperate with you by splitting up the questions. You each turn in your exam, but you each only did half of the questions yourself. Since you could have looked the answers up on the internet, does it really matter if friends helped each other?

C/ You and your classmate work hard on your language policy and planning subject homework. You work through each step of your answer outline, bouncing ideas off of each other until you are confident that you reach the appropriate answers. Your answers are identical.



## 2 | Avoiding Plagiarism



Avoiding plagiarism is the responsibility of every student, as a member of an academic institution and a member of the academia community. Avoiding plagiarism depends greatly **on acknowledging the source that you have consulted when you were working on your assignment**. One way to avoid plagiarism is by having someone, who is specialised in your area read your paper. You may simply ask him/her to distinguish between your own ideas and the ideas you have already integrated in your paper. You may also develop your skills to avoid plagiarism by taking the following measures into account (ibid, 2020):

### 2.1 | Preventing patchwriting

Patchwriting refers to citing ‘patches’ of words and/or sentences from different sources and making them look as if they are your own creation or writing. The second context of patchwriting is when you attempt to paraphrase, but you fail in doing it appropriately. That means that your paraphrasing does not demonstrate an effort to express other authors’ ideas in polished academic English language. One way patchwriting is committed can be through the substitution of words and sentences by their synonyms without further efforts to clearly identify what the author is really saying! (Poor analysis skills)

-Consider this example:

**Original text:** *“The continuous advances in technology link businesses, organizations, cultures, families, and individuals, twenty-four hours a day, seven days a week. The advent of the internet and better mobile technologies means that people are reachable anytime, anywhere in the world.”*

**Poor paraphrase:** The internet means that people are reachable anywhere in the world and technology links business, culture, families and individual people.

The poor paraphrase is a direct violation because the writer does not bother to change many, if any of the words of the original, but simply moves them around.

### 2.2| Developing Good Study Habits

According to Bailey (2011), plagiarism can be attributed to poor study habits, which prevents the students from submitting a well-crafted piece of writing. Therefore, the students may avoid plagiarism by following these guidelines:



- The students should have a plan in mind in order to meet the deadlines. They can divide the whole assignment into sub-sections and address them separately so that they can submit an accepted work.

- The students should develop the skills of note-taking and note-making when they read materials in order to train themselves and interpret authors' ideas by engaging in discussion with their ideas.

- The students should record the sources and the references they consulted (Eg., author (s), date, title, page numbers, publisher, title of the webpage, website...etc., )

- The students should check if the in-text citations are fully mentioned in the list of references.

- The students should not make minor changes by substituting some words with their obvious synonyms or by changing the word order of sentences.

## 2.2 | *Integrating sources ethically*

There are three main techniques used in most research assignments and papers to properly integrate and incorporate source material: Quoting, Summarising and Paraphrasing. Most well-written assignments will use a combination of the three techniques, but the techniques should be used appropriately in different situation.

### **Example 2: Paraphrase versus Plagiarism**

#### **Original Source**

*“[A totalitarian] society ...can never permit either the truthful recording of facts, or the emotional sincerity, that literary creation demands. ...Totalitarianism demands ...the continuous alteration of the past, and in the long run ...a disbelief in the every existence of objective truth.”*

Bowker, p. 337, quoting Orwell, G. (1946). *The prevention of literature, Polemic, 2.*

#### **Student Version A: Plagiarised Ø**

A totalitarian society can never permit the truthful recording of facts; it demands the continuous alteration of the past, and a disbelief in the very existence of objective truth.

*The student has merely combined copied pieces of the author's language, without quotation marks or citations.*

### Student Version B—Improper paraphrase, also plagiarised Ø

A totalitarian society cannot be open-minded or allow the truthful recording of facts, but instead demands the constant changing of the past and a distrust of the very existence of objective truth (Orwell).

*The student has woven together sentences and switched a few words (“open-minded” for “tolerant”, “allow” for “permit”, has left out some words, and has given an incomplete and inaccurate citation.*

### Student Version C: Appropriate paraphrase, not plagiarism ✓

Orwell (1946) believed that totalitarian societies must suppress literature and free expression because they cannot survive the truth, and thus they claim it does not exist (Bowker, 336-337).

*This student has paraphrased using her own interpretation of the passage and her own words as well, accurately reflecting and citing the author’s ideas.*

### Student Version D: Quotation with citing, not plagiarism ✓

In his biography of George Orwell, Gordon Bowker discusses the themes of *1984*, quoting a 1946 essay by Orwell: “Totalitarianism demands...the continuous alteration of the past, and in the long run... a disbelief in the very existence of objective truth” (337).

*The student introduces the source. Verbatim words are in quotation marks, omitted words are marked by ellipsis, and both the book used and the original source of the quote are cited.*

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### Further Reading

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## Lecture 11: Paraphrasing

*“For last year’s words belong to last year’s language  
And next year’s words await another voice.”*

*T. S. Eliot, Four Quartets*

### Objectives

1. The students will be able to distinguish acceptable paraphrasing from poor one.
2. The students will be able to follow the process of paraphrasing.
3. The students will be able to acknowledge references properly.

### 1| Introduction

As part of your research at university, you will read material critically in order to incorporate it in your assignments (Standard essay, report, case study, or/ and dissertation). One major aim of consulting resources in your field is to build your argument and identify the related evidence that would support it or to highlight a counterargument as well. Using other references in your field may also be an indication of your ability to discuss issues and situate yourself in the realm of academic. A final reason may be your intention to engage in conversation with other researchers or scholars on a particular topic. The incorporation of other material in your assignments can take multiple forms such as quoting (direct quote or block quote), summarising or paraphrasing.

### 2| Definition of Paraphrasing

According to Hamp-Lyons and Heasley (2006), paraphrasing is a much-needed writing technique in academic writing. Paraphrasing is the transformation of another author’s (s’) ideas into your own words. Paraphrasing is such a good technique in writing since you can maintain your own voice and engage in an active process of reshaping a text from your own linguistic perspective. Hence, this technique will underscore your ability to critically read a material, understand it, and interpret into your own style. Once you finish your paraphrase, you need to give credit to the author (s) by making a citation, either at the beginning or the end of your new text.

### 3| The Purpose of Paraphrasing

There are several aims behind choosing to paraphrase instead of using another writing technique.

1. When you paraphrase, your writing flows. In this case, you are not interrupting your audience with another quote (another style).

2. When you paraphrase, you engage in understanding the text on your own without directing your efforts to overquoting.
3. When you paraphrase, you engage in interpreting the text and having your own perspective and interpretation of its ideas.

**Task 1:** Read the following texts and identify the appropriate paraphrased text. Justify your answers.

### Original Text

“Traditionally, in oral and written discourses, the masculine pronoun ‘he’ was used as a pronoun to refer to a person whose gender is unknown. Recently, this usage has come under criticism for supporting gender-based stereotypes and increasingly considered inappropriate. ”  
(Smith, 2010:24)

### Paraphrased Text 1

Smith (2010:24) explains that the use of the personal pronoun ‘he’ in different contexts was to represent males. However, the case is no longer valid.

### Paraphrased Text 2

The personal pronoun ‘he’ was used in speaking and writing to substitute unidentified persons. Nevertheless, this usage was rejected because it indicated that women are powerless and submissive (Smith, 2010:24).

### Paraphrased Text 3

If the gender of a person was not known or unimportant to the meaning of oral or written texts, it was common to use the masculine form of ‘he’ when a pronoun was required; however, there has been growing concern about this practice in modern usage because it appears to privilege stereotypes based on gender (Smith, 2010:24).

The 1<sup>st</sup> text is not well-paraphrased since it is **too short** compared with the original text. Besides, it presents **a new piece of information**, which is not mentioned in the original text (The case is not valid)

The 2<sup>nd</sup> text is not well-paraphrased too since it made **a false interpretation** of biased and gender-based stereotypes by referring to women as being submissive and powerless.

The 3<sup>rd</sup> text is well-paraphrased since it keeps the **same length** and the **same ideas** as the original text.

### Some examples to compare (OWL, 2004)

#### The Original Passage

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes.

Lester, J. D. (1976). *Writing research papers* (2<sup>nd</sup> ed), pp. 46-47

#### A Well-paraphrased Text

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester, 1976).

#### An Acceptable Summary

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester, 1976).

#### A Plagiarised Version

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

#### 4| Steps to Effective Paraphrasing (University of New England, n.d)

1. **Read** the text carefully. **Underline**, or note, any important subject-specific words.
2. Look for any difficult words, and try to find **synonyms** for them.
3. Try to find different ways of expressing the information in the **groups of words** (phrases).

4. **Rewrite** each sentence. Try to simplify the sentence structure and the vocabulary without changing the meaning.
5. **Put you text out of sight and write your paraphrase from memory.**
6. **Revise** what you have written, comparing it to the original. Your paraphrase should clarify the original, but be written clearly in your own words.
7. Do not forget to use an **in-text reference** at the start or end of your paraphrase.

**Task 2:** Paraphrase the following texts.

#### **Text 01**

Teacher preparation practices, in the first instance, can be divided into those that are *experiential* and those that *raise awareness*. *Experiential* practices involve the student teacher in actual teaching. This can occur through ‘teaching practice’, where the student teachers are required to teach actual students in real classrooms, or in ‘simulated’ practice, as when the student teachers engage in peer teaching. *Awareness-raising* practices are intended to develop the student teacher’s conscious understanding of the principles underlying second language teaching and/or the practical techniques that teachers can use in different kinds of lessons (Rod, 1985:26).

#### **Text 02**

The general goal of a qualitative approach is to provide rich, descriptive data about what happens in the second language classroom. An ethnography of a second language classroom attempts to capture the essence or spirit of what was going on during the observer’s presence, and is especially useful when the observer wants to capture a broad picture of a lesson rather than focus on a particular aspect of it (Day, 2005:43)

#### **Text 03**

Encouraging teachers to become their own classroom researchers can have a beneficial effect in all areas of the curriculum. In particular, it has great potential for professional self-development and renewal (Nunan, 1989:75).

#### **Text 04**

Among my own graduate students, I have used the diary study approach as one option for the classroom-centered research project required in the practicum, the course in which the graduate students complete a practice teaching assignment. Over the years, the resulting journals have focused on issues related to lesson planning and creativity, time management, problems faced by

non-native teachers of English, classroom control, group work, and difficult student-teacher relations (Ho, 1985:217).

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## Lecture 12: Summarising

*“We may take pride in believing ‘we matter’, whereas if we try ‘summarising life’ it may get ‘contained’ in a few sentences.”*

*Sandeep Sahajpal, The Twelfth Preamble: To all the authors to be!*

### Objectives

1. By the end of the session, the students will be able to identify the characteristics of a good summary
2. The students will be able to follow the process of summarising an academic text.
3. The students will be able to acknowledge references properly.

### 1| Introduction

It is crucial, at an advanced phase of your studies, to be able to incorporate scholars’ ideas and explain them using your own style. The process of attempting to paraphrase or summarise takes some time to master these skills. In addition, continuous practice is the key to engage in conversation with new ideas and interpret them in your own perspective. In this prospect, it is of a paramount importance to expose yourself to the main concepts and knowledge in your field of specialty.

### 2| Definition of summarising

When you summarise, you report the **main points** (*key features*) of a source text briefly. A summarised text can range from few sentences to a short summary (It depends on the length of the original text). When you write your summary, you need to select the most important ideas and use your own words and style in doing so. You may also select minor ideas if you want to go deeply in your writing (it depends on the purpose of your writing). A good summary is **no more than one-quarter** the length of the original text (Marse, 2008). You also need to acknowledge the source of the text, either at the beginning or at the end of your summary (Bowker, 2007).

Consider the following example:

#### Original Text

“Children spend a very large proportion of their daily lives in school. They go there to learn, not only in narrow academic sense, but in the widest possible interpretation of the word- about themselves, about being a person within a group



of others, about the community in which they live, and about the world around them. Schools provide the setting in which such learning takes place.”

Leyden, S. (1985). *Helping the child of exceptional ability*. London: Croom Helm

### Acceptable Summary

As Leyden (1985) points out, schools are places for children to learn about life, themselves, other people, as well as academic information.

As you can notice here, Bowker (2007) uses **some keywords** from the original text such as *school, children, learn, other (s), themselves* and *academic*. In some cases, you find it challenging to change some concepts or key words because they are **very simple** and **basic**. However, the difference between Leyden’s (1985) original text and Bowker’s (2007) summary is the arrangement of the key words in combination with other words which he selects.

### New Summary

Schools are not only a setting for children to **develop their knowledge**, but it can also a place to **discover themselves** and develop **social ties** that range from their community to the world (Leyden, 1985).

When you summarise, you should not be afraid to provide your own interpretation and understanding of the ideas of the original text. In this respect, your experimentation with providing your insight will empower you to engage in polishing your own academic style.

Consider the following example in which the summary is well-done. Can you identify the reasons that make it a good summary?

### Original Text (103 words)

“For most people, **writing is an extremely difficult task** if they are trying to grapple in their language with new ideas and new ways at looking at them. Sitting down to write can **be an agonising experience**, which **doesn’t necessarily get easier with the passage of time and the accumulation of experience**. For this reason you need to

**reflect upon and analyse your own reactions to the task of writing.** That is to say, the task will become **more manageable** if you learn **how to cope with your own particular ways avoiding putting off the moment when you must put pen to paper” (Taylor, 1989, p. 3)**

### Well-summarised Text

*Inexperienced* and even *skilled* writers can feel a great deal of *anguish* when faced with writing tasks; however, this response can be managed by *recognising and coping* with *personal avoidance strategies* (Taylor, 1989, p. 3)

If you can notice, the difference between the original text and the summarised one is that the second one eliminates the mentioned details and long sentences, and used precise words instead to get the text shorter and directly to the point.

### 3| The Purposes of Summarising

You can rely on summarising as a part of preparing for your exams. It can also serve as a technique of take notes when you are reading critically. Summarising can assist you in the process of organising your knowledge and information when you collect information on a condensed topic for research purposes. Finally, summarising is another technique for incorporating other sources in your writing (Marse, 2018).

### 4| The Criteria of a Successful Summary (University of New England, n.d)

1. If you are reading longer texts (e.g. a chapter, a journal article), *skim* the information. Note sub-headings, the first and last paragraphs and topic sentences.
2. **Read** the text carefully using a dictionary.
3. **Reread** a difficult text several times
4. **Write notes** in point form using key words and ideas.
5. **Put your text away** and write your summary from your notes.
6. **Refer back to the original text** to make sure that your summary truly reflects the writer’s ideas and strength of opinion.
7. Do not forget to use **in-text reference** at the start or end of your summary.

**Task:** Summarise the following texts.

“Movies are an enjoyable source of entertainment and language acquisition. For this reason, many scholars and EFL practitioners prefer to watch the movie adaptations of famous and current novels as a supplementary source to the reading. Practice has shown that reading an entire book can be tiresome and boring while an audio-visual experience can be more entertaining and engaging to students.”

Ismaili, M. (2013, p. 122)

### References

Bowker, N. (2007). *Academic writing*. Australia: Massey University.

University of New England. (n.d). Paraphrasing and summarising. Retrieved from

<http://www.une.edu.au/current-students/resources/academic-skills/fact-sheets>

## Lecture 13: Quoting and Referencing (APA style)

*“A facility for quoting [sometimes] covers the absence of original thought [Be careful!]”*  
Dorothy Sayers

You can put authors’ ideas into your own academic style through paraphrasing and summarising and you can also do the same via *quoting*. According to Bowker (2007, p. 21),

A quotation is an exact copy of the words that someone else has written or said. These words are placed within quotation marks “ ”. In addition to documenting the author’s surname and year of publication, as with all citations of others’ work in accordance with APA referencing, you also need to include the page number where the quotation was located.

For example,

“The emergence in recent years of evidence-based practice (EBP) as a model for professional action in education has emphasised even further the idea that engagement by teachers in research is desirable.” (page 22)

Borg, S. (2006). Conditions for teacher research. *English Teaching Forum*, (4), 22-27.

### 1 | Quoting authors

#### a) In the body of the sentence

The year and the page number appear in brackets, immediately following the author.

The capital **T** in **The** has been replaced with lower case **t** to suit the sentence

Borg (2006, p. 22) highlights that *“the emergence in recent years of evidence-based practice (EBP) as a model for professional action in education has emphasised even further the idea that engagement by teachers in research is desirable.”*

The location of the full stop in the original has been retained within the speech

#### b) In brackets

The capital T has been retained because the sentence starts here.

*“The emergence in recent years of evidence-based practice (EBP) as a model for professional action in education has emphasised even further the idea that engagement by teachers in research is desirable”* (Borg, 2006, p.22).

The location of the full stop in the original has been repositioned after the bracketed information because the sentence ends after the reference details.

## 2 | Quoting Tips

- a. Type the exact wording, spelling, and punctuation of the original source, including American spelling. Consistency is important in this respect.
- b. Errors in the original quote: For instance, Sahli and Bouhass Benaissi (2018, p. 231) argue that “*the students are suppose [sic] to cover miscellaneous aspects of research and writing skills.*”
- c. For publications without page numbers, such as online documents (excluding those accessed through Acrobat Reader where page numbers are often specified as they appear on the printed page), use paragraph numbers, indicated by “para.” For example, Black and Wiliam (1997, **para. 9**) noted that “*formative assessment can play a major role in enhancing language teaching quality.*”
- d. If you need to add words into a quotation for clarification, insert square brackets. For instance, “*PD [Professional Development] is defined as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher*” (OECD, 2009, p.49).
- e. If you need to remove details from a quotation, replace the words removed with three dots, referred to as ellipses. This is a useful tool to include when you want to incorporate a quotation into your sentence, but some of it is irrelevant or too detailed for your assignment. Borg (2006, p. 25) states that “*the classroom often is not recognised as a site for generating knowledge. Rather it is viewed...as a place where knowledge is transmitted or implemented.*”
- f. For quotations of 40 or more words, indent the whole quotation (by about 5 spaces) as a block of text, and remove the quotation marks. For example,

In respect of social behaviour, there are interesting American findings that computer game play can promote high levels of family involvement, reviving patterns of family togetherness in leisure that, for many, seemed to have diminished or died out with the advent of television. (Durkin, 1995, p. 71)

For block quotes, the bracketed information appears outside the full stop.



- g. For secondary quotations, or quotations that are cited in another source, providing that the original is not available, both sources must be mentioned. When documenting both sources in brackets, use “as cited in” before the secondary source.

Eg., Riechter’s (1984, p. 99, **as cited in Smith**, 2003, p. 111) study highlights how “commercialisation leads to four major outcomes.”

In the **Reference List** at the back of the assignment, **only list details for the source that you have been able to access**, which is the source by **Smith** in the examples given above.

- h. When no date is mentioned on the document you consult, you keep the name of the author and you mention between brackets **n.d.** **Taras (n.d, p. 88)** engages in....
- i. When you have one author, you keep his surname in all the situations (1<sup>st</sup> time, 2<sup>nd</sup> time and 3<sup>rd</sup> time). .....(**Black, 1998, p. 25**), **Black (1998, p.25)** pinpoints .....
- j. The same previous rule is applied in case you have two authors, but with a slight difference when it comes to using **and** and **&**. **Black and Wiliam (2001, p. 50)** argue that...../ .....(**Black & Wiliam, 2001, p. 50**).
- k. When you have from **three** to **five** authors, you mention all of them in **the first time**, but in subsequent citations, you should use the format **et al.** .....(**Black, Harrison, Lee, Marshall, Wiliam, 2009, p. 41**)/According to **Black et al (2009, p. 41)**, .....
- l. When you have six or more authors, you should use the format **et al** since the beginning. (**Black, Harrison, Lee, Marshall, Wiliam, Andrade, Du, 2005, p.16**)/ **Black et al (2005, p. 16)** emphasise the role of assessment in leaning in the biology class.
- m. When you have the name of organisations, institutions, as group author, you keep it throughout your citations. ....(**The Oxford Assessment Group, 2009, p. 18**)/ **The Oxford Assessment Group (2009, p. 18) reported** that assessment for learning.....
- n. When you have an article without an author, use shortened title of article in quotation marks in place of the author’s last name. ----(“Advancing Feedback, 2008, p. 31) at the end of the sentence. [Full title is Advancing Feedback in the EFL Classroom], but you should use the full title if you mention it at the beginning of your sentence. For example, The article **“Advancing Feedback in the EFL Classroom” (2008, p. 31)** explores ....

**Note:** When you use the shortened title first in the citation, you should include the **appropriate capitalization**, and use **quotation marks** for “**articles, chapters, and web pages titles**”. For *books, reports and brochures*, you use *italics* instead.



- o.** When you have **one author** with several works at **the same year**, you should use **alphabetical order** with their appearance in the body of your research or assignment. **Black (1998a, p. 44) notes-----, Black (1998b, p. 3) observes-----, Black (1998c, p. 6) points to--**  
-- (You keep the same in the list of references).
- p.** When you have **several authors** with the same last name, you should use the initial of their first names to distinguish between them. **Benjamin Bloom (1975) and Samuel Bloom (1985)**. Use the following formats: **B. Bloom (1975) presents -----/ S. Bloom (1985) agrees-----**
- q.** When you quote, you should select the appropriate reporting verbs in the context of your quote or in relation to the material that you are discussing (**Table 1**)

### 3 | When to Use Quotations or your Own Words?

According to Bowker (2007, p. 23), using quotes in your writing clearly shows the markers that you have read the literature relevant to your topic of research, however, it may also distract him/her from your own understanding of the topic. Therefore, it is recommended that you summarise or restate the quote in order to demonstrate your own understanding (**acknowledge the source too!**) and be **selective**.

The number of the quotes that you are allowed to insert in your assignments depends on the length of your assignment (word number). Four (04) quotations is a fair number for a 2000 word assignment. By doing so, you are going to make space for your own academic voice to appear and to show how you will discuss the material that you have presented.

#### 3.1 | The Cases of Using QUOTES

It is very important to make good judgment of the quotes that you want to include in your assignment. Hence, you need to ponder on the following scenarios:

1. The quote is written in such a powerful linguistic style that you cannot imitate it.
2. The quote is written in such a simplistic and basic style that you cannot summarise it or paraphrase it.

3. You extract the quotes (part of speech, part of Holy books, songs, newspaper articles, poems, passages from novels) in order to use them for other academic purposes such as literary analysis, discourse analysis, critical discourse analysis, or as a part of migration discourse analysis.
4. You wish to confirm the credibility of your arguments by providing a support or an authority in your field of specialty.
5. You wish to engage in further discussion with a position of another author in your field of specialty.
6. You think that the author's standpoint needs further analysis.

### 3.2 | Integrating Quotes in your Assignment/ Research

Any quotation needs to be integrated into your text. It should never stand alone, unless it introduces the assignment itself. For instance, it is acceptable to use a quotation to begin your assignment, perhaps, because the quote is from a well-known author in the research area, or the quote may introduce the problem very clearly or poignantly. However, in all other cases, you need to show that the quotation relates to the assignment topic.

Eg., **Essay question:** Discuss whether formative assessment can raise achievement or not.

#### **Integrating quotation**

The major aim of implementing formative assessment in any classroom is to advance quality teaching that contributes to learners' positive achievement. According to Black and Wiliam (2010, p.82), "*our own review has selected at least 20 more studies. All these studies show that innovations that include strengthening the practice of formative assessment produce significant and substantial learning gains.*" This gives strength to the claim that when assessment for learning is well-placed in any classroom, it has the potential to enhance the students' achievements.

This sentence links the quotation back to the essay topic by including it with the essay context of formative assessment enhancing learning gains or not.

You can also use other researchers, who conducted empirical studies in order to prove that assessment for learning has great potential in making difference in the classroom across disciplines such as





|   |  |   |
|---|--|---|
| <p><b>To show continuation of thought</b></p> <p>Maintains, continues, concurs, underscores, insists, adds, explores, declares</p>  | <p><b>To indicate a point made forcefully</b></p> <p>Asserts, argues, stresses, reiterates, emphasizes</p> <p>Insists, engages, underscores</p>  | <p><b>To indicate the author's agreement with material</b></p> <p>Agrees, concurs, affirms, supports, upholds</p>   |
| <p><b>To communicate your feelings about a particular source or quotation</b></p> <p><i>Place an adverb before a verb</i></p> <p>Seemingly indicate, theoretically indicates, falsely condemns, incorrectly assumes, accurately presumes, poorly summarizes, wrongly accuses, correctly interpreted, presumably concurs</p> | <p><b>Terms of neutrality</b></p> <p>States, notes, writes, comments, observes, presents, remarks, describes, mentions, points to, indicates</p> | <p><b>To indicate the idea as a possibility (and not a hardened fact)</b></p> <p>Finds, proposes, suggests, observes, speculates</p>                          |
| <p><b>To put the author in conversation with another source</b></p> <p>Remarks, replies, responds, restates, repeats, answers</p>   | <p><b>To indicate closure</b></p> <p>Summarizes, concludes, closes, finishes, terminates</p>   | <p><b>To indicate the author's disagreement with material</b></p> <p>Counters, denies, disagrees, contests, condemns, accuses, refuses, charges, assaults</p> |
| <p><b>To communicate a subtle argument or implied idea</b></p> <p>Believes, implies, observes, assumes, examines, scrutinizes, explores, investigates</p>   | <p><b>Other words to think about</b></p> <p>Overlooks, persuades, justifies, muses, theorizes, categorizes, interprets</p>                       |   |

**Table 1. Reporting verbs**

## 4| List of References in APA

According to Murray and Beglar (2009, p. 135), a list of consulted resources in your dissertation is an essential part of your research study for several reasons. At the same time, your list will provide your readers (supervisor/ jury members) with clues to check your references to make sure you use the information accurately in your research study. Hence, you should follow given conventions and norms to present your references in an academic acceptable format (in our discipline of Teaching English as a Foreign Language, we use APA style).

### 4.1| Some Considerations When Creating your List of References

♠ List authors alphabetically starting with their Family name (Surname).

Abouabdelkader, H & Ahmed, A. (Eds.). (2016). *Teaching EFL writing in the 21st century Arab world: Realities and challenges*. London: Palgrave Macmillan.

Al Seyabi, F., & Tuzlukova, V. (2014). Writing problems and strategies: An investigative study in the Omani school and university context. *Asian Journal of Social Sciences*, 3(4), 37-48.

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37, 122-14

Dassa, C., Vasquez-Abad, J., & Ajar, D. (1993). Formative assessment in a classroom setting: From practice to computer innovations. *Alberta Journal of Educational Research*, 39(1), 111-125.

♠ With **two or more publications** by the same author, list **the earliest dated publication** first.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-44.

Darling-Hammond, L. (2006). Constructing 21st century teacher education. *Journal of Teacher Education*, 57(3), 300-314.

Darling-Hammond, L., & Bransford, J. (with LePage, P., Hammerness, K., & Duffy, H.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco: Jossey-Bass

Darling-Hammond, L., Hyler, M, E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.



Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, A., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on the professional development in the United States and abroad*. Oxford, OH: National Staff Development Council.



♠ In APA, you should leave a hanging indentation in the second line of your reference.

♠ Unless, for some reason, the information is unavailable, always include for each entry the **author's surname and initials**; the **date of publication**; the **title** of any **book** cited (or the book in which the work appears, if it *is a chapter in an edited volume*); the **title** of any **article** cited and the **name of the journal** in which it appears; the **volume** edition, the **issue number** and **page numbers** in the case of a journal article; the **place of publication** and the name of the **publisher in the case of a book**.

♠ Where you have cited a number of works by the same author some of which are **sole-authored**, some **joint-authored** and **some multiple-authored**, the sole authored works should be listed first, the joint-authored books second and the multiple-authored books last.

♠ Where the same author has published more than one publication in the same year, a lower case letter should be used to distinguish them. Those letters should correlate with the letters assigned to the publications in the citations that appear in the main body of the text.

Black, P. (2001a). Formative assessment and curriculum consequences. In D. Scott (Ed.), *Curriculum and assessment*, (07-23). London: ABLEX.

Black, P. (2001b). Assessment and classroom learning. *Assessment in Education: Principles, Policy and Practice*, 5 (1), 7-74. DOI: 10.1080/0969595980050102

♠ Journal article with eight or more authors: include the first six authors' names, then insert three ellipsis points..., and add the last author's name. Eg.,

Steel, J., Youssef, M., Pfeifer, R., Ramirez, J. M., Probst, C., Sellei, R., ... Pape, H. C. (2010).

Health-related quality of life in patients with multiple injuries and traumatic brain injury 10+ years postinjury. *Journal of Trauma: Injury, Infection, and Critical Care*, 69(3), 523-531. Doi: 10.1097/TA.0b013e3181e90c24

♠ When you have a newspaper article with author, you follow the journal article referencing.

Cameron, L. (2012, December 16). Women are from Venus. *Telegraph*, pp. 17-26.

♠ When you have a newspaper article, with author, on the web, not from a library database:

Parikh, P. (2021, October 26). How to sidestep personal development pitfalls as a new entrepreneur. *The Entrepreneur*. Retrieved from <http://www.entrepreneurmiddleeast.com>

♠ When you cite a webpage on website, with **author**, no date, you follow this example:

Matkovic, B. (n.d). Five years of the study blog: From academic tips to inspirational quotes. Retrieved October 16, 2017, from <http://studyblog.warwick.ac.uk>

♠ When you cite a webpage on website, with **author unknown**, you follow this example:

Five quotes about academic writing that might just be true. (2016). Retrieved November 12, 2017, from <http://studywithusforyourdissertation.co.uk>

**Task:** Make a list of references using the following academic resources.

| Author (s)                                     | Date                            | Kind of document  | Information about the document   |                                       |
|--|---------------------------------|---|--|---------------------------------------|
| <b>Geoffrey. E. Mills</b>                      | 2018<br>(6 <sup>th</sup><br>ed) | Book: Action Research: A Guide for the Teacher Researcher   | Pearson<br>Boston  |                                       |
| <b>Naima Sahli and Fawzia Bouhass Benaissi</b> | 2019                            | Article: Using Teacher’s self-assessment and Reflection to Foster Change in the Writing Classroom | International Journal of Social Sciences and Educational Studies<br>Volume 5 / Issue 4 / Pages 39-53<br>doi: 10.23918/ijsses.v5i4p39             |                                       |
| <b>Naima Sahli and Fawzia Bouhass Benaissi</b> | 2018                            | Article: Integrating MOOCs in Teaching Research and Writing Skills.                               | International Journal of Social Sciences and Educational Studies<br>Volume 5/ Issue 02/ Pages 231-240  |                                       |
| <b>Fawziya Hamdan Al Zadjal</b>                | 2016                            | Chapter in an Edited Book: Shared Writing in Omani Young Learner Classrooms, pp. 69-98            | Teaching EFL Writing in the 21 <sup>st</sup> Century Arab World: Realities and Challenges. Edited by Hassan Abouabdelkader and Abdelhamid Ahmed. | Palgrave Macmillan Publishing London. |



|   |                |   |  |
|---|----------------|---|--|
| <b>Hassan Abouabdelkader and Abdelhamid Ahmed.</b>          | 2016           | Edited book : Teaching EFL Writing in the 21 <sup>st</sup> Century Arab World: Realities and Challenges | Palgrave Macmillan Publishing<br>London  |
| -----   | 1989           | Reference book: The Oxford English Dictionary   | Oxford/ Oxford University Press  |
| <b>Beretta, A and Gass, S.</b>                              | 1991           | Conference paper: Indeterminacy and the reliability of grammaticality judgements                        | Paper presented at Second Language Research Forum, University of Southern California   |
| <b>Waterford, J.</b>  | (2007, May 30) | Newspaper article<br>Bill of Rights Gets it Wrong   | <i>The Canberra Times</i> p.11.  |
| <b>Alberta Social Services and Community Health/ Author</b> | 2005           | Government report: Breaking the Pattern: Understanding Wife Abuse                                       | <i>Edmonton, Canada</i>  |
| <b>Buzan, T</b>   | 2007           | Blog post: Mind Map.  | Retrieved September 3, 2009<br>From<br><a href="http://www.buzanworld.com/Mind-Maps.html">http://www.buzanworld.com/Mind-Maps.html</a> |

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Mills, G. E. (2018). *Action research: A guide for the teacher researcher* (6<sup>th</sup> ed). Boston: Pearson.

Sahli, N., & Bouhass Benaissi, F. (2018). Integrating massive open online courses in teaching research and writing skills. *IJSSES*, 5(2), 231-240.

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## Conclusion



The module of writing techniques attempted to shed light on the essential skills that the students need to develop in order to integrate themselves in the realm of academia and start their research journey. First of all, the seventh semester of this module covered basic components of writing techniques by introducing them to the field of academic writing. It does this by providing them with a comprehensive overview of what it takes to be a writer in the field of research about Didactics of English as a Foreign Language. In addition, it highlighted the main characteristics of successful writers and the strategies they use on a daily basis to refine their writing practice. Then it invited them to reflect on the kind of writing they think they developed throughout their academic career so far.

This unit also tackled essential skills that the students should develop such as the ability to distinguish between academic texts and non-academic texts. That means that the students should evaluate texts and decide whether they are written in a scientific and academic style. In the same line of thought, the unit aimed at equipping the students with the skill of critical reading in which they are in a position to judge the suitability of evidence and trustworthy resources that they would rely on in order to integrate them in their assignments. Furthermore, the students could distinguish between kinds of writing, mainly the comparison between descriptive writing and critical writing in which they engage in understanding what it takes to be a researcher and a proficient writer who can develop a reflective evaluative lens.

The final phase enabled the students to engage in writing techniques through highlighting the significance of writing techniques such as note-taking and note-making in which the students would take active steps to have a say about what they read or listen to during their lectures. Besides, they were exposed to plagiarism and how they can avoid it through developing a set of skills and knowing the cases in which they are supposed to use them namely; paraphrasing, quoting, summarising and referencing using the American Psychological Association style eventually.

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*'Find the autonomy in your work, Autonomy is key to feeling good about the work you do, no matter what kind of work it is.'*  
Jean Chatzky

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### 7<sup>nd</sup> Semester Assessment for Learning Task



#### 1/ Dealing with Presentations

- ♣ Students should work in pairs
- ♣ They are required to work on a suggested topic and present it in 15 minutes.

**N.B:** To gain a good mark for your presentation, you should be precise and concise/ be well-prepared (do not read from your notes, EXPLAIN)/ Use a power point presentation if possible/ Acknowledge your sources.

#### 1.2/ The Presentation's Themes

- Using Diagrams and Tables.
- Choosing a Research Topic.
- How to Narrow a Research Topic.
- Evaluating References.

- Evaluating Web Pages.
- Features of Reports.
- Writing a Report.
- Planning Your Assignment.
- The Components of the Research Proposal.
- Research Ethics in Social Sciences and Education.
- The Informed Consensus.
- Editing and Proof –reading.
- Preparing for Your Viva.
- Designing your Power-point Presentation.
- Effective Communication with Your Supervisor.

## 2/ Enrolling in an Online Course

♠ Students must enrol in an online course ([www.futurelearn.com](http://www.futurelearn.com) ) and take part in the course of «**Developing Your Research Project** » offered by Southampton University in the United Kingdom at [www.futurelearn.com/courses/research-project](http://www.futurelearn.com/courses/research-project).

- You should have an account n FutureLearn
- You should finish 04 weeks of study at least.
- The teacher will monitor your work online. (<https://www.futurelearn.com/profiles/597266>.)



## Students' attitudes about Online Learning

Thank you for taking the time to complete this post-course survey.

We would like to ask you some questions about your experience on the course of "Developing your Research Project" designed by Southampton University. We hope that you will also find it useful to reflect on your experience on this course.

### Respondents' details

**1. Sex**

Female

Male

**2. Age**

\_\_\_\_\_

**3. My undergraduate studies were a part of**

Classic system

LMD system

### Students' expectations and experiences

You are kindly required to provide in depth details and information about your overall expectations before engaging in the course and your attitudes about this learning experience in general

**4. What were your expectations when the teacher exposed you to learning online via FutureLearn platform?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. To what extent have you felt that you are engaged and motivated to work on the tasks to finish the course?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6. Will you identify any new content section (s) in the course that was (were) not covered during your study of research methodology?**

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**7. What are the main study and research skills that you have developed throughout the course?**

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**8. What aspects of the course you wish they were incorporated in your current studies?**

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**9. By reflecting on this learning experience, what do you think about seeking knowledge on your own?**

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**10. In what way (s) does the course support your current or future plans?**

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11. Are you willing to engage in another course? explain .

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Fourni par



Task 01: Identify whether these passages are *written critically* or *descriptively*. *Justify* your answers.



**Text 1**

The results indicate that 90% of the teachers reported that they used ICTs in their daily instruction. Their reasons for using ICTs were their belief of the need to keep up with pedagogical innovations, the positive impact of the incorporation of ICTs on breaking the old methods of delivery, and engaging students in a learner-centered environment. Only one teacher stated that he did not use them by expressing his concern about the fact that classrooms are not well equipped with appropriate materials. Benaissi & Sahli (2018)

**Text 2**

A study performed by the University of Illinois Springfield that reviewed 5 MOOCs showed that the MOOCs tended to:

- be objectivist rather than constructivist
- be primarily teacher-centered
- be highly-structured
- provide a mix of abstract and concrete content
- rely on feedback generated by learners
- focus on individualistic learning, with some encouragement towards online meet-ups and discussion

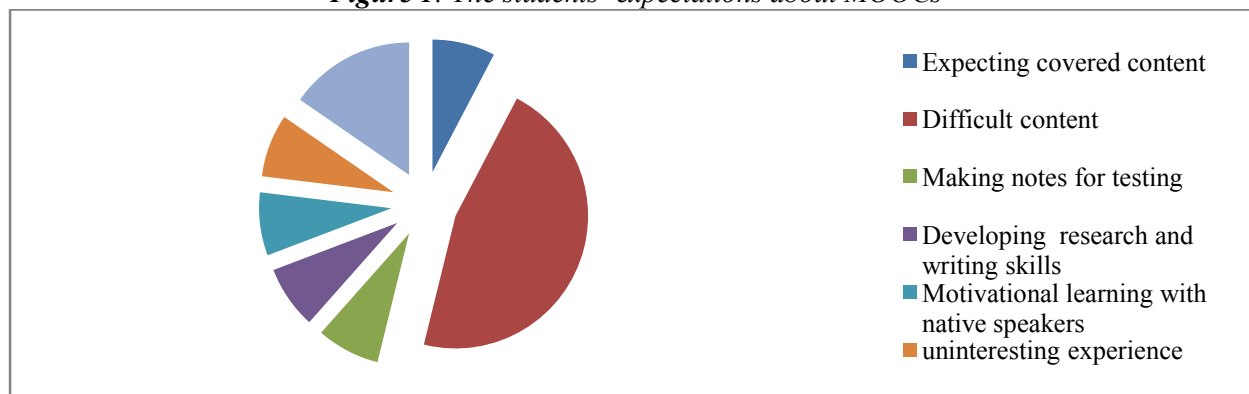
Baturay (2015)

**Text 3**

The results obtained from the questionnaire revealed on the one hand that the writing approach used in high education was the product approach. When the informants were asked whether their paragraphs were scored just after the first draft, all of them answered affirmatively. Most of the written assignments given to them were also used only as homework and evaluated as final products. This means that the final product was evaluated and given a mark. On the other hand, most of them answered negatively when asked whether they have used a folder in their writing classes. All of these data confirm that teaching and assessing writing remained as it was years ago; we mean that no change was undertaken to improve students' writing abilities and that the emphasis remained on a single product, neglecting all the wide range of methods and techniques that can be used under the competency-based approach, including self-assessment and portfolios.

Chelli (2013, p. 228)

**Figure 1:** The students' expectations about MOOCs



Task 2: **Summarise** the following passage.

Cultural productions about *harga* often depict restrictive migration policies and visa restrictions. Mobility constraints are notoriously more difficult for the citizens of the Global South, as all passports do not have the same "power": they do not grant the same rights to their holders. For instance, an Algerian can visit only 48 countries and a Tunisian 61 countries in similar conditions. The right to mobility is fragile and highly unequal. (Souiah and Mastrangelo, 2018, p. 200)

*The Correction of the 7<sup>th</sup> Semester Examination of Writing Techniques (MA1 Didactics)*

|        |  | Marks                            |
|--------|--|----------------------------------|
| Text 1 | <b>Descriptive</b><br>The authors provide the audience with the results of the teachers' use of ICTs in their daily teaching and the main reasons for their incorporation or absence of their use.   | <b>2pts</b>                      |
| Text 2 | <b>Critical</b> since the analysis of the content of the 5 MOOCs enabled the researchers from the University of Illinois Springfield to draw conclusions about these courses (Characteristics a) to f)   | <b>2pts</b>                      |
| Text 3 | <b>Descriptive</b> since Chelli's (2013) findings indicate the dominant approach of writing is the product approach because one draft is the final corrected version and no portfolio culture is implemented.<br><b>Critical</b> 'all of the data...including self-assessment and portfolios.'<br>Since the researcher engages in <i>interpreting</i> her findings | <b>4.5pts</b>                    |
| Text 4 | <b>Descriptive:</b> Figure 1 indicates the student's various expectations about MOOCs before enrolling in them. For instance, some of them expect that MOOCs have difficult content.   | <b>1.5pt</b>                     |
| Text 5 | <b>Critical</b> since Chelli (2013) highlighted the limitations of previous approaches (product approach in writing and traditional assessment) and she provided a range of alternatives such as self-assessment, peer assessment, portfolio assessment and journals.  | <b>1</b><br><b>1</b><br><b>1</b> |

Task 2:

**According to Souiah and Mastrangelo (2018, p. 200)**, cultural productions about *harga* do not carry hope only, but disillusion and suffering at the social and the economic level. **Or** you may do the following:

Cultural productions about *harga* do not carry hope only, but disillusion and suffering at the social and the economic level (**Souiah and Mastrangelo, 2018, p.200**).

NB: it is of a paramount importance to use the exact terms to avoid wordiness. For instance, you should use the term **cultural productions** instead of **films, songs, paintings, novels and documentaries**

1/ the use of terms

Cultural production: **(0,50 pt)**

Hope and disillusion: **(01 pt)**

2/ Source: You must include the source of the passage **Souiah and Mastrangelo (2018, p. 200)** either at the beginning of the summarised passage or at the end **to avoid plagiarism (02 pts)**.

3/ Length: **1 pt** (the summarised text should be **1/3** or **1/4** the original text.)

4/ Correct English **2,5 pts (-0.50 pt)** for every single spelling or grammatical mistakes (majorly subject-verb agreement, plural form and uncountable nouns).

*"You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, and how you still come out of it."*

*Maya Angelou*

The 7<sup>th</sup> Semester Exam of Writing Techniques



**Task 01: Identify** the APA in-text citation mistakes and **correct** them.

According to David Archer (2015), research in cognitive psychology applied to education supports the belief that children from instructional approaches that help them ponder on their learning processes. Polya introduced heuristic as a collection of strategies for problem-solving. Wang and James Nanquil (---, p. 415) state that "Examples of heuristic strategies includes finding analogies to problems people want to solve." Heuristics provides students with informal logical maps to help them find their way around the unfamiliar academic field (Armstrong, § 11). For Price-Mitchell (2014), if stories are properly explained, the intelligences can bring students to heights of success. Shearer (2019, as cited in Williams, 2000), the need to infuse multiple intelligences alongside other approaches (///) can make a difference in the language classroom.

|   | Mistake | Correction |
|---|---------|------------|
| 1 |         |            |
| 2 |         |            |
| 3 |         |            |
| 4 |         |            |
| 5 |         |            |
| 6 |         |            |
| 7 |         |            |
| 8 |         |            |
| 9 |         |            |

**Task 02:** Make a list of references following (APA style): [*Underline* when it is *Italics*]

| <i>Type of publication/ date</i> | <i>Edited book/ journal/ book title</i>                                | <i>Author (s) / Chapter title/ title of an article</i>  | <i>Publication house/ details</i> |
|----------------------------------|--|---|-----------------------------------|
| Chapter in an edited book (2013) | SAGE Handbook of Research on Classroom Assessment by James H. McMillan | Student Self-assessment by Gavin T. Brown & Lois R. Harris (pp. 367-393).   | SAGE: London                      |
| Edited book (2010)               | Handbook of Formative Assessment                                       | Gregory J. Cizek & Heidi Allwright  | Routledge: London                 |
| Journal article (2007)           | Assessment in Higher Education   | Student Response to Criteria-referenced Self-assessment by Heidi Allwright , Ying Du & Georgia Brooke (pp. 159-151) | Volume 32 / Number 2              |
| Book (2010)                      | Making Assessment Matter   | Graham Butt   | Continuum: London                 |
| Journal article (2015)           | Assessment and Education   | Self-assessment and Learning to Write by Heidi Allwright (pp. 74-89).   | Vol 5 /Num 1                      |



**The Correction of Writing Techniques Exam**  
**Semester 7/ Master 1 Didactics**



*Activity 1: 09 pts (0.5pt for every correct answer)*

|   | Mistake                                    | Correction                                 |
|---|--|--|
| 1 | David Archer                               | Archer                                     |
| 2 | Polya                                      | Polya (n.d,                                |
| 3 | Wang and James Nanquil                     | Wang and Nanquil                           |
| 4 | ----, p. 145)                              | (n.d, p. 145)                              |
| 5 | "Examples....                              | "examples....                              |
| 6 | Armstrong (1990, §11)                      | Armstrong (1990, para 11)                  |
| 7 | Shearer (2019, as cited in Williams, 2000) | Shearer (2000, as cited in Williams, 2019) |
| 8 | (///)                                      | (...)                                      |
| 9 | Includes                                   | includes[sic]                              |

*Activity 2: (12 pts)*

Allwright, H. (2015). Self-assessment and learning to write. *Assessment and Education*, 5(1), 74-89.

Allwright, H., & Cizek, G. J. (Eds.). (2010). *Handbook of formative assessment*. London: Routledge

Allwright, H., Du, Y., & Brooke, G. (2007). Student response to criterion referenced self-assessment. *Assessment in Higher Education*, 32(2), 151-159.

Brown, G. T., & Harris, L. R. (2013). Student self-assessment. In J. H. MacMillan. (Ed.). *SAGE handbook of research on classroom assessment* (367-3930. London: SAGE.

Butt, G. (2010). *Making assessment matter*. London: Continuum.