

# Chapter 1

## Introducing *Read, Research and Write*

In this chapter, you can read the **introduction** to *Read, Research and Write: Academic skills for ESL students in higher education*.

You can develop your skills in these areas:

### **Focus A: Reading**

- A.1 Looking ahead
- A.2 The purpose of introductions
- A.3 Understanding and responding

### **Focus B: Learning language**

- B.1 Dealing with unfamiliar words

### **Focus C: Writing**

- C.1 Feedback on written work
- C.2 Autobiography: writing about yourself
- C.3 Different types of academic writing
- C.4 Knowing your audience

### **Focus D: Researching**

- D.1 Using a library
- D.2 Building an annotated bibliography

### **Focus E: Studying**

- E.1 Good study habits
- E.2 Keeping a portfolio
- E.3 Understanding rationale

### **Focus F: Applying to your own subject**

- F.1 Assessing the quality and usefulness of an article
- F.2 Applying quality criteria
- F.3 Finding new words and inferring meaning from context

## FOCUS A: READING

### A.1 Looking ahead

**introduction** *n.* [C] a written or spoken explanation at the beginning of a book, speech, etc. *In the introduction, he explains why he wrote the book.*

‘What I liked about this chapter is that it asks the students to relate the assignments to their majors – this is what makes it most enjoyable.’

Ibrahim Ali Al Kodssi  
(first-year student)

Below, you can read the **introduction** to this book. It performs the same function as other introductions to books that you will read in the course of your studies.

➤ Before you read, think about and/or discuss your answer to these questions:

- 1 What kind of information do you expect to read about in the introduction to an academic book?
- 2 Do you always read the introduction to books? Why/why not?

➤ Make a note of your ideas, then read the introduction – Article 1.

## ARTICLE 1: INTRODUCING READ, RESEARCH AND WRITE

### Who is this book for?

This book is for students who:

- speak English as a second (or third, or fourth ...) language (these students are sometimes known as ESL students, or English as a Second Language students)
- who will be attending an institution where English is the medium of instruction, or the dominant language
- have achieved a standard of English that may be called 'high intermediate' or sometimes 'modest user', meaning that they have partial command of the language and can cope with overall meaning in most situations. They are able to handle basic communication in their own subject area, although they may make frequent errors.
- are about to begin a course of study or have already begun undergraduate studies (these students are sometimes known as pre-sessional or in-sessional respectively)
- will be studying or are studying within any discipline (an area or a branch of knowledge or teaching, such as science) or academic subject (that is, one where an emphasis is placed on reading, researching and writing), at college or university
- want to study in order to improve their ability to read, research and write as part of their own personal development
- are required to take a course to help them to improve their ability to read, research and write as 25 part of the admission requirements of the college or university.

Students who will benefit from this book may be studying, or intending to study, any subject within arts, humanities or sciences, including, for example: psychology, medicine, linguistics, chemistry, environmental studies, literature or geography.

Whatever your subject, this book will help you to improve the reading, language, writing, research and study skills you need in order to perform well in your chosen field.

### Why has this book been designed in the way it has?

This book is based upon the results of an international research project which investigated university lecturers' expectations of their students, in terms of their ability to read, research and write.

The research questions that were asked included:

'What skills do lecturers in various subjects expect first-year students to have?'

'What skills do English for Academic Purposes (EAP) tutors teach?'

#### 4 Read, Research and Write

Tutors who took part in the research were required to have taught in at least two different international contexts. They were asked to reflect upon their experiences of teaching EAP, and to consider the needs of those students who had achieved, or were considered to be capable of achieving, an IELTS score of 5 or above, or its equivalent.

The research outcomes indicated that students needed to develop their abilities and understandings in several areas of EAP, including:

- making cautious claims
- becoming more aware of their university culture and expectations
- understanding and describing data presented graphically
- thinking critically and reflectively
- responding to ideas in articles
- documenting skills, that is, how to refer to others' writing, and why it is important to avoid plagiarizing another's writing, as can happen when another's writing is used without proper reference or acknowledgment.

Such topics are within the scope of 'English for Academic Purposes' or 'EAP'. EAP may be seen as an academic subject in its own right, and all of the topics above are addressed in this book.

People who study EAP are interested in questions such as:

- What language and skills do students need to operate effectively in an academic context?
- How can EAP tutors help students to develop the language and skills they need?
- How do EAP students learn the language and skills they need, and then apply this knowledge to their contexts?

Being an academic subject in its own right, then, EAP has its own body of literature which includes:

- newsletter articles
- journal articles
- textbooks
- chapters in edited collections
- reviews
- reports
- monographs
- conference proceedings
- abstracts
- bibliographies.

Example articles drawn from this literature form the heart of each of the ten chapters of this book. Using articles about EAP alone as the basis for the study is a new approach to developing the skills needed by EAP students. In Chapter 7, you can read about the research on which this book is based.

Each article is followed by a number of questions and tasks (indicated by the symbol ➤) designed to help you to practise and develop your skills in these areas:

- **reading** (for example, you will consider such issues as: Who was the article written for? How has the author organized his or her ideas? How are the ideas presented in the article linked to one another? How does the author develop his or her argument?)
- **language** (for example: What vocabulary does the author use when reporting the results of research? How does the author express a claim (a belief that something is true) cautiously? What tense does the author use to describe a project, or to report results?)
- **writing** (for example: how do you write an introduction or a conclusion? What's the difference between a conclusion and a summary? What differences are there between academic writing and non-academic writing?)
- **research** (for example, you will learn how to use the structure of a text to guide your research, and about the purpose of an abstract)
- **study** (for example, you can learn how to make the best use of an English – English dictionary).

However, the research outcomes on which this book is based also suggested that students benefit from applying such knowledge and skills in their own subjects' areas. These research results indicated that ultimately, in reading a book such as this, you will be doing so in order to apply what you have learned to your own personal context, to enable you to be a more effective student of psychology, for example, or engineering, or physics, or whatever subject you have chosen to study. For this reason, the last part of each chapter encourages you to apply what you have learned to your own field.

In working through this book, therefore, you will:

- **read** a variety of academic articles written for different audiences and purposes and learn about aspects of the subject of EAP that are of particular relevance to you (including, for example, what is meant by 'academic culture', and how you can adapt to it and survive; and why it can be important to express any claims you make cautiously, and so forth)
- study the specific **language** used in different types of academic articles
- practice useful skills and language in your own **writing**
- develop your **research** and **study** skills
- **apply** the skills and language you have studied to your own subject.

## 6 Read, Research and Write

To summarize, by:

- studying the examples of academic writing about EAP (and so learning not only about EAP but also reading good examples of academic articles)
- working through the associated questions and tasks that focus on the development of reading, language, writing, research and study skills; and
- by applying these skills to your own subject area

... you will find that the personal benefits are multiplied.

### How can I make the best use of Read, Research and Write?

The ten articles, and the accompanying focus on reading, language, writing, research and study skills, are described in greater detail in the map of the book below.

The book has been written to give you freedom in how you approach it. Here are some of your choices. Perhaps you:

- plan to study at college or university in your home town or country; or
- plan to study in a foreign country
  
- are studying the book as part of a course of instruction; or
- plan to use the book to support you while following a course of instruction, where you have other materials to help you
  
- would find it useful to work through each article, in the order in which they are presented; or
- want to work through all of the articles, but follow a different order to the one in which they are presented; or
- prefer to select only those articles that you feel would help you most
  
- want to read the articles and do the questions and tasks that follow; or
- just read the articles only
  
- want to develop in all areas (reading, language, writing, research and study skills); or
- want to develop a particular area, such as your research skills, or your language skills
  
- have not yet decided what you want to study; or
- have chosen, but not yet begun to study, your university or college subject; or
- are in your first or second year of studying your university or college subject.

In deciding how to make the best use of the book, think about the options available to you above and check (✓) those that relate to your particular context. Then,

if you wish, you can use the map on the next two pages to help you make your decisions.

The last section of every chapter asks you to apply what you have learned to your own subject area. In doing this, you can build up a bank of your own articles, ones you have selected because you find them interesting and relevant. You can keep these for study while you are following this book, and also for future reference. See the section below, entitled ‘Organizing your work’ for a suggestion to help you manage these articles.

To help you make the most of this book, it is strongly recommended that you purchase an English English learner’s dictionary. There are several good ones available – ask your tutor to recommend one. The *Longman Dictionary of Contemporary English* (2003) is a good example. Except where otherwise stated, all of the definitions provided in this book are taken from this dictionary.

If you find that, having completed a particular article, you would like more practice (or perhaps you are simply interested in the topic), you can refer to the **companion website**, where you will find a collection of articles from a variety of different sources related to the topics in each of the book’s ten articles.

Throughout this book, you will find many highlighted ‘strategies for success’. These are for you to read, enjoy, and reflect upon. On the left-hand side of the pages, you will also find helpful explanations of key words used in the text.

The map on the next two pages provides an overview of the book and what it offers.

### Organizing your work: keeping a portfolio

This book has been designed intentionally without space for answers or notes. Instead, you are encouraged to get into the good study habits of making your own notes and keeping your work organized in a portfolio. This portfolio should include the articles you collect and study that are related to your subject.

To store and organize your portfolio, you will need:

- an A4 ring binder and some lined paper
- a set of A4 dividers.

These items will enable you to organize your portfolio according to each focus in the ‘map’ above:

- 1 Reading
- 2 Language
- 3 Writing
- 4 Research
- 5 Study
- 6 Relating to your subject.

**MAP OF READ RESEARCH, WRITE**

Focus Article and type	A. Reading	B. Learning language	C. Writing	D. Researching	E. Studying	F. Applying to your subject
<b>1. Introducing ‘Read, Research, Write’:</b> Introductory chapter to book	A.1 Looking ahead A.2. The purpose of introductions A.3 Understanding and responding	B.1 Dealing with unfamiliar words	C.1 Feedback on written work C.2. Autobiography: writing about yourself C.3 Different types of academic writing C.4 Knowing your audience	D.1 Using a library D.2 Building an annotated bibliography	E.1 Good study habits E.2 Keeping a portfolio E.3 Understanding rationale	F.1 Assessing the quality and usefulness of an article F.2 Applying quality criteria F.3 Finding new words and inferring meaning from context
<b>2. Understanding EAP:</b> Newsletter article	A.1 Looking ahead A.2 Note-taking A.3 Understanding and responding A.4 Text structure	B.1 Word analysis B.2 Enquiring about meaning	C.1 Writing definitions C.2 Writing about another person	D.1 Using text structure as a guide	E.1 Using an English- English dictionary E.2 Recording new words E.3 Annotating E.4 Note-taking	F.1 Locating subject- related newsletter articles F.2 Applying word analysis to a subject -related article F.3 Finding and record- ing new subject- related words
<b>3. Entering Higher Education:</b> Discussion paper	A.1 Looking ahead A.2 Understanding gist A.3 Understanding and responding	B.1 Discourse markers B.2 Academic vocabulary: related words	C.1 Using discourse markers. C.2 Writing introductions	D.1 Understanding the purpose of abstracts D.2 Identifying sources of information	E.1 Expectations and norms of behaviour in higher education institutions	F.1 Identifying various sources of subject related information F.2 Locating and reading abstracts and introductions



Focus Article and type	A. Reading	B. Learning language	C. Writing	D. Researching	E. Studying	F. Applying to your subject
<b>4. Reading in Higher Education:</b> Book review	A.1 Looking ahead and responding A.2 Understanding and responding A.3 Reading with a purpose A.4 Features of informal writing	B.1 Concrete and abstract meanings B.2 Collocations	C.1 The purpose of the paragraph C.2 The purpose of conclusions	D.1 Identifying genre D.2 Thinking critically about sources of information	E.1 Reading efficiently and effectively E.2 Recording collocations	F.1 Locating and reading reviews of subject- related books F.2 Identifying collocations in subject-related articles F.3 Identifying concrete and abstract language in subject-related articles
<b>5. Writing in Higher Education:</b> Book chapter	A.1 Looking ahead and responding A.2 Understanding and responding A.3 Identifying arguments	B.1 Presenting sides of an argument B.2 Reference words B.3 Synonyms, superordinates and hyponyms	C.1 Writing summaries C.2 Critiquing peer writing	D.1 The research cycle D.2 The purpose of literature reviews	E.1 Preparing an outline for an assignment	F.1 Locating, reading and summarizing a subject- related book chapter F.2 Locating, reading and note-taking from a subject-related literature review F.3 Identifying subject- related issues

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Focus Article and type	A. Reading	B. Learning language	C. Writing	D. Researching	E. Studying	F. Applying to your subject
<b>6. Documenting skills:</b> Journal article	A.1 Looking ahead A.2 Understanding and responding	B.1 Identifying citations B.2 Paraphrasing B.3 Introducing short quotes B.4 Introducing long quotes	C.1 Citations C.2 Writing a list of references C.3 Using sources in your own writing C.4 Critiquing peer writing	D.1 Different citation systems D.2 Identifying your discipline's citation system	E.1 Recording sources	F.1 Identifying citations in subject-related article
<b>7. Researching skills:</b> Research report	A.1 Looking ahead A.2 Understanding and responding A.3 Identifying steps in a process A.4 Alternatives in data presentation	B.1 Words commonly used in des- criptions of research B.2 First person, singular and plural B.3 Using the passive voice B.4 Referring to data presented graphically	C.1 Summarizing a research process C.2 Paraphrasing and synthesizing ideas	D.1 Understanding qualitative and quantitative research	E.1 The 'prepare, draft, evaluate, proofread, improve, reflect' cycle	F.1 Presenting subject- related data F.2 Summarizing a subject-related research process
<b>8. Making reasonable claims:</b> Journal article	A.1 Looking ahead A.2 Understanding and responding	B.1 Different ways of expressing modality B.2 Identifying examples of modality	C.1 Adding appropriate degrees of caution to peer writing C.2 Writing a newsletter article	D.1 Using primary, secondary and tertiary sources	E.1 Recording cautious language	F.1 Identifying modality in subject-related articles F.2. Redrafting with appropriate caution

Focus Article and type	A. Reading	B. Learning language	C. Writing	D. Researching	E. Studying	F. Applying to your subject
<b>9. Thinking critically:</b> Conference proceedings	A.1 Looking ahead A.2 Key skills for thinking critically A.2 Understanding and responding A.4 Text structure	B.1 Language of evaluation B.2 Key words for thinking critically	C.1 Critiquing in writing C.2 Critiquing peer writing	D.1 Asking good questions D.2 Evaluating internet sources	E.1 Analysing term papers and exami- nation questions E.2 Responding to tutor feedback on the content of written work	F.1 Thinking critically about a subject-related article F.2 Thinking critically about subject-related term papers and examination questions
<b>10. Finding your voice:</b> Book chapter	A.1 Looking ahead A.2 Understanding and responding	B.1 Language of logic B.2 Transitions	C.1 Writing logically C.2 Logical fallacies to avoid C.3 Redrafting peer writing C.4 Fifteen steps to writing a good academic argument	D.1 Developing, supporting, and presenting an argument	E.1 Reflecting upon effectiveness of learning	F.1 Identifying summarizing a subject-related argument

**12** Read, Research and Write

Organizing your work in this way will reinforce your learning and provide you with a useful resource bank for future reference.

## A.2 The purpose of introductions

Before reading the introduction above, you were asked to look ahead and consider two questions.

- Revisit the notes you made in answer to the two questions at the beginning of this chapter. In relation to Question did you find the information you expected to find? Was anything not included which you expected to find? Was anything included which you did not expect to find? Discuss your ideas with another student.
- What is the most useful part of the introduction for you? Describe the reasons for your choice to another student.
- Discuss the following statement:

‘Students who understand the purpose of introductions and take the time to read them are likely to learn more efficiently and effectively.’

On what grounds do you think the writer is making this statement? Do you agree with this? Find out what your tutor’s opinion is.

**Strategy for Success #1:  
Consider the writer’s reasons for writing**

Always question a writer’s basis – or reason – for making a statement.

## A.3 Understanding and responding

Read Article 1 (‘Introducing *Read, Research, Write*’) again and answer the following questions. In each case, make a note of where in the article you found your answer. This will help you to justify your answer later.

Use the line numbers provided for this purpose.

Record your answers in your portfolio.

- 1 What level of English are readers of this book expected to have? What terms do you know that are used to describe people who have learned English as a second language? What terms are common in the community in which you are studying?

- 2 Studying this book will help you to develop in five broad areas. What are they? Which of these areas do you think you will find most helpful?
- 3 What was the most significant influence upon the design of this book?
- 4 What particular condition was placed upon the tutors who participated in the research? Why do you think this was made a condition of participation?
- 5 What forms the core – or the heart – of each of the ten chapters of this book? How does this make the book unique? Can you think of alternative approaches to the content, or subject matter, of a book designed to develop ESL students' academic skills?
- 6 Where can you read more about the project that influenced the design of this book? Would you be interested in doing so? Why (not)?
- 7 In the last part of each chapter in this book, you are asked to apply what you have been studying to your own subject. Why do you think this might be a good idea?
- 8 Why is it suggested that the 'personal benefits are multiplied'? (line 150)
- 9 According to the map of the book, if you completed all the chapters in this book, how many different types of academic article would you have studied? What other types of academic article do you know of?
- 10 There is no space for answers or notes in this book. Name two ways in which this feature may help you.

**Strategy for Success #2:  
Be able to explain yourself**

It's fine to disagree with what is said or written, but make sure you are able to explain why you disagree.

- Compare your answers to Questions 1 – 10 above with those of another student. Justify your answers, where appropriate, by referring to the line or lines in the article that helped you to answer the question.

## ► FOCUS B: LEARNING LANGUAGE

### B.1 Dealing with unfamiliar words

Words or phrases may be new to you for a number of reasons:

- 1 You have never seen the word or phrase before.
- 2 You have seen the word or phrase before but have forgotten what it means.
- 3 You have seen the word or phrase before and thought you knew what it meant, but clearly it is being used with a different meaning in this context.

- Scan Article 1 (that is, read it through quickly with the task in mind), making a note of words that, for you, fall into each category above. Compare your words with those of another student.

**context** *n.* [C, U] the words that come just before and after a word or sentence and that help you to understand its meaning. *The meaning of 'mad' depends upon its context.*

There are a number of strategies which can help you when you find a word or phrase that is unfamiliar to you. One useful strategy is to study the **context** in which the word or phrase appears, and look for clues provided by that context. Research (Laufer, 1989) has shown that this can be successful if you understand at least 95% of the text you are reading.

By studying the context of the word, you might find that:

- the definition is provided, or suggested, by the writer
- words with a similar meaning are used in the same sentence or nearby sentences and can be used as a guide
- you understand the context fully and can use it to help you make a good guess at the meaning of the unfamiliar word.

'To improve my language, I'm always trying first to guess, and then to look up, any new or hard vocabulary words that are not familiar to me, to make sure of their meaning. This has helped me to build up a powerful vocabulary base.'

Tariq Ibrahim Abdul Rahim Al Jallad (first-year student)

- For example, take a look at the context in which the words 'pre-sessional' and 'in-sessional' are used, in line 15 of Article 1:

This book is for students who [...] are about to begin a course of study or have already begun undergraduate studies (these students are sometimes known as pre-sessional or in-sessional respectively). (line 15)

Explanations are provided of the terms 'pre-sessional' (about to begin a course of study) and 'in-sessional' (having already begun undergraduate studies). The use of the word **respectively** also helps the reader to understand the terms.

You might therefore say something like:

'I think that "pre-sessional" must mean "about to begin a course of study" because the writer uses this word to describe students who are about to begin their studies.'

**respectively** *adv.* in the same order as the things you have just mentioned. *The cups and saucers cost £5 and £3 respectively.*

In making such statements, you are **inferring** the meaning of an unfamiliar word from its context. Another way of saying this would be that you are making an informed guess; 'informed' by the context of the word.

You have also inferred its word class – you have decided that the word describes students, so it must be an adjective.

You might want to confirm your inferences at some later stage. You can do this by using an English – English dictionary (see Chapter 2) or by checking your ideas with a friend or tutor. Doing this little bit of extra work will help to reinforce your learning of the words.

**infer** *v.* [T] formal To form an opinion that something is probably true based on the information that you have. *From the evidence, we can infer that the victim knew her killer.*

➤ Infer from their context the meaning of the following words in the introduction:

- discipline (line 17)
- Plagiarizing (line 65)
- literature (line 82)
- argument (line 106)
- claim (line 108)
- outcomes (line 120)

When thinking about their ‘word class’, the most likely word classes (and their abbreviations) that you will need are:

- noun (n.)
- verb (v.)
- adjective (adj.)
- adverb (adv.)

- Scan the article and find three examples of each of the above. Make a note of the words you find along with the abbreviation for their word class. This is a good habit to get into.
- Find three more words of your own and infer their meanings from their contexts. (Ignore a word if you are not able to infer its meaning – simply move on to another one. It is not always possible.) Think about the likely meaning of the word and its word class. Make notes.
- Describe your words to a partner or your tutor, if you can, and confirm your guesses. Remember that you can use language like this:

‘I think that ... must mean ... because ...’

noun

I think that ... is probably a/an adjective because ...’

verb

adverb

## ► FOCUS C: WRITING

### C.1 Feedback on written work

As a student of reading, researching and writing skills, you are likely to want and need feedback on the language and content of the writing you do while studying

this book. It is possible for your tutor to provide you with feedback by *correcting*, *marking* and/or *grading* your work.

- Discuss the difference between correction, marking and grading with another student and your tutor.

A benefit in having your work marked but not corrected is that you can take steps to make the correction yourself. It may be that this is a more effective strategy for learning.

**annotate** *v.* [T] usually passive] to add short notes to a book or piece of writing to explain parts of it: *an annotated edition of 'Othello'.*

A commercially available computer programme called 'Markin' (see Holmes, 2007 and [www.cict.co.uk/software/markin/features.htm](http://www.cict.co.uk/software/markin/features.htm)) allows tutors to mark written work by **annotating** it to indicate weaknesses or strengths in the writing. The software is useful for two reasons in particular:

- a) it may be customized to suit your needs and purposes by your tutor
  - b) the annotations may be inserted manually – you and your tutor do not need to have a computer to use the system. Instead, your tutor can use a code for each annotation which can be handwritten into your writing.
- Turn to Chapter 2, Section C.2, to see an example of text marked using 'Markin'.

**authentic** *adj.* a painting, document, book, etc. that is authentic has been proved to be by a particular person = genuine: *an authentic work by Picasso.*

- A set of coded, customized, annotations is provided in Appendix 1, with **authentic** examples drawn from students' writing, showing the annotations as they were inserted by a tutor. Scan these now and discuss any that you don't understand with your tutor, then work with another student to answer the following questions:

- 1 How do content errors differ from language errors?
- 2 If you see the annotation 'supply evidence' in your writing, what should you do to improve it?
- 3 If you see the annotation 'count/non-count' next to a noun in your writing, you may want to look up that noun in your dictionary. What abbreviations will you find next to the noun to help you address your problem?
- 4 Explain 'parallel construction problem' to another student as you understand it.
- 5 What's the difference between a verb form error and a verb tense error?
- 6 What's the difference between a word form error and a word choice error?
- 7 If you make a slip, is it likely to be serious?
- 8 What does it mean if your work is 'well signposted'?



- Check your answers to questions 1–8 above with your tutor.
- Your tutor may not want or need to use all of the possible annotations in marking your work, on every occasion. Before you write, with your tutor, discuss this issue with your tutor. Find out his or her preference and opinion, and, if appropriate, agree upon a subset of annotations from Appendix 1 for him or her to use when marking your work. Keep these annotations in mind as you write. They tell you what your tutor will be looking for as he or she tries to help you improve your writing.

## C.2 Autobiography: writing about yourself

- Read again the section in the introduction entitled ‘How can I make the best use of *Read, Research, Write?*’ As you read, reflect upon your own personal circumstances.
- Write a short article describing your personal circumstances. Imagine that you are writing for your class or institution newsletter. Give your article a title, and include information about any of the following points that are relevant:
  - which institution you have chosen or hope to attend
  - why you want to study there
  - the subject you are studying or plan to study
  - why you want to study this particular subject
  - what you hope to do once you graduate
  - your strengths in relation to any or all of the following areas in English: reading, language, writing, research, study
  - your weaknesses in relation to any or all of the following areas in English: reading, language, writing, research, study
  - which parts of this book you feel would help you most, and why
  - any other information you would like to include.
- Exchange your work with another student, and read his or her work. Try to do this with as many others as you can. When you have finished reading, ask each other questions.
- From reading other students’ work, try to improve the language in your own article in at least one way. You can do this by changing or adding words or phrases.
- Make a copy of your work and give it to your tutor next time you meet. He or she will keep it for his or her records.
- Add your work to your portfolio. Put it in your ‘writing’ section.
- **Reflect.** In this task, you were asked to imagine that you were ‘writing for your class newsletter’. This instruction told you something about your audience, or reader. Why do you need to know this information?

**reflect.** v. [T] to think carefully about something, or to say something that you have been thinking about: [+on] *He had time to reflect on his successes and failures.*

**Strategy for Success #3:****Know your audience**

Always write with a clear picture in your mind of your audience. Is it: Your peers? Your lecturer or lecturers? An examinations committee? A reader of a journal?

**C.3 Different types of academic writing**

- Discuss. In lines 83–93 of the introduction, various types of academic articles or work were mentioned. Without looking back, which ones can you remember? Make a list.

**C.4 Knowing your audience**

- Discuss. In what ways would the audiences for a newsletter article and a journal article be different? How might this affect the writing? Make a note of your ideas and then share them with your class or group.

**FOCUS D: RESEARCHING****D.1 Using a library**

Your library contains articles and texts of the type mentioned in lines 83–93 of the introduction. Such texts are an essential resource for any student, and you need to know where they are located in your library, and how you can access them. For example, are they available online? Can they be borrowed, or are they for reference only?

- Visit the library in your institution. Copy this table into your portfolio, and complete it during your visit. Add other texts and resources that you find in your library.

Type of texts	Location	How to access them
Newsletters		
Journals		
Textbooks		
Abstracts		

## D.2 Building an annotated bibliography

- In your library, find one example of each of the following type of book. Work in your subject area and choose books that appeal to you.
- A book written by one author.
  - A book written by two authors.
  - A book that is a collection of articles or chapters, edited by one person.

In each case, note down the following information, in this order:

- 1 (First) author or editor's surname
- 2 Comma
- 3 (First) author or editor's initial
- 4 (For an edited collection, write (Ed.) here)
- 5 Comma
- 6 (Second) author's surname (if needed)
- 7 Comma
- 8 (Second) author's initial (if needed)
- 9 Full stop
- 10 Year of publication, in brackets
- 11 Full stop
- 12 Title of book, in italics
- 13 Full stop
- 14 Place of publication
- 15 Colon
- 16 Name of publisher.

However, *do not* write your information in a list like this!

Instead, record it **horizontally**. If you were to do this exercise for this book, you would write:

**horizontal** *adj.* flat and level: *A horizontal surface.*

Brandt, C. (2008). *Read, Research, Write: Academic Skills for ESL Students in Higher Education*. London, UK: Sage Publications.

- Create a file in Word (or any word-processing programme) on your computer. Call it 'bibliography' and add to it the source information, as above, for every work you consult. Arrange this information in alphabetical order according to the surname. If you do not have easy access to a computer, you can use index cards (see Chapter 6, section E.1) – put the source information for one book on each card so that you can insert others as you progress.
- For each book you add to your bibliography, write a comment below the bibliographic information. Adding a comment turns your bibliography into an annotated bibliography. You don't need to write complete sentences here. Brief notes would be fine.

**Strategy for Success #4:  
Carry a notebook with you**

Have a notebook with you at all times, particularly when you visit your library. Don't forget to note down the bibliographic details of that interesting book or article you've found.

Here are some examples of the kind of comment you might write:

*Contains an article that looks as if it could be useful for my essay on...*

*Looks like a good but basic introduction to the area of...*

*A really useful guide to jargon in the field of...*

*Covers relevant topics for my essay on... but may be at too high a level.*

Here is an example completed by a student, Marwan Mohsin Al Haj Atalla Hasan Abu Aasi:

Therrien, C. and Tummala, M. (2004). *Probability for Electrical and Computer Engineers*. US: CRC.

Covers relevant topics for my essay on Electrical and Computer Engineering but may be at too high a level.

- From time to time, print out an updated copy of your bibliography to add to your portfolio. You can make use of this bibliography when studying your subject.

## ■ FOCUS E: STUDYING

### E.1 Good study habits

In the last part of the introduction, in the section called 'Organizing your work: keeping a portfolio', two 'good study habits' were mentioned.

- What were the 'good study habits'? Make a note of them in your portfolio.
- Think of other 'good study habits'. Make a list, and compare your list with another student's. Create a new combined list with no duplication.

- Get together with another pair of students and repeat the process: compare your lists and make a new one.
- Use this list to design a classroom poster on A3 paper. Add the names of the people who contributed towards it. Make an A4 copy of this poster for your portfolio.

## E.2 Keeping a portfolio

One of the ‘good study habits’ that was mentioned in the introduction was ‘organizing your work’.

It is important to organize yourself from the very start of your course. This is true for all your courses, not just this one.

### Strategy for Success #5: Keep legible, organized notes

Well-organized legible notes can make revisiting them – and revising from them – a real pleasure.

- Organize your A4 portfolio. Label all of your dividers and place the work that you have completed so far into the right section. Make a cover page for your portfolio. Add some or all of this information:
  - your name
  - student number
  - course title and code
  - institution
  - your email address and/or phone number (so that if you misplace your file, it can be returned to you).

## E.3 Understanding rationale

- Scan the headings in the introduction. In which section would you expect to find information about the **rationale** for this book?
- The following outline summarizes the rationale for this book. However, there are some words missing, indicated by numbers.

**rationale** *n.* [C, usually singular] *formal* the reasons for a decision, belief, etc. [+behind/for/of] [...] *The rationale for using this teaching method is to encourage student confidence.*

Work with another student. Note down numbers 1–15 in your files. Then read the outline and, using your own ideas, try to complete the missing words. Where you see a number, there is a missing word. You need only one word in each case.

Do this first without looking at the missing words, which are given in the box below.

*Summary of the rationale for this book*

This book is based upon the results of an international – 1 – project. This project investigated – 2 – expectations of their students, in terms of their ability to – 3 –, research and write. The research – 4 – indicated that students needed to develop their – 5 – and understandings in a number of areas including expressing – 6 – cautiously. Such topics come under the umbrella of ‘English for – 7 – Purposes’ or ‘EAP’. EAP may be thought of as an academic – 8 – in its own right, and all of the topics above are addressed in this book. Being an academic subject in its own right, then, EAP has its own body of – 9 –. Sample – 10 – drawn from this literature form the heart of each of the ten chapters of this book. Using – 11 – about EAP alone as the basis for the study is a novel approach to developing the skills needed by – 12 – of EAP. Each article is followed by a number of – 13 – and – 14 – designed to focus your attention on developing your skills. The outcomes also suggested that students benefit from – 15 – such knowledge and skills in their own subject areas. For this reason, the last part of each chapter encourages you to apply what you have learned to your own field.

- Complete the outline again, using the words in the box below. Make another list – put this second one side-by-side with your own. Compare your two lists. Do not cross out your ideas. Your word may fit well!
- Share your ideas with your tutor, and find out if they are possible in terms of their grammar and meaning. Only cross them out if they are wrong.

literature	subject	academic	research
applying	claims	outcomes	abilities
students	articles (x z)	lecturers’	questions
	tasks	read	

- Discuss. How important do you think it is for you to understand the rationale for the following:
  - A book?
  - A website?
  - Research?
  - A task, exercise, project or assignment set by your lecturer or tutor?
  - Keeping a portfolio of your work?
  - An examination?

**Strategy for Success #6:****Be an active learner**

Seek out other people's views and opinions. Include your lecturer as well as your fellow students when you

Find out your tutor's opinion for each of the above.

**► FOCUS F: APPLYING TO YOUR OWN SUBJECT****F.1 Assessing the quality and usefulness of an article**

To help you make a decision about the quality and usefulness of any article or book, you need to ask questions about six areas:

- 1 The *author*: Who is he or she? What are his or her qualifications and/or experience? (Knowing something about the author can help you to decide how important the conclusions in the article are, and it can help you to recognize where his or her interests and biases lie.)
- 2 The *content*: what is the article about? (The title and introduction will give you a good idea of what the article is about. This will help you to decide how useful the article is for you personally. How relevant is it to your needs? Do you want to continue to read the article, or will you reject it?)
- 3 The *audience*: who is the intended audience for the article? (Knowing something about the intended audience will tell you if the article was written for someone who knows a great deal about the subject – an expert – or for someone who knows less – a general reader. Which would you find most useful?)
- 4 The *readability*: how easy is it for you to understand? (There is no point in struggling to read something that is too challenging. There are plenty of books and articles, so select another one.)
- 5 The *evidence*: what research and/or sources does the author use to support his claims? (The reference list can tell you more about the focus and direction of the author, and this can help to decide if you want to continue to read.)
- 6 The *age*: when was the article published?

(Knowing this can tell you how current the conclusions in the article are. If you are looking at an 'old' article, you might find that the ideas it contains are outdated. But how old is old? Age is not *necessarily* a problem. Find out your tutor's view.)

**criterion** *n.* **plural criteria** a standard that you use to judge something or make a decision about something: *the criteria we use for selecting candidates.*

**acronym** *n.* [C] a word made up from the first letters of the name of something such as an organization. For example, NATO is an acronym for the North Atlantic Treaty Organization.

These are your six quality **criteria** for selecting an article. You can memorize them or make a note of them to add to your portfolio.

If you want to memorize them, try making the first letter of each into an **acronym**: Author, Content, Audience, Readability, Evidence and Age gives us: ACAREA.

## F.2 Applying quality criteria

The six criteria were applied when selecting the ten articles on which this book is based.

- Scan the article in Chapter 2, 'Understanding EAP?' by Andy Gillett, and answer the six criteria questions. Discuss your ideas with another student and make notes in your portfolio under these headings:

- 1 Author
- 2 Content
- 3 Audience
- 4 Readability
- 5 Evidence
- 6 Age.

- Find an article in your library or online with a clear introduction. Choose one that is readable and closely related to your subject and interests. Apply the six criteria. Reject any article if you cannot answer one of the six questions. Make notes under the six headings above.
- When you are satisfied that your article meets your criteria, make a copy of the whole article for your portfolio. You will revisit it later.
- Read the introduction to your article. Does it make you want to read more? Tell another student why, or why not.

## F.3 Finding new words and inferring their meaning from context

- Scan your subject-related article and identify five unfamiliar words. Using their context to help you, make a note of what you think they mean and their word class. Write:

'I think that ... must mean ... because ...'  
noun



'I think that ... is probably a/an adjective because ...

verb

adverb

- Find a student with similar interests to yourself, if you can, and share your words and meanings with him or her. Can you agree on their definition?