

TRANSFORMING ENGLISH LANGUAGE
SKILLS IN THE HIGHER EDUCATION
SECTOR IN BANGLADESH

English for Academic Purposes 2

Essay and Report Writing

STUDENT'S BOOK

Foreword

These materials are part of the 'Transforming English Language Skills' in the Higher Education sector in Bangladesh (TELSHEB) Project.

In order to support universities in delivering better quality English language training modules for their students and faculties, the British Council (BC) Bangladesh in partnership with the University Grants Commission (UGC) of Bangladesh and together with university lecturers in Bangladesh and consultants from Canterbury Christ Church University, UK have sought to develop materials to strengthen English language skills in Higher Education in Bangladesh.

These materials have been developed following a Needs Analysis Survey on the current situation of teaching English Language and the use of English as a medium of instruction in the Higher Education sector in Bangladesh. The survey covered public and private universities (general, technical and specialised ones) as well as colleges under the National University from all geographical regions. Based on the findings and recommendations of the Needs Analysis Survey, four modules have been developed: English for Academic Purposes (EAP) 1 General; EAP 2 Essay and Report Writing; English for Employability and Professional Development for Teachers.

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To the Teacher

The design of the module

As part of the materials development process, an extensive needs analysis was carried out at a number of different universities in different cities in Bangladesh. The approach adopted in the design of this module has been informed by this needs analysis. In particular, the following principles have guided the design:

1. Ensure that materials and activities promote classroom interaction

This interaction can be between teacher and student(s), or student and student, in face-to-face classroom environments, but also with written and/or audio-visual texts.

2. Put students at the centre of the learning and teaching

The module focuses on students' needs and goals, as identified by the needs analysis, such as building students' confidence in using English effectively not only in an academic context but also in the wider world.

3. Promote active and collaborative learning in the classroom

Some students may initially need to be encouraged, for example, to work in pairs or small groups, and to help one another, but from the needs analysis it is clear that students want to be active participants in classes and to collaborate with their peers, for example presenting their ideas in groups rather than listening passively to the teacher for long periods.

4. Create materials and activities with meaningful communicative purposes

The materials aim to facilitate meaningful and real communication by encouraging students to complete tasks and develop their skills in using English for academic purposes rather than simply studying the language.

5. Create materials and activities which promote critical thinking

The aim is to try to encourage critical thought rather than rote-learning or other more mechanical approaches to learning.

6. Encourage English at an appropriate linguistic and cognitive level

The materials and activities aim to encourage the use of English for academic purposes at a linguistic and cognitive level appropriate for the

students. The teacher will also have a significant role to play in promoting and encouraging the use of English when using the materials in practice.

The features of the module

1. The units themselves

There are 20 units. Each unit contains 2 sessions. Each session is designed to last about 1 hour, so each unit should last about 2 hours. The first 11 modules guide students through each stage of the process of writing an academic essay or report: from brainstorming ideas, finding suitable sources, making notes from the sources, planning and structuring an essay/report, writing a draft using paraphrasing and referencing, integrating data and finally editing and proofreading using an appropriate academic style. As the students progress through each unit they put what they have learnt into practice, collecting ideas and data for a group project essay/report which they write together in the *Review Unit 12* as part of the module assessment. *Notes* pages are provided at the back of the module for students to write their *Home tasks* which are related to the group project. Unit 13 builds on the presentation skills students learnt in EAP 1, General Module by focusing on the written skills required for effective presentations and provides opportunity for students to present their group project. The subsequent units focus on specific types of academic essays and writing students may need to write at university level. The final *Review* unit, at the end of the module provides the opportunity to revise important aspects of the units as well as checking students' understanding and progress.

2. Special features of the units

Apart from the core activities in the units designed for use in class time there are also:

- *Extension* activities designed as extra material for classroom use if time permits.
- *Home tasks* designed to be done by students outside class time as a consolidation of the material studied in class. These should be reviewed in the following class.

3. Module contents and outline

A table of contents and a breakdown of what is covered in each unit can be found on the following pages.

4. Example essays

Examples to illustrate the different types of essays and a report, as covered in the modules can be found in the Appendices and are referred to in the units. These are written at student level.

5. Glossary

A glossary of grammatical terms that are used in the units is provided for student reference. Words that feature in the glossary are marked in the units with an asterisk*.

6. Teacher's Notes

Teacher's notes containing answer keys and suggested answers are provided as a separate booklet.

To the Student

Welcome to the EAP 2 , Essay and Report writing module!

This module is designed to improve your academic writing skills. As you study this module, you will learn step by step how to write an essay and report at university level. The best way to improve your writing skills is to write! So, during the module you will complete a group project to put into practice everything you learn in the units. The module will also develop your English skills more generally and so help you interact more effectively in English in the wider world.

Help us to help you

In order to gain maximum benefit from this module, we ask that you:

1. Speak in English whenever possible

It may be difficult, you may not feel confident to start with and it is certainly easier to speak in your own language, BUT if you speak in English whenever you can in class you will gradually see the benefits in terms of improving your confidence and ability to use English effectively.

2. Work in pairs or small groups effectively

Working in pairs and or small groups (and speaking in English when you do so), will both help you to improve your English and increase your enjoyment of the class.

3. Contribute in class as much as possible

By being as involved as you can in the class, you again maximise your chances of improving your English language skills, both in an academic context and beyond.

4. Complete the Home tasks

Completing the Home tasks is an important way to consolidate and extend what you have learnt in the class. Studying outside class will help you become a more independent and consequently more confident learner which will help you improve your English even more.

Module Outline Map

Units	Session 1 Aims	Session 2 Aims
Unit 1 Getting Started and Gathering Ideas	<ul style="list-style-type: none"> • Introduce yourself to other students • Find out about the module • Identify some of the features of academic writing • Review your previous writing experience and consider some of the challenges of academic writing 	<ul style="list-style-type: none"> • Identify the requirements of a writing task • Generate ideas for a writing task • Gather ideas to use in a writing task
Unit 2 Investigating Ideas	<ul style="list-style-type: none"> • Select suitable sources for writing essays/reports • Evaluate sources 	<ul style="list-style-type: none"> • Understand the role of note-taking in writing essays/reports • Make effective notes
Unit 3 Combining and Organising Ideas	<ul style="list-style-type: none"> • Be familiar with the purpose and structure of academic writing • Make an essay plan to help put ideas together 	<ul style="list-style-type: none"> • Organise ideas within paragraphs • Connect different paragraphs in an academic piece of writing • Write an introduction

Unit 4 Developing a Focus	<ul style="list-style-type: none"> • Narrow down a subject to a specific topic • Develop a focus for a topic 	<ul style="list-style-type: none"> • Develop a draft title • Formulate a thesis statement for an essay
Unit 5 Drafting and Supporting Ideas with Evidence	<ul style="list-style-type: none"> • Draft an essay or a report • Develop paragraphs thematically • Write a conclusion 	<ul style="list-style-type: none"> • Identify suitable supporting evidence • Know how to use supporting evidence in your writing • Learn about identifying the research gap
Unit 6 Paraphrasing, Summarising, Quoting, Synthesising and Referencing	<ul style="list-style-type: none"> • Paraphrase and summarise information and ideas from sources 	<ul style="list-style-type: none"> • Use quotations and make synthesis in your writing • Avoid plagiarism through providing in-text citations and a bibliography • Create a bibliography
Unit 7 Integrating Data and Graphics in Texts	<ul style="list-style-type: none"> • Identify types of data and graphics • Recognise why and how to use data and graphics in texts 	<ul style="list-style-type: none"> • Judge what information from data and graphics to interpret and how • Use appropriate language to interpret data and graphics

Unit 8 Academic Style	<ul style="list-style-type: none"> • Recognise key features of academic style • Understand formality and the tone needed for academic writing 	<ul style="list-style-type: none"> • Recognise and use objective and impersonal language • Develop precision in your academic writing • Write cohesively and coherently
Unit 9 Revising, Critiquing and Evaluating Writing	<ul style="list-style-type: none"> • Revise the structure and content of your writing • Critique and evaluate your own and each other's work 	<ul style="list-style-type: none"> • Become skilled in proofreading to check for spelling, punctuation and grammar mistakes
Unit 10 Report Writing I	<ul style="list-style-type: none"> • Work out the differences between essays and reports • Get an overview of the different parts of a report • Write the introduction section of a report 	<ul style="list-style-type: none"> • Collect data with special reference to interviews and surveys • Become familiar with writing the methodology section of a report
Unit 11 Writing a report II	<ul style="list-style-type: none"> • Present research findings in a report • Interpret findings and write up the discussion section 	<ul style="list-style-type: none"> • Write the conclusion of a report • Become familiar with the strategies of writing titles and abstracts

Unit 12 Review	<ul style="list-style-type: none"> • Brainstorm ideas for the group project essay/report • Gather and evaluate sources and use them appropriately • Write the plan for the project 	<ul style="list-style-type: none"> • Write the introduction and conclusion for your group project • Revise and proofread your project work
Unit 13 Developing Writing Skills for Presenting	<ul style="list-style-type: none"> • Prepare an oral presentation using note cards • Design effective PowerPoint slides 	<ul style="list-style-type: none"> • Write a poster presentation • Present your report/ essay findings from your group project
Unit 14 Comparison and Contrast	<ul style="list-style-type: none"> • Understand better how to compare and contrast objects or ideas • Express comparison and contrast in different ways 	<ul style="list-style-type: none"> • Evaluate different styles of organising comparative essays • Plan a comparative essay
Unit 15 Argumentative writing	<ul style="list-style-type: none"> • Understand better the argumentative mode of writing 	<ul style="list-style-type: none"> • Plan, organise and write an argumentative essay

Unit 16 Cause and Effect	<ul style="list-style-type: none"> • Recognise cause and effect relationships • Use cause and effect language to express a cause and effect relationship 	<ul style="list-style-type: none"> • Become familiar with cause and effect essay writing styles • Organise and plan a cause and effect essay
Unit 17 The Problem- solving Mode of Writing	<ul style="list-style-type: none"> • Become familiar with the problem-solving mode of writing • Find and evaluate solutions to a particular problem 	<ul style="list-style-type: none"> • Identify and use appropriate language and structures for talking about problems and solutions • Structure a problem-solution essay
Unit 18 Writing Book and Article Reviews	<ul style="list-style-type: none"> • Understand what 'reviewing' means at the higher education level • Become familiar with the reading and note-taking process for reviewing 	<ul style="list-style-type: none"> • Critically evaluate a text • Organise and write up a review
Unit 19 Writing for Examinations	<ul style="list-style-type: none"> • Recognise the difference between writing an assignment and writing for an examination • Manage your time effectively in an examination • Analyse essay questions during examinations 	<ul style="list-style-type: none"> • Plan the examination essay • Develop techniques for writing examination essays

<p>Unit 20 Review</p>	<ul style="list-style-type: none"> • Review what you have learnt about writing for presentations • Review what you learnt about comparative and contrastive, argumentative and problem-solving modes of writing 	<ul style="list-style-type: none"> • Review what you have learnt about cause and effect mode of writing • Review what you have learnt about writing book / article reviews • Review what learnt about writing for examinations • Evaluate your learning of the module
<p>Appendices</p>	<p>Appendix 1 Example essay to Units 1-9 The impact of Satellite TV on Bangladeshi culture and society</p> <p>Appendix 2 Example report to Units 10-11 Making higher education in Bangladesh English-medium: students' attitudes</p> <p>Appendix 3 Example essay to unit 14 Public and private universities in Bangladesh: A comparative analysis</p>	

	<p>Appendix 4 Example essay to unit 15 Should student politics be banned?</p> <p>Appendix 5 Example essay to unit 16 Causes and effects of drug addiction</p> <p>Appendix 6 Example essay to unit 17 Road accidents in Bangladesh: How can these be reduced?</p>
Glossary	
Notes Pages	

Unit 1

Getting Started and Gathering Ideas

Session 1

In this session you will:

- Introduce yourself to other students
- Find out about the module
- Identify some of the features of academic writing
- Review your previous writing experience and consider some of the challenges of academic writing

Activity 1: Introductions



Work in groups.

a) Fill in the introduction card and introduce yourself to others.

My Introduction

Hello!

My name is

I'm from

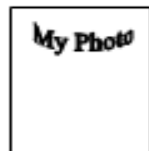
I amyears old

My hobby is

My major subject is

I have registered with 'Essay and Report Writing' course

You can e-mail me at



b) *Discuss the following questions:*

1. Do you like writing in English?
2. What do you find easy / difficult about writing in English?
3. What do you currently write in English? E.g. email, class notes.
4. This module is all about essay and report writing... Have you ever written an essay or report in English? What was the topic and purpose?

Activity 2: What is academic writing?



Writing essays and reports requires a special type of writing: academic writing. Let's start by thinking about the questions: What is academic writing? How is it different from other types of writing?

a) *Write a short definition explaining what you think academic writing is.*

- *Share your ideas with a partner.*

b) *Work in pairs. Complete the quiz to find out how much you know about academic writing. Tick (✓) the correct answers.*

1. When I write an essay or report I must...

- make a proper plan before I start to write
- write in a friendly style
- read a lot and make notes
- copy some information from books / the Internet
- give references to support my ideas
- write a lot
- use difficult and technical words
- organise my ideas in a special framework / structure
- use abbreviations like *e.g.*, &

2. When I write an essay or report, I can use the following to support my ideas:

- news reports
- statistics
- research data
- views and attitudes of others
- information from the Internet
- information from books, articles and reports

3. When I use other people's ideas in my writing, I...

- can copy down their words
- put their ideas within quotation marks
- put their ideas in my own words
- acknowledge that it is somebody else's idea

4. Academic writing should be...

- subjective
- objective
- precise
- elaborate

5. Academic texts, such as essays and reports, are written for

- classmates
- yourself
- examiners
- employers
- class teachers
- other academics or professionals

6. If I want to be successful in my academic writing, I also need to develop my critical thinking* and critical analysis* skills.

- True False

c) Now look back at your definition of academic writing in a). Use what you have learned from the quiz feedback discussion to improve your definition of academic writing.

d) Compare your definition to the definition given below.

An academic text is written for academic purposes such as teaching, learning, testing, seminars and conferences. It is written for academic audiences such as course teachers, peers, examiners, supervisors and academics. It can be best perceived by its characteristics. Academic writing is objective, impersonal and free from bias. It uses a formal tone, vocabulary and structures and has a standard style of referencing. Its structures are complex, but not complicated, and are easy to follow. It expresses ideas clearly and precisely. The elements are logically connected and well structured. Academic writing requires extensive reading and critical thinking and expressing oneself cohesively and coherently using cautious language. The ideas and opinions expressed are supported by graphs, figures and references to authoritative works within the same field.

Activity 3: Introduction to the module



What's this module about?

There are many types of academic texts, such as essays, reports, case studies and dissertations. This module will focus on essays and reports as these are common genres of academic writing in most subject areas. In addition, the skills you learn throughout this module will help you improve your academic writing overall for the other types of academic texts you may need to write. If you didn't know all the answers to the quiz in Activity 2, don't worry. By the end of this module you will have a good understanding of what academic

writing is and how to successfully write an essay and a report. This will help you tackle the writing assignments you will need to do in your discipline.

There are also some example essays and an example report in the Appendices to help give you an idea of what academic essays and reports are like. These will be referred to in the relevant units.

Confucius said:

“I hear and I forget. I see and I remember. I do and I understand”.

This means learning about writing isn't enough; you also need to do it. Writing too, needs practice. Therefore, during the module you will complete a home task after each session and a practical project in small groups, where you will put into practice all the important things you have learnt about academic writing and writing a report or an essay.

At the end of the module there is a glossary which explains some of the grammatical and technical words used in the units. Words in the glossary are marked in the text with an asterisk e.g. draft*, topic sentence*.

Introduction to the group project:

The topic of your small group project will be *learning experiences*. It will be based on your previous study experience, your current place and area of study, and how these could be improved. You will find out more about the project and begin to work on it as you progress through the units.

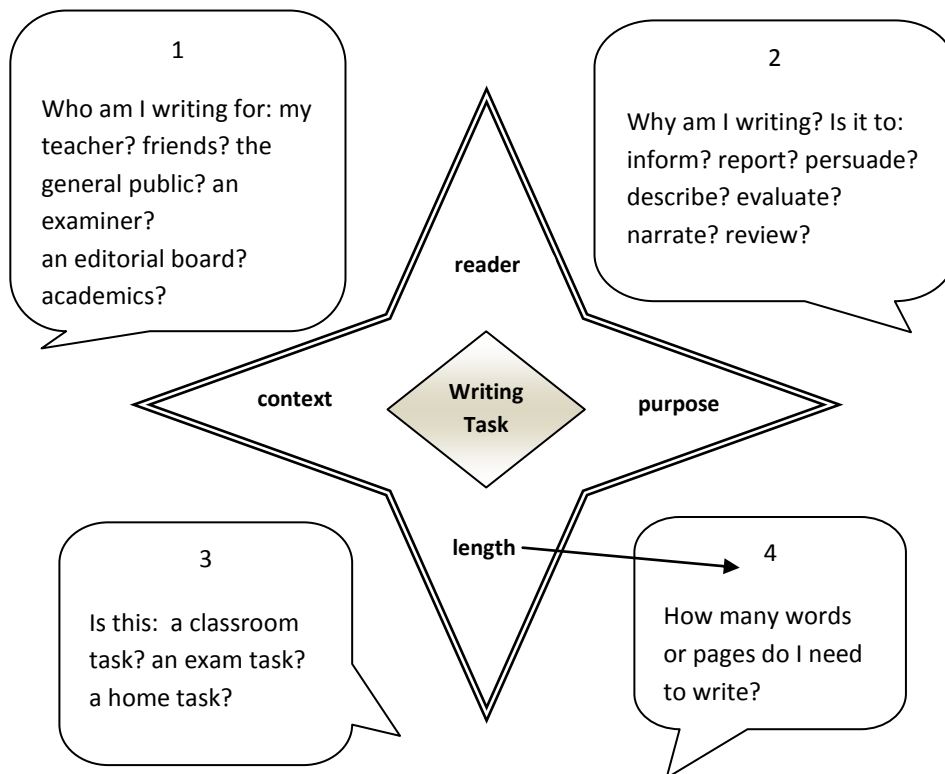
At the end of this module there are some blank *Notes* pages. You should write your home tasks that are related to the group project on these pages, so that you have all your notes handy when you write the project in Unit 12.

Activity 4: Writing at university level — getting started



Before you begin a writing task, there are several elements you need to consider: reader, purpose, context and length.

a) *Work in pairs. Match each element in the star with the correct speech bubble.*



b) *Discuss in groups. Why are these elements important? Which do you think are the most important ones and why? Which of these elements do you think about when you start a writing task?*

Share your responses with the rest of the class.

Activity 5: Extension — identifying different types of academic writing



Besides essays and reports there are also other types of academic texts which you may read or write as part of your university studies, such as case studies and dissertations. How are they different?

Match the type of writing to its definition.

Type of writing	Definition	
Essay	1	An analytical study of a practice, scenario or situation and its development at a point of time or over a period of time
Dissertation	2	A short piece of writing that develops an argument while discussing and analysing a topic giving facts and opinions.
Case Study	3	A long piece of writing that develops an argument while discussing and analysing a topic and which contains the writer's own ideas and research. This is often written as part of the requirements of a higher degree.
Report	4	An extra-long piece of writing that develops an argument while discussing and analysing a specialised topic in great depth and which is based on the writer's original research. This is often written over several years as part of a higher degree like a PhD.
Thesis	5	A detailed account (spoken or written) giving factual information and data which the writer has collected about a specific topic for a specific purpose.
Extended essay	6	A critical assessment by the writer of an author's ideas and arguments.
Review	7	A piece of writing which develops an argument while discussing and analysing a specific topic in detail. It is usually longer than an ordinary essay.

Activity 6: Home task



- a) Find out which types of academic writing are most common for your major course. Make a list.

My subject: _____

in my classroom	in my examinations	for my home work
		[e.g. essay]

- b) Imagine that one of your class friends was sick today and missed the first session. Write an email explaining to him/her in your own words:

1. What you have found out today about academic writing and about the module.
2. What four elements he/she needs to take into account when starting a writing task and why.

- c) Meet in your project group. Tell others about:

1. your major subject
2. your learning experiences *before* you came to your Higher Education Institute. You can use these questions to help you:

What was your favourite subject at school? Why?
Who was your favourite teacher? Why?

Sources

Activity 1:

Image source: <http://www.flickr.com/photos/gforsythe/>

Unit 1 Getting Started and Gathering Ideas

Session 2

In this session you will learn how to do the following:

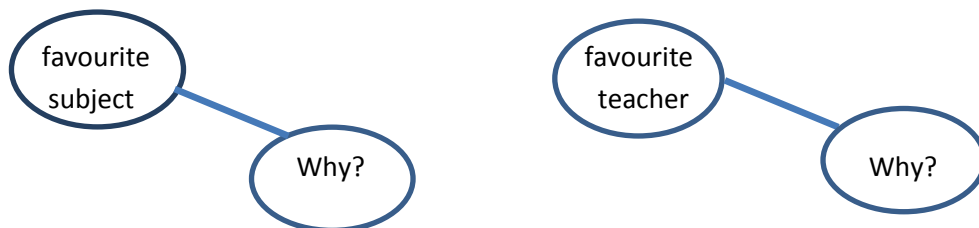
- Identify the requirements of a writing task
- Generate ideas for a writing task
- Gather ideas to use in a writing task

Home task review



Take part in a class discussion about the Home task topic:

Previous learning experiences



In the first session you looked at some of the elements that you need to take into account when you start a writing task, such as the purpose and context of the writing task, who you are writing for and how much you have to write. In this session you will learn more about how to identify the requirements of a writing task and how to go about generating and gathering ideas for it.

Activity 1: Generating ideas for a writing task – brainstorming



The technique your teacher used to conduct the Home task review is an example of **brainstorming**. Brainstorming ideas is one of the first stages of the process that leads to an essay or a report.

- a) Check your understanding of what **brainstorming** means by putting the words in the correct order.



Brainstorming is when you...

quickly think of _____

as many different ideas

~~quickly think of~~ on a page.

as you can and write them

in any order about a topic

- b) Read the following paragraph to find out how brainstorming could help you in writing your essays and reports. Then answer the questions that follow.

Brainstorming* is when you quickly think of as many different ideas as you can about a topic and write them down in any order on a page. This will help you to gather the biggest range of ideas to choose from to complete your writing task. You can brainstorm alone or in a group. Brainstorming in a group can be very effective as you can get ideas from each other and you will often generate new ideas by working together. While brainstorming, think about everything you know about the topic. This could include key facts, quotes, data, people/ideas connected to the topic, background information, current

debate and ideas, things you've read in books or on the Internet or heard about in the news or from your friends or teacher. Write them all down quickly in the form of notes. In your notes you can use abbreviations, symbols, single words or short phrases, numbers, questions, pictures. Your notes don't have to be neat and tidy and they don't have to be written in long sentences or in correct English. A brainstorming sheet may look something like this:



Page 1 3/23/2004 1:20 PM

c) Now discuss in pairs:

1. What sort of information should you note down as you **brainstorm**?
2. How should you write your notes as you **brainstorm**?
3. Why is it helpful to **brainstorm** in a group?

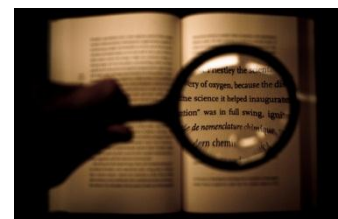
d) Look again at the brainstorming example in the text (Teenage Depression). Can you add any more ideas? Which of the ideas do you think are the most common causes of teenage depression?

Share your responses with the rest of the class.

Activity 2: Identifying the requirements of a writing task



With every writing task it is very important to understand clearly from the beginning what you have to do to complete it successfully. Generally a writing task will involve writing about a topic or even a specific title.



- a) Read the text to find out how you can work out the requirements of a writing task. Underline key points. Then check your understanding by explaining 5 key points to a partner in your own words.

You need to gather information when you are to write an essay or report on a topic. The information must be adequate, relevant, factual and interesting. While you gather information you have to perform a number of activities. First, you need to read the topic carefully several times and understand the topic; second, you need to underline the key words in the topic and try to understand the concept of each key word; third, you need to share your understanding of the key words with your partners and be sure that you have an accurate and rational understanding of the topic; fourth, you need to think of what you can write about the topic and finally, if the task has a title, you need to look at the instruction words. Instruction words, such as *describe*, *analyse*, and *compare* will show you how you should write about the topic. You can also follow the clues given by your instructor/examiner (e.g. Write an essay on “...” using the given points/words).

- b) Here are some common instruction words used in essay titles. Match the instruction words to their meanings.

Instruction words		Meaning
compare	1	to write about something in detail from different viewpoints
outline	2	to examine how people/things/ideas are alike or different
discuss	3	to give the main ideas
analyse	4	to assess the worth of something and decide how good, useful, successful it is.
illustrate	5	to examine the nature and structure of something carefully and in detail
evaluate	6	to make something clear using examples

Study Tip:

Knowing these instruction words will help you to understand what the topic requires you to do.

Share your answers with the rest of the class.

Activity 3: Using key words



Work in small groups.

a) **Circle** the key words in each of the writing tasks and state briefly what each task requires you to write about.

1. Discuss the impact of global warming on climate change in Bangladesh.

2. Pleasure and misery of winter in Bangladesh.

3. Analyse the causes and remedies of school students' drop out in Bangladesh.

b) Choose one of the above writing tasks (a-c) that interests you. Brainstorm all the relevant ideas that come to your mind about the topic. Remember to write them down as words, phrases, statements, symbols, or numbers, and not as complete sentences.

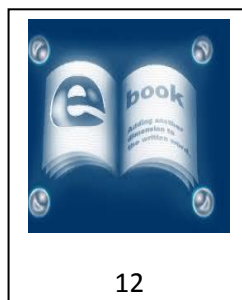
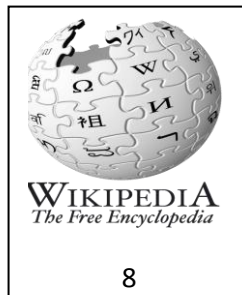
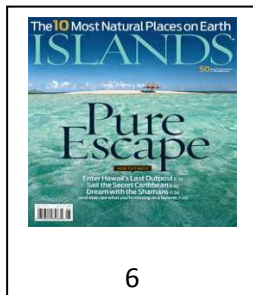
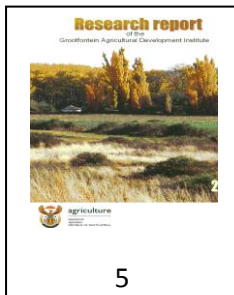
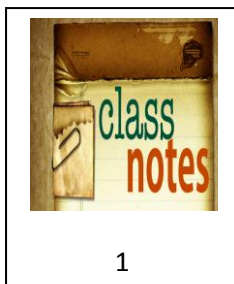
Write your brainstorming notes in the box:

Activity 4: Gathering ideas for a writing task



Understanding the title and brainstorming for ideas are both important stages in your writing as they can help you identify what you know or don't know about a topic or what more you need to find out to complete your writing task successfully. The next stage is to start looking at the sources you use to find out more about your topic.

a) Which of the following sources (1-12) do you currently use to gather ideas for a writing task?



List the sources you use according to how frequently you use them.

most frequent use  less frequent use

(e.g.)											
2)											

Compare your group responses with that of another group. How are they similar/ different?

Activity 5: Extension: Making the most of sources



- a) Read the following paragraph. How many of the sources from Activity 4 does the writer refer to? Share your ideas with a partner.

You often gather ideas for your essays/reports from different written/printed and/or online materials, such as your class notes, lecture sheets and books/e-books. Finding ideas from these sources can be tricky. Here are a few tips to help you.

If you want to gather ideas from books/e-books, you need to look at their titles and blurbs first to check that they relate to the topic. Then you need to look at the table of contents and index for specific ideas. When you want to gather ideas from journals/e-journals, reports and e-reports, first look at the names of the journals / reports and then read through the table of contents, title headings and abstracts to find appropriate articles. With e-journals you can often do a keyword search to help you find titles related to your topic. If you want to gather ideas from magazines/e-magazines, you need to collect relevant magazines/e-magazines first and then you need to look at the table of contents and title headings for specific ideas. If it is necessary to gather ideas from newspapers/e-newspapers, you need to look at the headings and sub-headings for specific ideas.

Similarly, you can gather ideas from other online sources such as blogs, wikis and databases. Online sources are increasingly becoming popular and are comparatively easy to use and manage. For instance, you can search for specific ideas and web-pages using search engines like 'Google search', 'Yahoo search' and you can quickly find out the specific words and ideas using the 'Find and Highlight' option. You may also use different academic and subject- related search engines and databases, such as Google Scholar, BanglaJol and Index Copernicus.

- b) Fill in the flow arrows to show the process for finding information you need from different types of sources.



Printed/e-journals				
Newspapers /e- news				
Other online sources				

c) *Discuss with a partner: Which of these tips will you use?*

Share any other suggestions you have about collecting sources for a writing task.

Activity 6: Extension — brainstorming for an essay



Work in groups to complete the following tasks.

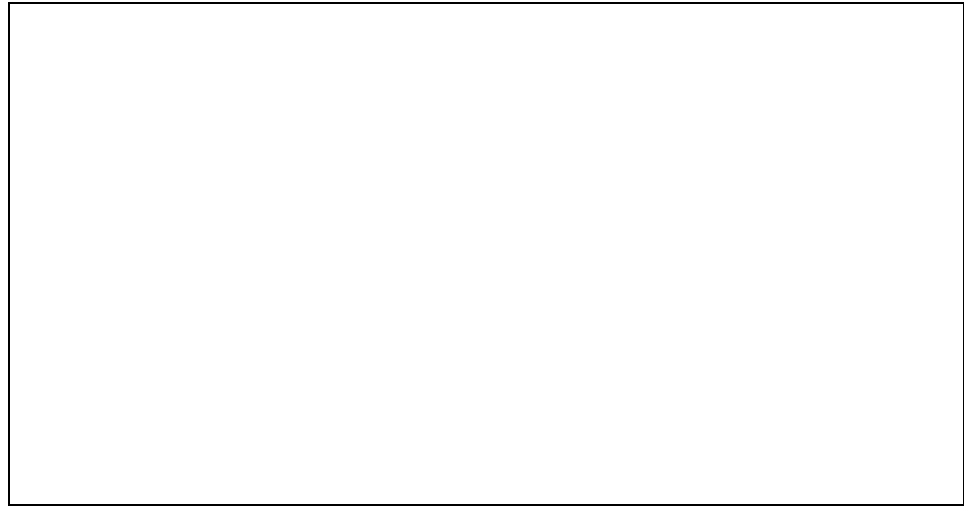
Your class teacher has asked you to submit an assignment next week as part of your midterm assessment. The title is:

Discuss the necessity of learning foreign languages

Your teacher instructs you that your essay should not exceed 3 pages. In your group you are going to brainstorm and gather ideas for the writing task.

a) *Write down the key words of the essay topic, the length and purpose, of your essay below:*

b) *Brainstorm all the relevant ideas that come to your mind about the topic in the form of words, phrases, statements, symbols, or numbers, and not as complete sentences. Write your brainstorming notes in the box:*



- c) *Gather some ideas for the essay topic from at least 3 of the different types of sources you learnt about in Activities 4 & 5.*

Activity 7: Home task



Brainstorming and gathering ideas for the project

Work in your project group.

In the previous session's Home task you reflected on what factors make a good teacher. In this Home task you are going to think about:

What factors make a good learner?

- a) *Make a list of your ideas. (Use the Notes pages at the back of the book). You can use these questions to help you:*
- What are the characteristics of a successful student? (e.g. enthusiastic about learning)
 - What does a successful learner do? (e.g. has good attendance, does all the homework...)
- b) *Brainstorm all the relevant ideas that come to your mind about the project topic: learning experiences. Use words, phrases, symbols etc., and not complete sentences. (Record your brainstorm on a large sheet of paper to bring to the next session).*

c) Discuss and write down: the length, purpose, and context for your project.

Activity 8: Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. What have you learnt about how to get started on a writing task?
2. What have you learnt about brainstorming?
3. Which of the strategies and techniques from this unit will you use?

Sources

Home task review:

Image source: <http://www.flickr.com/photos/gforsythe/>

Activity 1:

Image source: brain: <http://philmmckinney.com/wp/wp-content/uploads/2013/05/HiRes-2.jpg>

Image source brainstorming sheet:

<http://ctl.laguardia.edu/dfl/sampler/images/diagram-FlukWhite.png>

Activity 2:

Image source: <http://www.flickr.com/photos/jakebouma/>

Activity 4:

Image sources: (from left to right):

<http://www.plymouth.edu/alumni/files/2012/02/class-notes-icon.jpg>;

<http://karissaknoxsorrell.com/wp-content/uploads/2010/07/books.jpg>

<http://lib.uwaterloo.ca/tilt/nf/module1/images/journal2.GIF>

http://www.ebscohost.com/prod-mastheads/SocialScienceAbstracts_Masthea

http://gadi.agric.za/news/reports/research/2006/clip_image002.gif

<http://www.dominica-weekly.com/wp-content/downloads/2010/04/islands-maga>

<http://tyrannyoftradition.files.wordpress.com/2011/08/newspaper.jpg>

<http://notknapping.com/wp-content/uploads/2013/02/Wikipedia-logo3.png>

<http://blog.marketo.com/wp-content/uploads/2010/04/blog.jpg>

http://earthnet.net/support/images/set_homepage/ie_homepage_2b.png

<http://alumni.news.unimelb.edu.au/sites/alumni.news.unimelb.edu.au/file>

http://transhumanity.net/images/author/Pulsing_site_logo.gif

UNIT 2 Investigating Ideas

Session 1

In this session you will learn how to do the following:

- Select suitable sources for writing essays/reports
- Evaluate sources

Home task review



Take part in a class discussion:

- What are the characteristics of a successful student?
- What does a successful learner do?
- Share your brainstorming sheet about the project topic: *learning experiences*

In the previous unit you started thinking about the types of sources that you can use to find information and ideas for essays and reports. In this session you will find out more about the different sources, in particular how to decide if the source you have chosen is a good one or not. This involves thinking critically about the content of the sources.

Activity 1: Finding out the advantages and disadvantages of different sources



As you saw in Unit 1, there are many different types of sources available, but how do you decide which are the most appropriate and helpful ones for your writing task? You need to use a variety of text types for writing an essay or a report for your course. It is, therefore, important to select suitable types of texts and identify their characteristics. Below you can see the most common

written sources used by students. What are their advantages and disadvantages?

Work in pairs to fill in the table.

Common Sources:



Source Type	Advantages	Disadvantages
Websites	Fast and easily accessible	Written for everyone/ Not always reliable
Textbooks		
Blogs and Wikis		
Academic Journals		
Reports from Government and Non-Governmental Organisations		
Newspapers or Magazines		
Audio-visual Media (e.g. radio or television)		

Activity 2: Locating, selecting and evaluating sources



As you can see from Activity 1, when you write an essay or report you need to choose your sources carefully.

Now read the following text to find out more about what research sources are available for writing an essay or a report; where to find them; and how to use them.

Locating and selecting sources

Writing a report or essay often requires you to use a wide range of materials from various sources. You have at your disposal both print and electronic sources. Before the advent of the Internet, most of the research documents were print-based. Traditionally, printed resources stored in a library are considered more solid and dependable than electronic sources. However, the Internet has become increasingly popular, which has resulted in more dependency on electronic resources among student writers. While in some cases, a modified reliance on the Internet may be justifiable, depending on the Internet only as the sole source of information limits your options as a writer. Let's find out about how to identify and select sources when we need to write a report/essay.

If you have a writing topic in mind for your next project, head for the library. Use the library catalogue to find the relevant books. Write down the most relevant titles. Academic journals contain articles for a particular field of interest. You can find the journal articles relevant for your project by using the library index. Magazines and newspapers are for a broad and general readership and they can be found in a library or can be accessed through the Internet. Programmes in television and radio are prepared to be popular among the masses. The Internet is dynamic, economic and easily manageable. In the early days of the Internet, there was wide-spread doubt about its reliability. However, many academic journals, newspapers and magazines complement their print versions with their online versions. An important point to consider is that it is usually more difficult to assess the credibility and authorship of an electronic source than a print source. Blogs are interactional sites and wikis are informational sites, but these often have less academic credibility than academic textbooks and journals. Finally, whether you are using print or electronic sources, it is ultimately up to you to settle on whether the sources you are using are appropriate and dependable

for your report or essay. Both print and electronic sources can be reliable and unreliable, good and bad.

Activity 3: What do you think?



Think about the ideas in the text and then write your responses.

1. What is the first thing to do when you need to identify a source?

2. Why do you think the Internet has become popular and reliable as a source?

3. Will you depend on blogs and wikis as credible sources? Why, or why not?

4. What are the problems of depending on the Internet as your only source?

5. Do you think that a print source is always reliable?

Share your responses with the class.

Activity 4: Evaluation of sources



It is important to be able to think critically about the content of a source. Thinking critically involves asking yourself questions about the source and its contents to help you evaluate the source's usefulness.

Read the text. Then come up with questions for each section that can help you evaluate a source. For example:

Purpose and Scope: Why did the author write this text?

Know the author: Have I heard of this author? What else has s/he published? Do other writers mention him/her in their writings?

Audience: _____

Timeliness: _____

Reliability: _____

Identify Bias: _____

Evaluation of sources

Whether printed or electronic, you need to evaluate the suitability and reliability of your sources. The factors below may help you do this.

Purpose and scope

After locating a source, consider its **scope*** and purpose and the context in which it was written. Such questions will help you determine the relevance of a source to your project.

Know the author

A source is not considered very reliable, if no author or organization is named. If named, it is preferable that the author is well-known and well-cited in his/her field.

Audience

Who are the intended readers for this text? A too specialised or too general text may not suit your purpose.

Timeliness

Do not use an old edition if a new one is available. For some disciplines, for example scientific disciplines, it is important to use a recent source, while in others it is not always as essential.

Reliability

Reliability is connected with the quality of publications in which sources appear. Peer-reviewed journals are usually treated as reliable sources since anything published there goes through a rigorous process before it is published.

Identify bias

It is important to notice whether a researcher has financial or emotional connection with the subject. In such cases, there can be the possibility of bias.

Activity 5: Evaluating sources



Students of 'Tourism and Hospitality Management' need to write a report on 'Tourism in Bangladesh: Problems and Possibilities'. Study the table below. Which of the sources do you think could contain useful information? Use what you have learnt in Activity 3 and 4 to help you.

Fill in the table with a tick (✓), cross (x) or question mark (?).

Source	Purpose and scope	Know the author	Audience	Timeliness	Reliability	Bias
<i>Bangladeshi Porjoton Akorshon (Tourism Attraction in Bangladesh)</i> Debashish Das, Self-published Book, 1998						
'Tourism in Bangladesh: Its prospects' (<i>The Financial Express</i> , 12 September, 2007)						
'Tourism in South Asia: Constraints and Possibilities' (NK Sengupta, <i>South Asian Journal</i> , 1987)						
'Bangladesh going to be the next tourist haven in South Asia' (<i>Fantasy</i> , Magazine, 14 December, 2012)						

'Discover Beautiful Bangladesh' (http://www.parjatan.gov.bd) (2013)						
---	--	--	--	--	--	--

Activity 6: Selecting and evaluating sources



Look at the example essay in Appendix 1.

1. Read the essay. What is the topic?
2. List the sources that the writer used in the essay.
3. Why do you think the writer chose these sources?
4. What other sources might have been appropriate?

Activity 7: Extension: selecting and evaluating sources for an essay



Work in pairs. Find two sources which you think contain useful information to write an essay on 'The Feasibility of Imposing High Parking Charges on Private Vehicles in Order to Reduce Traffic Jams in Dhaka City'. Use the table to help you.



Source	Purpose and scope	Know the author	Audience	Timeliness	Reliability	Bias

Prepare a two minute talk explaining why you chose your two sources. Present your talk in small groups.

Activity 8: Home task



Finding appropriate sources for the project

Think about your group project topic: learning experiences. How will you identify useful sources for the project? Work in your group to make a list of six appropriate items from both print and electronic sources. Be prepared to justify your choices according to the six categories: purpose and scope, author, audience, timeliness, reliability, bias.

Study tip

With Internet sources, check the domain in the URL. What kind of information source is most appropriate for your topic?

.com is generally used for commercial and business websites

.net is used for the Internet infrastructure and service network websites

.org is for non-profit and charity organisations

.gov is for government provided services

.edu is for sites providing education

Sources

Activity 1:

Image sources (from left to right):

<http://www.geardiary.com/wp-content/uploads/2010/01/Textbooks.jpg><http://www.trentu.ca/library/images/scholarlyjournals.gif><http://4.bp.blogspot.com/-UvbFHBxVam4/US-gIT6Ziol/AAAAAAAAAyQ/MIEdxVcg9I4/s1600/int8BC.JPG>http://www.brandeo.com/system/files/u1/BW_Newspaper_Stack_0.jpg<http://iisd.org/files/2010/11/Human-Development-Report-2010.jpg><http://techbabble.edublogs.org/files/2011/08/wikiblog-2ej8ym9.png>http://www.favecrafts.com/master_images/magazines.jpghttp://www.mediabangladesh.net/images/tv_television_Bangladesh.jpg

Activity 7:

Image source: C. Wild

Unit 2 Investigating Ideas

Session 2

In this session you will learn how to do the following:

- Understand the role of note-taking in writing essays/reports
- Make effective notes

Home task review



Work in project groups. Talk with another group about the sources you found for your project topic. Explain your choices according to the six categories: purpose and scope, author, audience, timeliness, reliability, bias.

In the previous session you found out how to select and evaluate sources. But what's the next step? Once you have located a good source of information and ideas for your essay or report, you will need to take notes from it. This session will look at why and how to take helpful notes from sources.

Activity 1: Why take notes?



What do you think are the main purposes of taking notes? Discuss with a partner and add to the list below:

1. to prepare for writing a report
2. _____
3. _____
4. _____

Share your responses with the rest of the class.

Activity 2: Effective note-taking strategies



Read the text below to learn about effective note-taking strategies.



- Make notes on ideas which you find are relevant to your question/argument. Always judge the ideas in light of your argument/question in mind.
- Identify the purpose and function of a text before you start making notes. This will save you time.
- It is very important that you use your own words and do not copy from the text to avoid the risk of plagiarism.
- Write notes for you and not for an imaginary reader.
- Keep a record of your sources while making notes. This will help you when you make reference or when you may need to go back to your source.
- It is useful to write your thoughts when you take notes for an assignment. Write your thoughts in a separate column in a different colour.
- Notes are written quickly. To save time, do not write sentences and use symbols (<, =), numbers, headings and abbreviations.

Activity 3: How do you take notes?



Work in pairs. Consider the strategies you read about in Activity 2 and answer the questions.

1. Which of the note-taking strategies do you currently use? (Tick (✓) the ones you use in the table below)
2. Which strategies are most helpful for you? (☺ the ones you like)

3. Can you add any other helpful strategies?

Underlining the text	
Writing your own thoughts	
Keeping a record of sources	
Using abbreviations	
Writing fragments instead of sentences	
Using symbols	

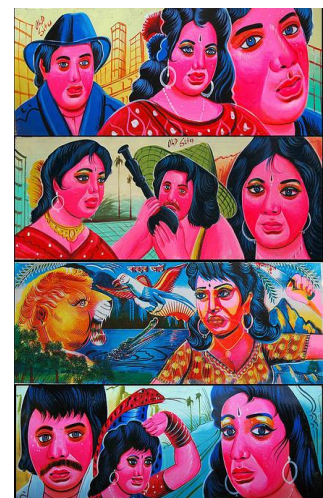
Activity 4: Critical reading and making relevant notes



a) *Students of the History of Art Department, Faculty of Fine Arts need to write an essay on 'Rickshaw Art in Bangladesh'. Read the following text and give an appropriate title to the text.*

Title:

Rickshaw art is mainly an urban phenomenon and dates back to the late 1940s. It shares some similarity of theme and execution with movie banners, which may be ascribed to the fact that many rickshaw painters had either themselves painted movie billboards or had been apprenticed to such painters. The art of the rickshaw painter is passed on from the *ustad* or master to the apprentice. There is a lot of repetition, either because of the popularity of some motifs or because of the influence of the master craftsman. The paintings are executed quickly, with readymade



enamel paints, which do not allow paints to be mixed. Bright primary colours are popular and the painting is flat, lacking shadows, perspective, and scale.

There are variations in rickshaw art in different towns of Bangladesh. For example, nearly eighty per cent of rickshaws in Dhaka city are decorated with animal and natural scenes, and pictures of movie themes. Chittagong and Comilla areas show less enthusiasm about decorating rickshaws and the rickshaw art there contains few human images and a lot of images of flowers, birds, animals and so on. Rickshaws in Sylhet, considered to be a conservative area, are rarely decorated.

Among popular themes are the Taj Mahal, movie scenes, portraits of movie stars and idyllic scenes of rural Bengal with plump hens, placid cows, coconut palms, neat huts and gentle streams. Islamic scenes such as mosques, and Borak, the winged horse, are also frequently found. Because rickshaw backboards have to be painted from time to time, rickshaw artists often depict topical themes. In the early seventies, scenes of fighting between *muktijoddha* (freedom fighters) and Pakistani soldiers were common. Increasingly futuristic cities, planes and other fast-moving forms of transport are being painted on rickshaws and three-wheeler auto rickshaws.

(Text source (adapted): Banglapedia (2006) *Rickshaw art*, Available at: http://www.banglapedia.org/HT/R_0201.HTM (Accessed: 20 June 2013)).

- b) *Would this text be a good source for students to use for their essay?*
- c) *Use the ideas you have learnt about effective note-taking to make notes on the text.*
- d) *What is the purpose of the 'Comments' section in the Notes template?*

Notes
Comments

Activity 5: Home task



Making notes for the project

Work in your project group. Look back at your list of six sources from the Session 1 Home task. Choose one of the sources each and make notes from it that might be useful for your project topic. Write your notes on the Notes pages at the back of the module.

Activity 6: Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. Do you think that you can now find good resources for writing a report or essay easily?
2. Do you think that you can now more efficiently evaluate the reliability of electronic sources? What makes you think so?
3. Do you take notes when you read something for an assignment? Do you think that good note-taking is a quality which develops through practice? How will you make your note-taking method more effective?

Sources

Activity 2:

Image source: http://www.onemanwrites.co.uk/blog/wp-content/uploads/2009/11/cu_home_taking_notes.jpg

Activity 4:

Text source: Text (adapted): Banglapedia (2006) *Rickshaw art*, Available at:

http://www.banglapedia.org/HT/R_0201.HTM (Accessed: 20 June 2013).

Image: <http://www.flickr.com/photos/mrhasan/2247539009/>

Unit 3 Combining and Organising Ideas

Session 1

In this session you will learn how to do the following:

- Be familiar with the purpose and structure of academic writing
- Make an essay plan to help put ideas together

Home task review



Work in your project group. Evaluate each other's notes.

Have you all used the note-taking strategies? Have you all included a Comments section?

Activity 1: Getting ideas – recap

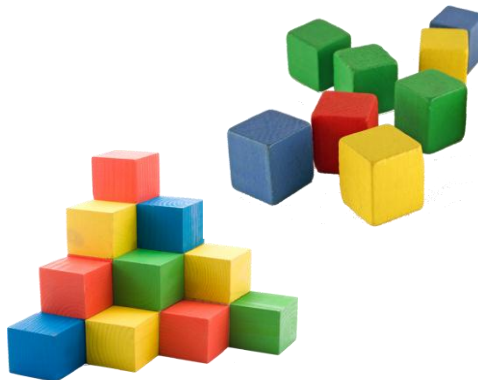


As we saw in Unit 2, when we write an essay, we carefully analyse the title and write down the ideas that seem appropriate.

Read the title below of an essay from Applied Linguistics discipline. What does the title suggest? Add more ideas to the list using the brainstorming strategies you learnt in Unit 2.

Why do Bangladeshi parents prefer costly English medium schools?

- 1) Social prestige
- 2) Worldwide spread of English
- 3) Global employment opportunities
- 4) Began being popular in the 1980s
- 5) _____
- 6) _____
- 7) _____
- 8) _____



Activity 2: The purpose of academic writing



Having collected your ideas, it is necessary to find a suitable structure for your essay. The structure should be linked to the purpose of your essay.

Now read the following text. How many of these purposes are you familiar with? Share your response with the rest of the class.

Academic essay purposes

Narration: telling a story

Description: relating to your perception; what you see, feel, smell, taste and hear

Process: describing a progression of events or ideas

Explanation: examining ideas, events and topic and clarifying them

Definition: exemplifying the meaning of certain words, phrases or ideas

Classification and Division: grouping things or ideas into categories

Compare and contrast: illustrating similarities and/or dissimilarities between concepts

Cause and effect: analysing why something happened and how it led to a result

Argumentative: giving arguments in favour of or against a proposition.

Problem solving: addressing a problem which is worth pursuing and for which a practical solution can be sought

These purposes can be used and combined in many types of academic writing, such as essays, reports and reviews. We will be looking at some of these purposes in more detail in later units.

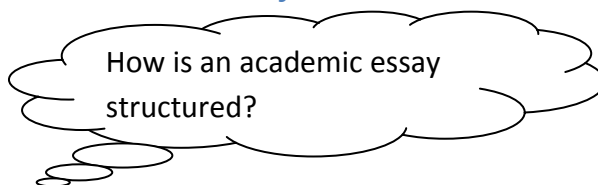
Activity 3: Finding out the purpose of an essay



Read the following essay titles below. What do you think is the purpose of these essays? Write your responses and share with a partner.

Essay title	Purpose
Why do Bangladeshi parents prefer costly English medium schools?	Explanation
Living in Dhaka City	
'Lack of political stability is the only impediment to the economic development of Bangladesh' – Do you agree?	
Why is the young generation less interested in reading books? How can reading habits be increased?	
Part-time job opportunities for students: exploring the options	
Education facilities of public and private universities in Bangladesh	
What is child abuse?	
The most memorable trip of my life	
High dropout rate is a major problem in rural Bangladesh. How do you think the present situation can be improved?	
An assignment title from <i>your</i> course (write it here)	

Activity 4: Structuring an academic essay



Use the words and phrases from the box to complete the gaps. (You can use a word more than once)

connect	what the essay is about	what you are going to say
introduction	purpose	illustrations and examples
what you have said so far	conclusion	body
	main ideas and argument	

Basic structure of academic essays

The structure of most academic essays is straightforward. They have an _____, a _____ and a _____.

The _____

In the introduction, you give direction to your readers so that they can follow you. You tell them _____ and also _____. The introductory paragraph establishes the tone of the essay and informs the readers about the _____ of the essay.

The _____

This is the backbone of your essay. The paragraphs which you have in the body are the subdivisions of the topic. You present your _____ and support them with _____. You link the paragraphs so that you can _____ the main ideas.

The _____

Academic essays are fairly long pieces of writing. This requires you to remind your readers _____. You need to wrap it all up convincingly with a strong conclusion.

Share your responses with the class.

Activity 5: Identifying the structure of academic essays



Work in pairs. Look carefully at the structure of the example essay in Appendix 1. Identify the different parts of the structure.

Activity 6: Making a plan for an academic essay



When you write an essay, do you make a plan?

never

sometimes

always

- a. Read the text and study the examples to find out about how to make a plan for an essay.

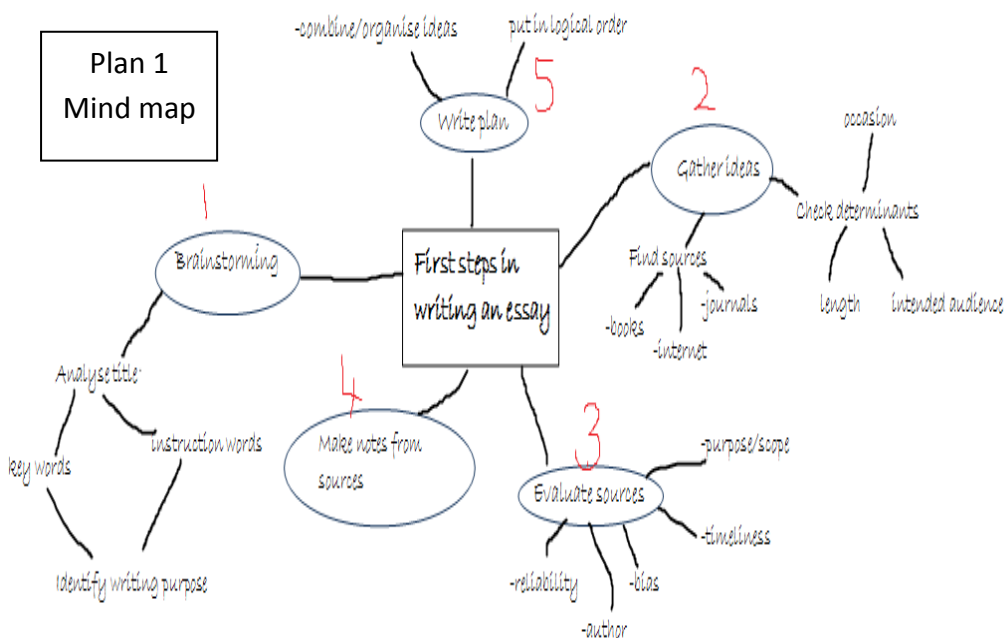
The key to a good essay or any piece of academic writing is a good plan. There is no best way to write a plan. Some students like to write a plan with bullet points; others like to make a mind map. The important point is that you need to organise your ideas by putting together the ideas that seem to belong to the same paragraph. You then need to decide on a logical order for your paragraphs.

- b) Below are two examples of a plan for an essay. The topic of the essay is

First Steps in Writing an Essay

Look at both plans. Discuss in small groups:

1. Which plan do you prefer? Why?
2. Is there anything you could improve? What is missing from both plans? (Think back to the structure of an academic essay).



First steps for writing an essay

Plan 2
numbered
points

1. Brainstorming

- a. Analyse title
 - i. Key words
 - ii. Instruction words
- b. Identify writing purpose

2. Gather ideas

- a. Find sources
 - i. Internet
 - ii. books
 - iii. Journals
- b. Check determinants
 - i. length
 - ii. intended audience
 - iii. occasion

3. Evaluate sources

- a. reliability
- b. bias
- c. timeliness
- d. purpose/scope
- e. author

4. Make notes from sources

5. Write a plan

- a. Combine/organise ideas
- b. Put ideas in a logical order

- c) Now go back to the essay title in Activity 1 (Why do Bangladeshi parents prefer costly English medium schools?). Work with a partner and together write an essay plan using the ideas. You can use a mind map or bullet points. Don't forget to include your ideas for the introduction and conclusion!

Activity 7: Extension – is it a good plan?



Work with another pair.

a) Look at another pair's essay plan from Activity 6:

- What are the strengths and weaknesses of the plan?
- Are the ideas grouped effectively into paragraphs?
- Does the plan include an introduction and a conclusion?
- Are the paragraphs placed in a logical order?

b) Use the feedback you receive to revise and improve your plan.

Activity 8: Home task



a) Choose one of the essay titles:

1. Do you think that there should be an 'English only' policy in all Higher Education courses? [from Education and Research]
2. Hostel or Home? Accommodation during undergraduate studies [from Sociology]

b) Brainstorm at least six ideas which you think can be used in the essay.

c) Investigate some print and electronic sources which you could use to support your ideas.

d) Write a plan for the essay using numbered points or a mind map.

Sources

Activity 1

Image source:

<http://www.esterline.com/interfacetechnologies/Products/CustomProductsExpertise.aspx>

Unit 3 Combining and Organising Ideas

Session 2

In this session you will learn how to do the following:

- Organise ideas within paragraphs
- Connect different paragraphs in an academic piece of writing
- Write an introduction

Home task review



Work in pairs. Look at each other's essay plan and comment on it. You can use these questions to help you.

Does the plan use bullet points or is it a mind map? Is the plan clear? Is the structure of the plan logical? Do the ideas flow to a logical conclusion? Are the suggested sources for supporting the ideas appropriate?



Don't worry if you found it difficult to organise your ideas in your Home task plan as this unit is all about how to combine and organise your ideas logically and effectively. Let's start by looking at how to organise ideas within a paragraph.

Activity 1: What is a paragraph?



A student, Mithila, has some questions about paragraphs.

- What is a paragraph?
- When I write academic essays, do I always have to write in paragraphs?
- How long is a paragraph?
- Is there a special way to organise my ideas in a paragraph?

Read the text below to find answers to Mithila's questions.

A **paragraph*** is a basic unit of an academic paper where linked sentences develop one main idea. Even though there is no hard and fast rule about the length of a paragraph, it should be long enough to develop the main idea clearly. A paragraph consists of three major structural sections: a topic sentence, supporting sentences and a concluding sentence. The **topic sentence*** is responsible for stating the main idea of the paragraph. The topic sentence informs the readers what the paragraph is about. This is usually the first sentence of the paragraph. All the other sentences in the paragraph are connected to the topic sentence.

The main idea stated in the topic sentence is developed by the **supporting sentences***. By providing facts, figures, examples, quotes, information and reasons, they elaborate the topic sentence. The **concluding sentence*** indicates the end of a paragraph and leaves the reader with key points to remember or leads into the next paragraph.

Study tip

Sometimes, specific essay questions may assist you to divide up the topic. When this happens, you should always use those questions as your main essay divisions.

Activity 2: Finding out about paragraph structure

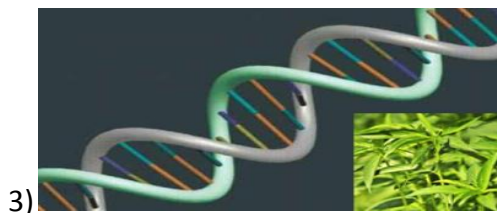
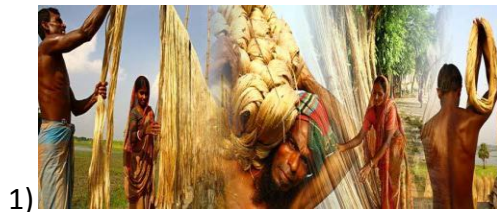


Work in pairs.

a) Read the paragraph below. Can you find the topic sentence*, supporting sentences* and concluding sentence*?

Bangladeshi scientists decoded the genome of the jute plant opening up a new horizon in the development of the variety of the golden fibre of Bangladesh. Hawaii-based Bangladeshi scientist Professor Maqsubul Alam led a group of Bangladeshi researchers to this landmark discovery. Dr. Alam said of this research, “This is the first such invention in the world. It will open up a new prospect for research”. The fungus known as *Macrophomina phaseolina* is responsible for 500 plant diseases across the world. Not only jute but many other plants such as soybean, cotton, tobacco and maize are affected by this dangerous fungus. Now, after the successful sequencing of jute fibre by the Bangladeshi researchers, length, quality as well as colour and strength of jute fibre will be better. The successful sequencing of jute genome is a major achievement for Bangladesh.

b) Which picture best illustrates the main idea of the paragraph? Why?



c) Look at the box below. The structure of the paragraph is shown in the left-hand column. Look back at the paragraph about the jute plant and match the sentences from the paragraph to the correct type of sentence to make a well-structured paragraph.

(Type of sentence)	Example from the paragraph
Topic sentence	Dr. Alam... research”.
Detail 1	Not only...dangerous fungus.
Quote	Now, after ... will be better.
Information 1	The fungus...world.
Example	The successful...Bangladesh.
Detail 2	Hawaii-based...discovery.
Conclusion	Bangladeshi scientists...Bangladesh.

Activity 3: Paragraph structure – can you find it?



a) The sentences below make up a paragraph although they are currently mixed up. Use the table to re-write the sentences in the correct order and analyse the structure.

Moreover, groups and individuals have found ways to generate income by illegally constructing houses and factories along the Buriganga. The river is seriously afflicted by pollution. As a result, the Buriganga River is dying biologically and hydrologically. There are mainly three types of discharges – industrial discharge, boat fuel discharge and household garbage.



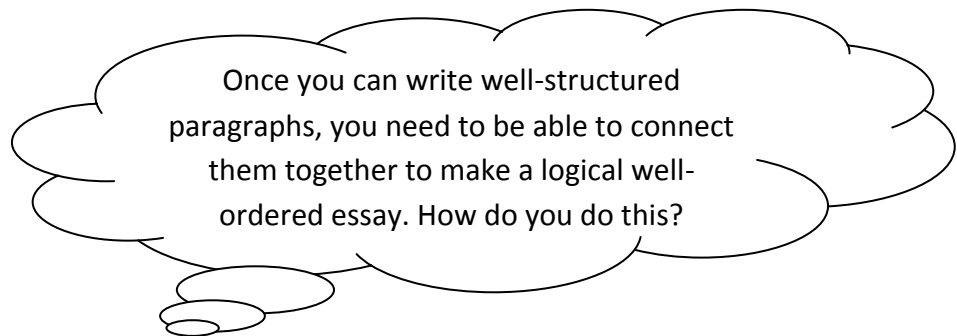
These threats stem from discharging industrial wastes and household garbage into the river. While all the rivers of Bangladesh are threatened by climate change, the Buriganga in particular is struggling against more direct human threats.

Text source: Adapted from: Buriganga River Keeper (2013). *The Buriganga river*, Available at: http://www.burigangariverkeeper.com/index.php?option=com_content&view=article&id=60&Itemid=69 (Accessed: 21 July 2013).

Sentence order	Sentence
1	
2	The ... pollution.
3	
4	
5	
6	

Share your responses with a partner.

- b) Work in pairs. Look at the example essay in Appendix 1. Find the topic sentence, supporting sentences and concluding sentence for each of the main body paragraphs. Share your findings with your partner.



Activity 4: Connecting paragraphs – getting prepared



Discuss in pairs:

1. Which degree should be considered as the end degree for employment? Why?

2. What kind of job do you think you may get after completing your four year undergraduate degree? Which jobs require a higher degree, e.g. a master's degree?

Activity 5: Connecting the paragraphs



You are writing an essay:

Should Four year Undergraduate degrees be considered as the end degree for employment in Bangladesh?

a) *Using the ideas below, write the introductory paragraph.*

1. Currently, a postgraduate degree like MA, MBA or MSc is demanded for the entry level jobs in Bangladesh.
2. In most countries in the world, an undergraduate degree is considered the end degree for employment.
3. An undergraduate degree makes one competent enough to get access to employment.
4. A master's degree should only be required for someone intending to be a teacher or a researcher.
5. Employers should change their mentalities.
6. This essay aims to evaluate the scope of considering an undergraduate degree as the end degree.

Introductory paragraph

Share your paragraph with a partner.

b) *Now, using the ideas below, write the first body paragraph.*

Advantages

1. This will put less pressure on the accommodation facilities of higher education institutions.
2. This will lessen the total amount of money spent for education.
3. So, this will be more appropriate to the socioeconomic reality of Bangladesh
4. Students will have to spend less time on their education.
5. They will get an extra year for their career.
6. Since a master's degree will be optional, there will be fewer session jams in higher education institutions.
7. Students will start earning money earlier and can contribute to the families.
8. There are many advantages of undergraduate degrees being the end qualification for employment.

Body paragraph 1 <i>Advantages</i>

- c) *Work with a partner. Discuss each other's paragraph: Does it have a clear topic sentence? Do the supporting sentences elaborate the topic sentence? Is there a useful concluding sentence?*
- d) Compare your paragraph with the example your teacher shows you.
- e) *Now, using the ideas below, write the second body paragraph.*

Disadvantages

1. Graduates will not have sufficient knowledge of their respective fields.
2. The unemployment problem will increase.
3. 'I don't want to feel less qualified in my workplace. I want to start my career after my master's degree', says a university student.

Activity 6: Cohesive* devices



To indicate that a new paragraph has begun or a new idea has been introduced, it is helpful to use the following phrases:

The main issue/chief factor is ...
Moving on to the question of ...
... is another area for/ requires consideration
.....must also be examined
Turning to the issue of ...

- a) *Discuss in a small group. Which of these phrases are you familiar with? Can you suggest any other useful phrases to use?*

- b) *Look at the example essay in Appendix 1. Write down the phrases the writer has used to indicate that a new paragraph has begun or a new idea has been introduced.*

You can also use cohesive devices to add information inside a paragraph. Here are some:

Firstly, First of all, The first point...
Secondly, Moreover, In addition (to that)...
Then ...Furthermore...Another...
Finally, Lastly, In the end, Overall,

- c) *Look again at the example essay in Appendix 1. Tick (✓) the words in the box that the writer has used. Write down any other words the writer has used to add information inside a paragraph.*

- d) Look back at the paragraphs you wrote in Activity 5. Can you add any of the words or phrases above to make the ideas within your paragraphs and between your paragraphs connect better?
- e) Look at a partner's paragraphs. Are there any words or phrases they could add to make the ideas and paragraphs connect better?

Hopefully, by now you have learnt how to write a well-structured paragraph and connect the paragraphs together using some basic cohesive devices. You will learn more words and phrases to connect ideas in later units. The next step is to start thinking about how to write the very first paragraph that appears in an essay or report: the introduction.

Activity 7: Writing the introduction – what should you include?



Work in pairs.

- a) What do you often find in an introduction? Look at the introduction of the example essay in Appendix 1 and choose from the list below.

		Yes/No
1	Giving your opinion on the subject	
2	Demonstrating that you have read some sources on the topic	
3	Showing your aim or purpose in writing	
4	Drawing readers' attention with a provocative idea	
5	Showing your plan of organising the essay	
6	Showing that the topic is worth writing about	
7	Defining unfamiliar terms	
8	Giving some brief background to the topic	

- b) Read the following extracts from some introductions. Match the extracts to the features of the introduction they cover. Work with a partner.

Example: a) - 3

- The purpose of this paper is to explore what Bangladeshi students think about the roles of English and Bangla in their university studies.
- Domestic violence is an abusive behavioural pattern shown by one partner to another in a relationship of love or marriage.

- c. The first part of the paper orients the reader with the present context of river erosion in Bangladesh. The second part takes on board the suffering caused by river erosion, while the third part suggests how to minimise the risk of river erosion.
- d. Even though a lot has been said about the role of the media in monitoring elections, little has been said about the importance of monitoring the media itself during election; in other words, about 'watching the watchdog'.

Share your responses with the rest of the class

Activity 8: Introduction structure



Even though there is no agreement on a 'standard introduction' because much depends on the nature of the essay and its length, a common framework for an introduction is:

1	Definition of key terms (including key terms in the title)
2	Background information
3	Reference to the authors dealing with the topic
4	Your purpose for writing the essay
5	The significance of the topic
6	Organisation of your work

Activity 9: Extension – writing effective introductions and paragraphs



- a) *Look back at the introduction you wrote in Activity 5a)*
 1. Does your introduction follow the common framework shown in Activity 8?
 2. Rewrite your introduction from Activity 5a) using the framework as a guide.
 3. Compare your introduction with the example your teacher shows you.

b) *Read the paragraph below.*

1. What is the topic of the paragraph?
2. Can you add a suitable topic sentence to the beginning of the paragraph?

He must eat what is food and not poison. He must live in a residence that is reasonably equipped to afford him protection from the elements. For all these he must know the nature of the things he absorbs. This he can do only by having the necessary knowledge of nature of which these are products. In other words, he must know the laws of nature.

3. What is the purpose of the final sentence?

Share your ideas with another student. Share your responses with the rest of the class.

Activity 10: Home task



a) *Look back at the plan you made in the previous session Home task for one of the following essays:*

1. Do you think that there should be an 'English only' policy in all Higher Education courses?
2. Hostel or Home? Accommodation during undergraduate studies.

b) *Now write the introduction and two body paragraphs for the essay using your essay plan. Remember to:*

1. *Follow the introduction framework as you write your introduction.*
2. *Structure your paragraphs so that they each have a topic sentence, supporting sentences and a concluding sentence.*
3. *Use cohesive devices to connect ideas within and between paragraphs.*

Activity 11: Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. Do you think that you are now familiar with the different purposes of writing an essay?
2. Can you make an effective plan for an essay?
3. Can you structure your paragraphs and link your paragraphs together effectively?
4. Can you now write a convincing introduction for an essay in your discipline?

Sources

Cover photo:

<http://kinglucero.com/wp-content/uploads/2011/09/Connecting-People.jpg>

Activity 2:

Image sources: 1. https://sphotos-b-ord.xx.fbcdn.net/hphotos-ash4/p480x480/1184987_609258175780912_1007670989_n.jpg

2. <http://www.thedailystar.net/beta2/wp-content/uploads/2013/08/fr01456.jpg>

3. http://www.risingbd.com/images/imgAll/2013August/Jute_genom-Final20130818152908.jpg

Activity 3:

Text source: Text (adapted) Buriganga River Keeper (2013). *The Buriganga river*, Available at: http://www.burigangariverkeeper.com/index.php?option=com_content&view=article&id=60&Itemid=69 (Accessed: 21 July 2013).

Image sources: (left)

http://static3.demotix.com/sites/default/files/imagecache/a_scale_large/1500-9/photos/1351228451-the-sadare-gate-launch-terminal-at-eid-aladha_1547819.jpg

(Right) <http://bdinside.net/wp-content/uploads/2010/06/sadarghat.jpg>

Activity 4:

Image source (left) http://archive.thedailystar.net/photo/2010/11/10/2010-11-10_let03.jpg

Image source: (right) <http://ethosmagazine.org/wp-content/uploads/2011/01/jobs-300x225.jpg>

Unit 4 Developing a Focus

Session 1

In this session you will learn how to do the following:

- Narrow down a subject to a specific topic
- Develop a focus for a topic



Home task review



Divide into small groups according to your choice of essay

topic in the previous Home task:

1. Do you think that there should be an 'English only' policy in all Higher Education courses?
2. Compare living in a hostel with living at home during undergraduate life.

Use ideas from your essay in discussing about the essay topic.

Work in pairs. Look at each other's Home task essay. Evaluate your partner's essay. You can use the following questions to help you.

- Does the introduction follow the common introduction framework?
- Does each paragraph have a topic sentence, supporting sentences and a concluding sentence? Do the ideas in the essay flow logically?
- Are cohesive* devices used appropriately to connect ideas within a paragraph and to connect paragraphs?

In Unit 1, Session 2, you looked at how to identify the requirements of a writing task when you are given a title for it. However, sometimes you may be expected to choose your own topic and title. In this session you will learn how to do this.

Activity 1: Narrowing down a subject to a topic



Work in pairs.



You need to have a suitable topic for writing your essay or report but it is challenging to find one. You need to follow some specific steps to get a topic from some interesting issues in your subject. This activity will help you find answers to the following questions:
What are the features of a good topic?
How is a topic different from a subject?
How do you choose a suitable topic?

a) *How would you sequence the following steps in choosing your essay/report topic? (order 1-8)*


- Read related sources like books, journals, and websites
- Brainstorm ideas to find out interesting issues in the area you have chosen
- Check to ensure that the topic is not too general or too specific
- Explore what you already know about the issue
- Decide on an area in your subject
- Consider the purpose, readers, length, and context of your writing task
- Consult experts on the subject
- Decide on a topic from the issues highlighted

A student, Abid, has a question:

I have to write an extended essay on gender discrimination – how do I choose a good topic?

b) Below is a list of topics. Put the topics in order from most general to most specific to help Abid find a suitable topic for his assignment.

Most general

- 
- (a) The social effects of gender discrimination
 - (b) Gender discrimination in higher education in Bangladesh
 - (c) Gender discrimination in the private job sector in Bangladesh
 - (d) Causes and effects of gender discrimination in Bangladesh
 - (e) Impact of gender discrimination
 - (f) Gender discrimination
 - (g) Government measures for preventing gender discrimination

Most specific

c) Discuss in pairs: Which would be the most suitable topic for Abid's essay?

Share your response with the rest of the class.

Study tip

You need to narrow down an issue to a specific topic which can be discussed convincingly. It should not be too general or too specific because in both cases you may find it difficult to decide which ideas to gather.

Activity 2: How to focus on a topic



Once you have chosen a topic, you need to decide on a focus. But why is a focus important and how do you establish a focus?

a) Read the text to find out.

You can develop the focus for your essay/report topic through asking yourself some questions. Write down as many *wh*-questions* as possible. If you feel that some questions are still too broad you can make further questions from them. Initially you do not need to be worried about the number of questions. When you feel that you have generated almost all the possible questions, you should then scrutinise them. Delete the questions which you feel are not interesting. Now transform and rewrite the remaining questions as possible topic titles. To select the appropriate topic for your essay/report, think about the length, purpose, context, reader, time, and your knowledge and experience. This is how you can move from an issue in your subject and develop a focus for your essay/report topic.

b) Cover up the text above and tell your partner in your own words how to develop the focus for an essay topic.

Activity 3: Using questions to develop a focus

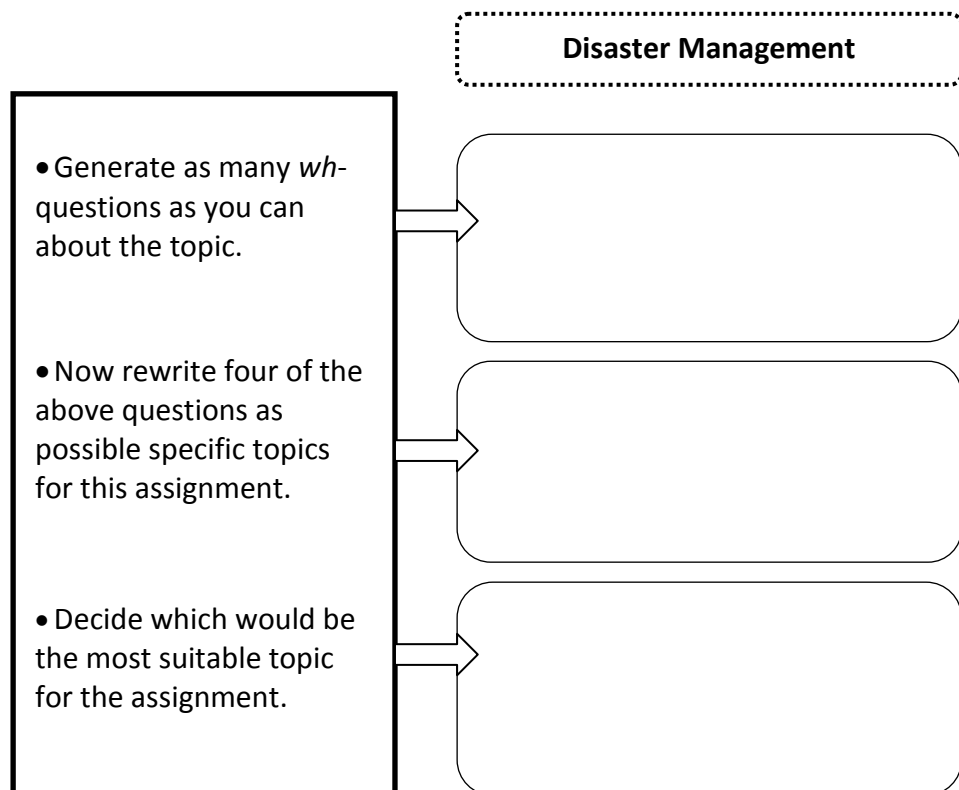


Work in pairs.

a) You are assigned to write an essay on the topic *Juvenile Delinquency*. Your classmate, *Mithila*, has framed some questions. Can you add some more?

1. What is juvenile delinquency?
2. What are the different forms of juvenile delinquency?
3. What are the causes of juvenile delinquency?
4. What are the consequences of juvenile delinquency?
5. How to prevent juvenile delinquency?
6. _____?
7. _____?
8. _____?

b) Imagine you are supposed to submit a take-home assignment on *Disaster Management* next week. Your course teacher instructs you that the assignment should not exceed 300 words.



Activity 4: Creating your own focus



Fill out the following tables to show that you can create specific topics in your subject area. See the example below.

Example:	
Subject	: Sociolinguistics
Issue	: Foreign language learning
Question	: Why do I need to learn foreign languages?
Purpose	: In the age of globalisation, multilingualism is a resource
Topic	: Developing readiness in foreign languages

Task 1	
Subject	:
Issue	:
Question	:
Purpose	:
Topic	:

Task 2	
Subject	:
Issue	:
Question	:
Purpose	:
Topic	:

Task 3	
Subject	:
Issue	:
Question	:
Purpose	:
Topic	:

Work in pairs. Look at each other's examples. Are the topics specific?

Activity 5: Extension—general or specific?



a) Are the following general issues or specific topics? Justify your choice with a short explanation for each.

	General	Specific	Explanation
An analysis of the impact of co-education			
Child trafficking			
Causes of political violence in Bangladesh			
Good governance			
The importance of jogging			

Compare your ideas with a partner.

b) The following are some issues. Generate a topic from each of them and develop their focus.

1. Natural Beauty of Bangladesh

2. Holiday Tours

3. International Mother Language Day

4. Satellite Television Channels

5. Women's Empowerment

Share your ideas with your partner.

Activity 6: Home task



Developing a focus for your project

Work in your project group. Write as many wh-questions as you can on your project subject. (Look back at your notes from the Home task of Unit 1 Session 2 as a starting point). Rewrite the questions as suitable topics. Discuss in your group possible ideas for your project focus. (Use the Notes pages at the back of the book to record your ideas).

Sources

Theme image source: http://www.emel.com/images/developing_focus_72.jpg

Activity 1:

Image source:

http://www.fastweb.com/uploads/article_photo/photo/316051/crop380w_choice.jpg

Unit 4 Developing a Focus

Session 2

In this session you will learn how to do the following:

- Develop a draft title
- Formulate a thesis statement for an essay

Home task review



Work in project groups. Talk with another group about your ideas for your project focus.

Once you have decided on the topic and the focus for an essay, you need to start thinking about a draft* title for it. A good title is important to attract the reader and for making clear what you are writing about.

Activity 1: What is a draft title?



a) Read the text.

You need to formulate a draft title for your essay/report. It is a title that you develop at the initial stage of your planning. You may continue with your draft title while researching your essay/report but you can reframe it as you develop the focus. Your draft title and the final title may remain the same but what is more likely is that they may be slightly or entirely different depending on your viewpoint and focus following your reading.

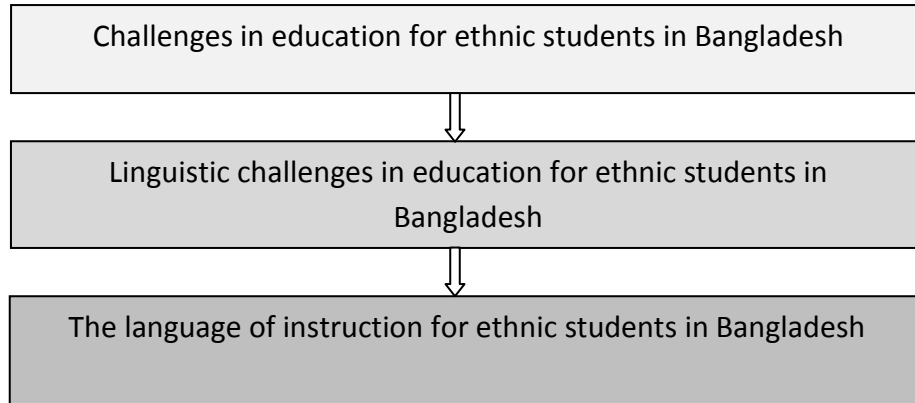
b) Discuss in pairs:

1. What do you understand by a draft title?
2. What is its function?

Activity 2: Formulating a draft title



a) Look at the following example of formulating a draft title. Follow how the first and second draft titles changed to the final title of an essay:



b) Look back at the five topics that you have generated in Session 1 Activity 5b (*Extension-general or specific?*). Carefully reread them. Now develop one draft title for each of the topics.

1. _____
2. _____
3. _____
4. _____
5. _____

Remember titles should attract readers. Share your titles with a partner. Choose one of your partner's topics that interests you and ask him/her to tell you more about it.

Activity 3: Thesis statements: what are they?



A thesis statement is one of the most important elements of any successful essay

a) *Briefly discuss in pairs:*

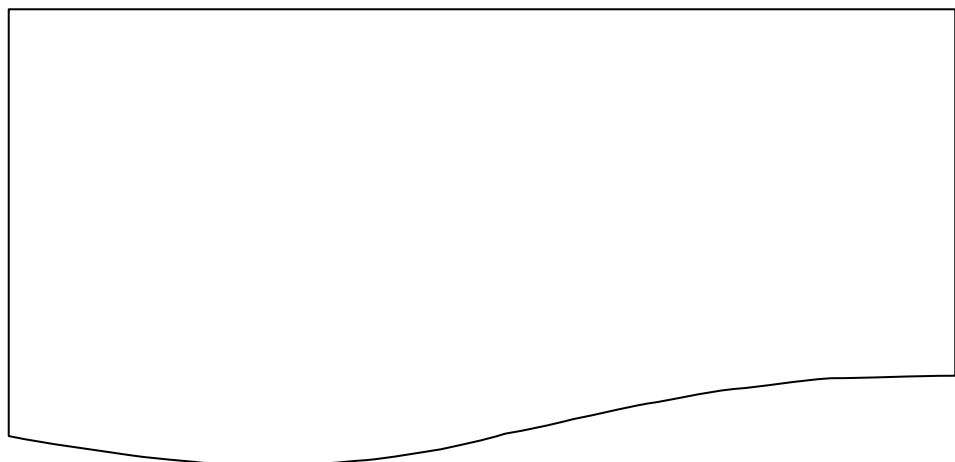
1. Have you heard the term 'thesis statement' before?
2. If so, what does it mean?

b) *Read the text to find out about thesis statements and why they are important.*

After deciding on the topic and its focus you need to develop the thesis statement for your essay. The thesis statement states the main idea or focus of your essay and communicates the main purpose of your writing (e.g. to express, evaluate, persuade, compare, inform and state) to the readers. So, it does not include any ambiguous terms and irrelevant details; rather, it precisely and accurately states the theme and message. In addition, it indicates the flow and direction of the discussion. The thesis can remain implied or be stated precisely. At the beginning of the writing process, your thesis may be a tentative one but as you become deeply involved in the process of researching and writing, your point of view may change and you may need to modify your thesis.

For the essay topic "HSC examination result and opportunity for higher education"— the statement that, "The increased percentage of passes in the HSC examination in recent years has pleased the government, but the insufficient number of places for tertiary education has made the students worried about their higher education opportunities", may be considered a better thesis compared to the statement "The percentage of passes in the HSC examination in recent years has increased in Bangladesh."

c) *Your classmate Abid missed today's class. Write a brief note to him explaining in your own words what a thesis statement is and why it is such an important part of a successful essay.*



Activity 4: Identifying thesis statements



Work in pairs.

a) Look at the example essay in Appendix 1.

1. Read the introduction.
2. Find the thesis statement and underline it.

Check your responses with the class.

b) A student, Mithila, is writing an essay on Education. The title is:

Compulsory Primary Education for All

1. Discuss with a partner: What ideas do you think Mithila may explore?
2. Now read the introduction to Mithila's essay.

Thus, the government has made primary education mandatory for all its citizens launching the national education policy, "Compulsory Primary Education for All". It cannot be denied that the overall development of a nation depends upon the facilitation and advancement of education. Now it is our responsibility to successfully implement the policy in order to build up a literate, dignified and independent nation. Education is the key to the success of a nation. It is necessary to ensure access to education for all if a state wants to achieve socio-economic development.

3. Discuss with a partner: are Mithila's ideas similar / different from yours? Is it an effective introduction? Why / Why not?
4. Find the thesis statement and underline it.
5. Help Mithila improve her paragraph by putting the sentences in a proper order and adding any missing parts in order to make the introduction more effective. (You can refer to Unit 3, Activity 8: Introduction Structure to help you).

Share your answer with the rest of the class.

Activity 5: Can you write a thesis statement?



Choose one of the draft titles you created in Activity 2b). Formulate a thesis statement and write the introductory paragraph.

Work with a partner. Evaluate each other's paragraph. Does your partner's paragraph have a clear thesis statement?

Activity 6: Extension – is it a good thesis statement?



Evaluate the following thesis statements. Redraft, if necessary, to make them more effective. Share your answers with the rest of the class.

1. Mother not only takes care of family affairs but also contributes considerably in the improvement of aptitude for learning among the children.

2. The government has taken initiatives to control drug addiction in recent years.

3. People who diet and jog regularly are less prone to heart diseases.

Activity 7: Developing academic vocabulary



Here are some useful academic words you are meeting in the units

analyse	identify
assessment	major
concept	process
data	research
definition	specific

1. Find them in the word search.
2. Check their meaning in a dictionary.
3. Use each of these words to make a sentence which clearly shows the meaning of the word.

t	s	r	h	d	m	s	a	w	n
s	n	g	e	a	a	n	i	o	f
p	i	e	j	s	a	t	i	e	t
e	r	o	m	l	e	t	a	p	s
c	r	o	y	s	i	a	e	d	z
i	t	s	c	n	s	c	r	b	v
f	e	o	i	e	n	e	m	c	r
i	a	f	h	o	s	r	s	f	h
c	e	c	c	a	n	s	g	s	m
d	i	d	e	n	t	i	f	y	a

Activity 8: Home task



Developing a draft title for the project

Work in your project group. Discuss ideas for a possible draft title for your project. (Record your ideas in the Notes pages at the back of the book).

Activity 9: Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. What have you learnt about developing an essay/report topic?
2. What have you learnt about developing the focus of your topic?
3. Can you now develop a draft title and thesis statement?

Unit 5 Drafting and Supporting Ideas with Evidence

Session 1

In this session you will learn how to do the following:

- Draft an essay or a report
- Develop paragraphs thematically
- Write a conclusion

Home task review



Work in project groups. Talk with another group about your ideas for your draft project title.



So far you have learnt a lot about how to find ideas for an essay or report and the structure of an academic essay. Now it's time to look more closely at the process of writing an essay.

Activity 1: Drafting an essay or report



a) Look at the following statements about writing the first draft of your essay or report. Tick (✓) the statements which indicate your current practices.*

- I write my introduction first.
- I start with my body paragraphs.

- I write my conclusion last.
- I write my introduction and conclusion first.
- I do not follow any fixed pattern.

Share your responses with a partner.

b) Now read the following text to learn about drafting. How many of these strategies of drafting do you currently follow when you write an essay?



After you have gathered all the information and decided on the organisation of your essay, the next thing to do is to write a draft.

Writing the first draft

1. Set a short term goal.
2. Write daily.
3. Write when you feel like writing.
4. Make yourself familiar with writing

examples of the genre you are working with.

5. You do not have to be perfect.
6. Do not think too much.
7. Be realistic. Write what you can. Do not try to overdo.
8. Write naturally. Do not try to sound sophisticated or formal.
9. Write the introduction last.

Once you have developed the first draft, the next thing to do is work on subsequent drafts and make further development.

Writing additional drafts

1. Have a break between the time you write the first draft and the time you revise it. This will help you to look at your writing with a fresh eye.
2. Look at your first draft very carefully. Read it aloud and notice the places which do not sound right.
3. Always keep your main argument in mind.
4. Use different coloured pens to mark your assertions and claims and how they are in harmony with your main argument.
5. Make sure that all the paragraphs have clear functions and they contribute to your main point.
6. Work from higher level issues (structure, paragraphs) to lower level issues (lexical choice, punctuation).

(You will find out about revising and proofreading your final draft in Unit 9).

c) Use the information in the text to decide which of the following statements are true (T) and which are false (F)?

1. The first draft needs to be perfectly written. F
2. You should work with spelling before paragraph sequence.
3. There is no use asking a friend to read your draft.
4. It is a good idea to take a break between writing the first draft and subsequent drafts.
5. You should always start with the introduction.

d) *Ask another student:*

1. What new ideas have you learnt about writing drafts?
2. Which ideas will you try out?

Activity 2: Paragraphs –finding sentences which do not fit in



Work in pairs.

When you write a paragraph, it is important to ensure that all the sentences in your paragraph are about one topic. Read the following body paragraph. What is the topic of this paragraph?

The popularity of e-commerce is rapidly increasing in Bangladesh. E-commerce is the process of buying or selling products and/or services online. More and more people are now becoming conscious of the quality of the products they use. Mobile phone companies are using e-commerce for bill payment and other customer services, banks are providing ATM and online banking facilities and shopping malls have introduced the facility for buying products by using debit/credit cards. Rokhsana Begum, a housewife in Chittagong, says, 'I don't mind carrying cash when I go to buy something in a shopping mall'. Interestingly, more and more people in sectors like education, public health and taxation are conducting their activities through e-commerce.

- a) Underline the sentences which you think should not belong to this paragraph.
- b) *What helped you to come to your decision?*

Share your responses with the rest of the class.

Activity 3: Thematic development of paragraphs



In Unit 3, you learnt about the structure of paragraphs. Now, read the following text to find out about the thematic development of paragraphs.

Paragraphs are the building blocks of your essay. Every paragraph develops one topic or idea. Sentences written in the paragraph are connected to the main idea. This is usually done by writing a topic sentence at the beginning of your paragraph. Other sentences are not just repetition of the topic sentence; rather they develop the theme of the topic sentence. Paragraphs have different functions, but by using information, explanation, illustrations and quotations they link to the main theme of the essay. One important thing to keep in mind is that there should be smooth transitions between the paragraphs. The topic of one paragraph should be developed on the topic of the previous paragraph.

Activity 4: Paragraph theme and division



Work in pairs:

Study Tip

It is a good idea to finish your paragraph with a sentence which is linked up to the essay question.

- a) *In which of the following sectors do you think the situation of women has improved in Bangladesh? Put a tick mark (✓) to indicate your preference.*
- Education*
 - Health*
 - Local work opportunities*
 - Overseas work opportunities*
 - Respect in society*
 - Respect in the family*
 - National politics*
- b) *Now read the following text carefully. It is about women in Bangladesh. There are four paragraphs (A, B, C and D) in this text. The paragraphs are currently in the wrong order.*
1. Put them in the right order. What helps you to come to your decision?
 2. According to the text, in which sectors has the situation of women improved in Bangladesh? Do you agree with the author's view?

A

In contrast to their striking gains in economic opportunities, Bangladeshi women in general have not done very well with respect to participation in national politics. Only 17 women contested and won general seats in the last parliamentary election in 2008 – and this is the highest figure to date.

B

As Bangladesh turns 40, improvements in women's wellbeing and increased participation are some of the most significant gains. Various economic and social development indicators show



that in the past 20 years, Bangladesh has made good progress in increasing women's access to some important sectors.

C

Like the civic opportunity sector, Bangladesh does not have much to celebrate in terms of gender-related human development compared to many competitor countries. However, the pace of change merits attention as Bangladesh has come to this point from a very low starting point. There have been rapid positive changes in Bangladeshi women's health and education opportunities.

D

One area where the situation for women in Bangladesh has improved significantly is economic participation. One interesting recent development has been the sharp increase in women's employment wage which has risen 4.3 percent between 2000 and 2005. Another pathway of women's economic development has been microcredit. Bangladeshi women's collective participation in microfinance programmes has been unprecedented. Besides over two million women are employed in the garments manufacturing sector.

Adapted from: Hossain, N., Nazneen, S. and Sultan, M. (2011) *National discourses on women empowerment in Bangladesh: continuities and change*, IDS Working Paper 268, Available at: <http://dspace.bracu.ac.bd/bitstream/handle/10361/1532/BDI%20Working%20Paper%20III-%20Discourses%20of%20Women's%20Empowerment.pdf?sequence=1> (Accessed: 25 July 2013).

In Unit 3, you learnt about how to write a good introduction. Now you will learn about writing a good conclusion.

Study Tip

The conclusion is the finale to your essay. It is your last chance to present to your readers the main argument of your essay.

CONCLUSIONS

Activity 5: What does a conclusion have in it?



Work in pairs.

- a) Which of the following are generally expected in a conclusion? Look at the structure of the conclusion of the example essay in Appendix 1 and choose from the list below.

		Yes/No
a)	Indicating in a statement how you have achieved your aim	
b)	Some new information introduced that you've not mentioned before	
c)	A quick recap of the main points of your essay	
d)	Suggestions for further research	
e)	Discussing the implication of your research and proposals	
f)	Limitations of your research	
g)	Comparison with other similar research studies	

Share your responses with the rest of the class.

- b) Now read the following extracts from some conclusions and decide which of the acceptable features of conclusions they cover.

1. d A research area which would be worth pursuing is to study the role of mothers in maintaining the language of second generation children.

2. _____ In this report, an attempt has been made to see which factors determine the choice of reading English newspapers in Bangladesh. It has been found that neutrality of news presentation, quality of printing and easy language of the newspapers are some major determinants.

3. _____ The insight gained from this project will be useful in understanding the social effect of climate change in the coastal areas of Bangladesh.

4. _____ To generalise the findings of this research, it is important to replicate this research among a bigger and more diverse group of participants in the other rural areas of Bangladesh.

Activity 6: Cohesive devices (II)



In Unit 3, you have seen examples of cohesive words used to link paragraphs and also to connect sentences inside paragraphs. Here are some more examples of cohesive words, some of which have been used in this unit to stress a fact, to indicate change of topic or to conclude a matter.

To signal reinforcement of ideas	To signal a change in ideas	To signal a conclusion
also	but	thus
in other words	on the other hand	in conclusion
moreover	however	therefore
in addition	nevertheless	accordingly
for example	instead	finally
more importantly	yet	
	in contrast	
	although	
	in spite of [something]	

a) Circle the words which are new to you. Discuss their meaning and use with a partner.

b) Make a note of the new words you will try to use in your next essay.

c) Read the text below. Use the words from the table to fill in the blanks. Sometimes more than one correct answer is possible.

Baul song, a form of folk music, has had a tremendous influence on the music of Bangladesh. Bauls use very simple words, _____ they express profound thoughts about life, creation, death and human emotions. They _____ use very simple musical instruments. Among the Bauls, Fakir Lalan Shah is the most prominent figure. He was a mystic poet, saint and a reformer, but _____, he was the composer and singer of many famous Baul songs now known as *Lalangeeti*. Lalan's song was about the philosophy of spirituality, love and wisdom which attracted many people. Rabindranath Tagore, _____, was directly influenced by Lalan's ideals. _____ we can say that _____ urbanisation and westernisation have disrupted the easy lifestyle of the Bauls, they still charm us with simple lyrics, melodious tunes and the deep inner thoughts of their songs.

Share your responses with a partner.

Activity 7: Extension



Work in groups.

Writing a conclusion

Look at the text on empowerment of Bangladeshi women in Activity 4. There is an introductory paragraph and three body paragraphs. Summarise the key points of the text and write a conclusion for this text.

Share your conclusion with other groups.

Giving feedback to classmates

Here are some questions you can use to comment constructively on each other's writing:

- Does the introduction contain a thesis statement?

- Does the body paragraph have a topic sentence? Do the other sentences in the body paragraph develop the topic sentence? Are cohesive devices used appropriately?
- Is there a link between the paragraphs?
- Does the essay have a suitable conclusion?
- How could the introduction/ body paragraph/ conclusion be improved?

Activity 8: Home task



Form a group of five students. Choose a topic which you all find interesting enough to write an essay on. Do not choose your project topic as you will write about your project topic in Unit 12. Together decide on the focus of your essay, write the thesis statement and a draft title and create the overall plan for the essay. Then divide responsibilities. One of you will draft the introduction, another will draft the conclusion and the other three will write one body paragraph each.

Sources

Cover photos:

Image sources: (left) <http://educononline.com/wp-content/uploads/2008/09/note-taking.gif>

(right): <http://www.exhibitionmeal.com/wp-content/uploads/2011/02/pen-and-paper-by-lucastheexperience-on-flickr.jpg>

Activity 2:

Image source: http://www.justaddcontent.co.uk/v1/resea/CARTOON_3.JPG

Activity 4:

Text source: Hossain, N., Nazneen, S. and Sultan, M. (2011) *National discourses on women empowerment in Bangladesh: continuities and change*, IDS Working Paper 268, Available at: <http://dspace.bracu.ac.bd/bitstream/handle/10361/1532/BDI%20Working%20Paper%20III-%20Discourses%20of%20Women's%20Empowerment.pdf?sequence=1> (Accessed: 25 July 2013).

Image source: <http://static6.businessinsider.com/image/518c0ee96bb3f7040c000004-900/the-women-pictured-here-work-10-hour-days-and-make-57-per-month-assuming-a-50-hour-week-thats-29-cents-an-hour-the-minimum-wage-for-garment-workers-is-38-per-month.jpg>

Unit 5 Drafting and Supporting Ideas with Evidence

Session 2

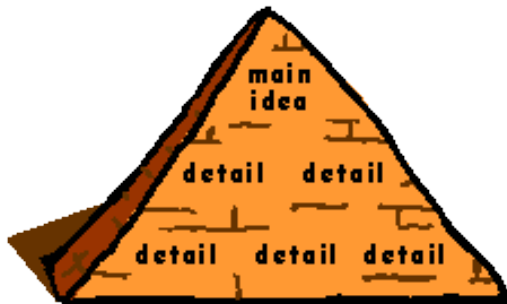
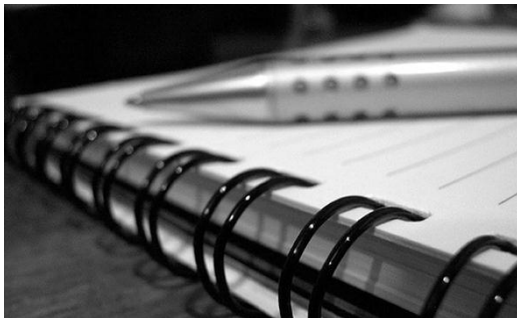
In this session you will learn how to do the following:

- Identify suitable supporting evidence
- Know how to use supporting evidence in your writing
- Learn about identifying the research gap

Home task review



*Work in your groups and review the Home task. Comment on each other's paragraphs and then combine your paragraphs to form a complete essay. Use the questions from Session 1, Activity 7 (**Giving feedback to classmates**) to help you evaluate the essay and share your responses with the other members of your group.*



Activity 1: Fact or opinion - what do you think?



Consider the following statements. Which statement gives factual information and which one is a personal opinion? Write two more statements in (3) and (4) and check their factual status with a partner.

1. Bangladesh is the first country in the world to ban plastic bags.
2. Jute bags are lovely to use.
3. _____
4. _____

Activity 2: Fact or opinion as supporting evidence

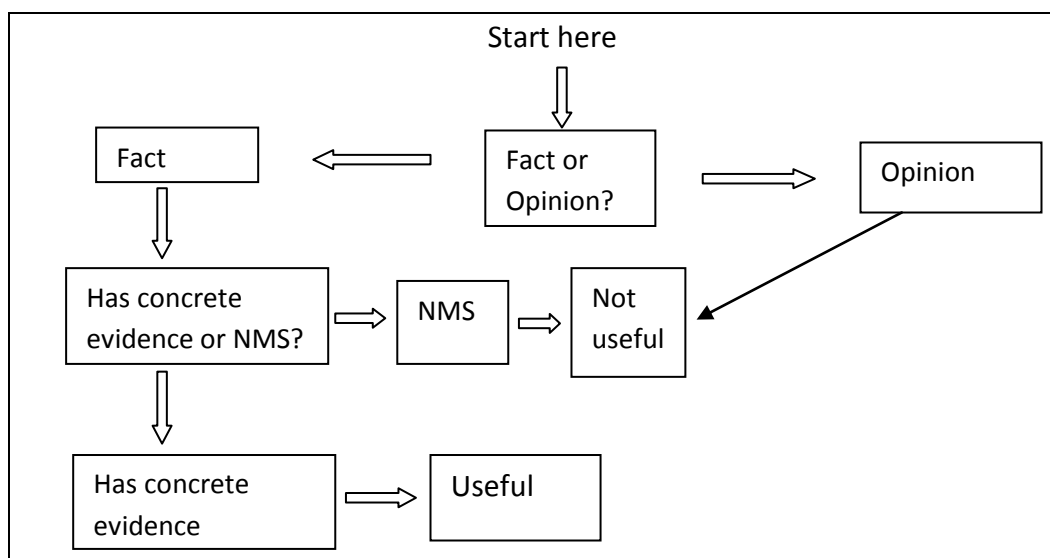


- a) Read the following text to learn about using fact or opinion as supporting evidence for the main point of your paragraphs.

Like a lawyer in the court, you need to make your argument convincing to your audience by using evidence. When you use a specific supporting detail, it is important to consider if the supporting detail is concrete enough to support your point.

Consider if the detail is a fact or an opinion. Opinions are statements which are subjective and reflect a person's beliefs. Facts, on the other hand, are statements which are objective and based on truth. In Activity 1(above), statement 1 is based on concrete information and therefore is a fact. Statement 2 reflects personal liking and therefore is an opinion.

- b) When you are supporting your point with a fact, you need to judge if this has concrete evidence or if it needs more support (NMS). Look carefully at the diagram below to see how you can evaluate the effectiveness of evidence.



- c) Work in pairs. Use the diagram above to help you complete the table.
(Tick [✓] the correct answers).

Statements	Fact with concrete evidence	Fact needs more support	Opinion
With an unbroken 120 km length, Cox's Bazar is the longest sea beach in the world.	✓		
Sarees are not popular anymore among Bangladeshi women.			
Children who grow up amidst domestic violence always get engaged in domestic violence in their lives.			
According to <i>Save the Children</i> , a Non-Government Organization, 49% of children in Bangladesh are underweight.			
Jute is grown in warm and wet weather.			
<i>Brick Lane</i> by Monica Ali is the best book ever written in English by an author of Bangladesh.			

Which of the above statements do you think will be accepted as useful supporting evidence? Share your responses with the rest of the class.

Activity 3: Incorporating different types of supporting evidence – what do you think?



- a) Discuss in a small group. What do you think are the common types of supporting evidence used in the following disciplines?

Discipline	Type of evidence
Disaster Management	Examples, statistics
Marketing	

Botany	
Population Science	
Philosophy	
<i>Your discipline</i>	

b) A student, Abid, has a question about finding and using evidence:

Once I've found some suitable supporting evidence, how do I integrate it into my essay?

Activity 4: Supporting evidence – types and how to use them in your writing



Read the following text to find out more about common types of supporting evidence and to help answer Abid's question.

You can use several types of supporting details to strengthen your point. The type of supporting detail used to support the main point varies from academic discipline to academic discipline. You might use qualitative data in support of your argument in Sociology; a quote from a literary critic to substantiate your interpretation in Literature, or tangible lab data as your evidence in Chemistry. The most common types of supporting evidence used across disciplines are examples, statistics and quotations. The following points should be kept in mind when you are working with evidence.

1. Present supporting evidence which agrees with your point.
2. Offer evidence which contradicts your position and then refute the counter argument and solidify your position.
3. Use the sources, talking between them about your points.
4. Use quotations to support your position.

Now see how the evidence can be fitted into your paragraph:

1. Use your own words to introduce your point.
2. Add evidence in support of your point.
3. Show how and why the evidence is useful in strengthening your point and what you think of the evidence.
4. Show how the paragraph theme supports the thesis of your essay.

Activity 5: Incorporating supporting evidence in your writing



- a) Read the following paragraph taken from a report in the field of Education. Answer the questions below.

Even though no clear relationship can be found between English language literacy and socioeconomic development, many people have positive attitudes toward the developmental role of English. Rural people in Bangladesh, for example, especially those who are economically disadvantaged, think that English language literacy can help in their economic development. Rita Debi, a cleaner in rural Bangladesh, says, “If I knew English, I wouldn’t have become a cleaner. I would be doing a better job”. A research study aimed at finding the attitudes of rural Bangladeshis to English similarly shows that 24 out of 30 participants have a high perception of the developmental role of English (Erling *et al*, 2012). These findings suggest that many people believe that knowing English can change their socioeconomic situations.

1. What is the topic sentence of this paragraph?

2. What are the different types of evidence used in this paragraph? Give examples.

3. Do you think that the supporting details have been integrated appropriately? What else could have been done?

- b) Look at the example essay in Appendix 1. What supporting evidence does the writer use?

Share your responses with a partner.

Activity 6: Identifying the gaps in related literature



Once you have gathered appropriate sources for your report and carefully evaluated and taken notes, look for holes in that research so that you can fill the gaps and suggest ways forward.

There are several ways you may find a gap in the research relevant for your essay/report.

1. **Claim** that a gap can be found in the previous research
2. **Counter-claim** that previous research in this area was wrong
3. **Raise questions** about previous research
4. **Continue a tradition**



Activity 7: Using language to identify a research gap



Work in pairs.

Read the following example clauses which can be used to identify a research gap. Match each example clause to the one of the ways of filling the gap (i.e. 1, 2, 3, and 4) that you read about in Activity 6.*

Example clauses	Way of filling the research gap
Methods undertaken in the previous research studies fail to answer...	2
Both the views about gender suffer from ...	

I am left with the question as to whether this line of investigation is valid	
The differences need to be examined	
If private schools do not provide better education, then why are they so popular?	
Even though much has been said about the dowry system, its social effect has been relatively under-researched.	
This approach to human trafficking is limited and does not provide scope for....	
It is particularly enlightening to compare A with B and see that...	

Activity 8: Extension – differentiating fact and opinion



Study Tip

Being able to differentiate fact and opinion is an important skill. It will help you support your points more effectively in your writing.

a) Think of an interesting topic in the subject you are studying. Write down 3 statements related to the topic in the table. (Do not fill in the answer boxes).

Topic:	Answer boxes		
	Fact with concrete evidence	Fact needs more support	Opinion

1.			
2.			
3.			

b) Ask another student to complete the answer boxes. Do his/her answers agree with yours?

Activity 9: Home task



Read the topic sentence below. Can you write a full paragraph using the clues in the box?

Research shows	very convincingly says, “finally
An interesting example	however, one can also find

Many students who demonstrate academic success at secondary and higher secondary levels cannot continue their success at the higher education level.

Activity 10: Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. Do you think that you are now more aware of the strategies of writing a draft?
2. Do you think that you can now build paragraphs which develop one idea each and will be thematically connected to the thesis? Why do you think so?

3. Are you now more equipped to evaluate supporting evidence and integrate it into your essay?
4. Can you now find a gap in the related literature and base your essay on that gap? What is the advantage of doing that?

Sources

Cover photos:

Image sources: (left) <http://www.customessayhelp.com/blog/wp-content/uploads/2012/08/writing-first-draft.jpg>

(right): <http://www.quia.com/files/quia/users/5redreading/main-idea-pyramid>

Activity 2:

Image Source: http://fr.wix.com/blog/wp-content/uploads/2012/07/Support_Center.jpg

Activity 7:

Image sources: (from top to down)

<http://1.bp.blogspot.com/EFxNZDQuIIe/T83kCADbtGI/AAAAAAAAAGU/RoqtaQbWvIc/s1600/>

[Mind The Gap Logo by rrward.png](#)

http://www.riverace.com/images/puzzle_pieces.jpg

Unit 6 Paraphrasing, Summarising, Quoting, Synthesising and Referencing

Session 1

In this session you will learn how to do the following:

- Paraphrase and summarise information and ideas from sources

Home task review



Work in pairs. Look at each other's paragraph from the Home task.

- Does the paragraph have a topic sentence?
- Do the ideas in the paragraph flow logically?

As you found out in the previous unit, it is important to have evidence to support your ideas when you write an academic essay or report. In this unit you will learn how to use the evidence in your writing. In Session 1 you will learn about paraphrasing and summarising evidence from sources and in Session 2 you will learn how to use direct quotes, how to reference the evidence within your essay and how to write a bibliography of the sources you have used. These are all important features of an academic essay or report.

Activity 1: How to paraphrase



Work in pairs.

Paraphrasing* is a common technique which we use when we refer to other people's work in our writing. Can you work out how to paraphrase by completing the following task?

a) Compare the text below (A) and its paraphrase (B). Find the differences.

A

Cubism was one of the most influential art styles of the early twentieth century. The Cubist painters rejected the concept that art should copy nature, or that they should adopt traditional techniques.

B

Cubism was an art form of utmost significance at the beginning of the twentieth century. Painters who were followers of cubism defied the idea that art should be a representation of nature. Furthermore, the conventional techniques of painting were abandoned.

Differences: E.g. different words but similar meaning: A: the early twentieth century > B: By :the beginning of the twentieth century

b) Now read the text below to check your answers. Underline any extra information about paraphrasing that is new to you.

Paraphrasing

When you paraphrase, you rewrite someone's ideas in your own way, but you retain the main idea, and you must also cite the original author. Successful paraphrasing is essential for effective academic writing. Unsuccessful paraphrasing may result in unintended **plagiarism***. To paraphrase, it is important to read the original text carefully and take notes. You can then use the notes to write the paraphrase. This will help you write in your own words. See below some strategies to paraphrase effectively:

1. Change the grammar without changing the meaning. Actives can be made into passive or vice versa; long sentences can be made short and short sentences can be connected together and phrases can be elaborated or shortened.
2. Change the word class* e.g. from nouns to adjectives or adjectives to adverbs.
3. Use synonyms* appropriately whenever possible.
4. Change the word order*. Example: The popularity of the theatre is increasing > There is an increase in the theatre's popularity.

c) Can you now answer Mithila's questions about paraphrasing?

What do I do when I want to use a key point from a source in my essay? Do I keep it in its original form, or do I make some changes to how it is written?
What sort of changes do I make?
When I paraphrase, why must I always cite the original

Activity 2: Can you paraphrase?



Read the topic sentence below. Provide support for this sentence from the information in the text which follows. First make notes and then paraphrase the ideas.

TOPIC SENTENCE: Because of high population, public facilities in Dhaka city will be under great strain.

Greater Dhaka is one of the fastest-growing mega cities in the world. An estimated 300,000 to 400,000 migrants, mostly poor people from rural areas, arrive in the metropolitan area annually. Since 2000, its population has more than doubled and it is projected to grow to 25 million by 2025. With the population growing at this pace, civic amenities are likely to fall apart leading to anarchy and lawlessness.

Because of the high population, public facilities in Dhaka city will be under great strain.

Share your paraphrase with a partner.

Activity 3: Can you make a summary?



a) Select two of the topics below. Write summaries in no more than 15 words.

[Example] Old school days: Fun-filled schools days were the best time of our lives which we still miss.

1. Riding a rickshaw
2. Online newspapers
3. My dream job
4. A film that I liked

b) Work in pairs:

1. Share the summaries which you have developed.
2. Discuss: What are the features of a good summary?

Like paraphrase, summaries are also used in academic writing when we want to sum up a writer's main idea, point of view or even a whole text in just a few sentences or even one sentence.

Activity 4: How to summarise?

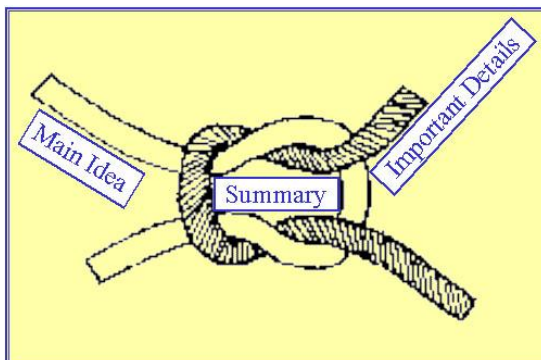


- a) Read the first paragraph of the text below: 'Writing a successful summary'. Cover the paragraph and explain to a partner in your own words: What is a successful summary?
- b) Unjumble the sentences in **bold** in the 'Stages of summarising' section to find out the 9 stages for writing an effective summary. (Write them in a list below)

Writing a successful summary

A summary is a shortened outline of a text. A successful summary contains the main elements of the text, but is significantly shorter in size. It leaves out the examples and formalities, but keeps the main idea. Summarising is a required skill to make notes from reading and to support your own view.

Stages of summarising



1. **Read carefully.** text
2. **purpose out text: the the of**
Find what is the purpose of the writer? What is your purpose? How are you going to use this summary?
3. **purpose. relevant the your**
Select to information

4. **points. the Find key**
5. **or key the Highlight points. underline**
6. **notes key of points. the Make** Differentiate between main idea and subsidiary information. Remove examples, illustrations, data and unimportant information.
7. **work. structure of Change the the** Find synonyms for words/phrases, but do not change specialised or common words. Rearrange words and sentences. Simplify the text by making complex sentences simple.
8. **idea. main the Rewrite** Use complete sentences and connect them with cohesive devices like 'however', 'therefore', 'although' to connect the sentences.
9. **summary that accurate the sure make is Check to it** and you have not left anything important out of your summary.

The nine stages of summarising:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8. _____

9. _____

Activity 5: Summarising a text



Read the following text. Summarise it in no more than 25 words.

Tissue culture for seedling multiplication and other biotechnological innovations has had a huge impact on modern agriculture. Hybrid seeds of rice, maize, vegetables and other crops have also made a great contribution to overall agricultural production. If all the modern technologies in agriculture that are available in Bangladesh are adopted judiciously, it is expected that in spite of the 1.36 per cent population growth and one per cent reduction of cultivable land every year, farmers, agricultural scientists and extension personnel will be able to feed the growing population.

(Text source: Adapted from *The Daily Star*, 26 June 2012)

Share your summary with a partner

Activity 6: Extension – summarising and paraphrasing



Study Tip

- Paraphrasing is helpful when you want to use the detail of a writer’s research findings or opinion to support your argument.
- Summarising saves you rewriting long passages using paraphrasing techniques.

Now read the following text about how to do well in undergraduate study.

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one’s own ideas and responding to others’ reactions sharpens thinking and deepens understanding.

a) Summarise and paraphrase the text.

Summary:

Paraphrase:

b) Work in pairs. Look at each other's summary and paraphrase. Give each other some feedback:

1. Does the summary contain the main idea?
2. Which of the paraphrasing strategies has your partner used to paraphrase in his/her own words?

c) What do you think? Is learning enhanced when it is more like a team effort than a solo race?

Activity 7: Home task



Summarising and paraphrasing from a text for the project

Work in your project group. Read the text below and create a paraphrase and a summary.

Kuh *et al.* (2006) emphasised the importance of learning relationships. Findings suggest that active learning in groups, peer relationships and social skills are important in engaging learners. In a study examining the extent to which student-teacher interaction, quality of student effort and peer interaction contributed to students' perception of engagement, Moran and Gonyea (2003) found that peer interaction had the strongest predictive capacity for engagement and outcomes. Ahlfeldt *et al.* (2005) found that students' levels of cooperative learning, levels of cognitive challenge and the

development of personal skills were highly correlated and statistically significant. Some researchers have extended the idea of group learning to working as part of learning communities. Zhao and Kuh (2004) found that learning community experience was positively associated with student gains in personal and social development, practical competence, greater effort and deeper engagement. Similarly, Krause (2005) found that working in learning communities enhanced students' sense of belonging, particularly when they were full-time students.

Sources

Activity 2:

Text 'A' source (adapted from): http://www.metmuseum.org/toah/hd/cube/hd_cube.htm)

Activity 4:

Image source: http://epltt.coe.uga.edu/images/7/73/Reci_4.jpg)

Activity 5:

Text source (adapted from): The Daily Star 26 June, 2012

Unit 6 Paraphrasing, Summarising, Quoting, Synthesising and Referencing

Session 2

In this session you will learn how to do the following:

- Use quotations and make synthesis in your writing
- Avoid plagiarism through providing in-text citations and a bibliography
- Create a bibliography

Home task review



**Your
Words**



Work with a partner.

Evaluate each other's

paraphrase and summary from the Home Task. You can use these questions to help you:

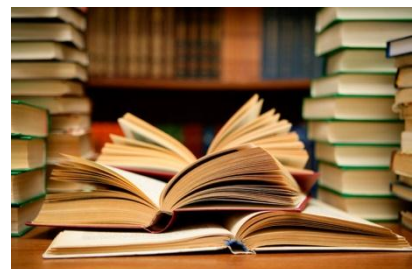
- Does the summary contain the main idea?
- Which of the paraphrasing strategies has your partner used to paraphrase in his/her own words? E.g. changing the grammar, word class, word order or sentence length, using synonyms.

Activity 1: Quotes – warm-up



Discuss in pairs.

Quoting another writer's opinion or ideas is common in academic writing. Why?



Look at the two quotes below. What do you think of them? How does your Home task of Session 1 help you to analyse the quotes?

- ❖ ‘The more contacts students have with the teachers the better’
- ❖ ‘When students collaborate with others in solving problems or mastering difficult materials, they acquire valuable skills’

[Quote reference: Kuh, G.D., Jillian Kinzie, J., Schuh, J.H. and Whitt, E.J. (2010). *Student Success in College: Creating Conditions That Matter*. San Francisco: Wiley Blackwell]

Activity 2: Using quotations in your writing



What do you think about quotations? Quotations are important components of academic essays.

a) Read the following statements about quotations. Do you agree with them?

Statements	Yes	No
1. Quotations are used when a statement is powerful.	√	
2. It is better to use a longer quote than a shorter one.		
3. Using a lot of quotes makes the essay better.		
4. It is better not to use a quote when a statement is controversial.		

Share your responses with a partner.

b) Now read the following text to check your ideas about quoting. Were you right in your assumptions?

You may quote from sources when you want to use other authors' words exactly. Direct quotations are used when



the writer wants to use definitions, theory, principle, a special expression or a powerful or controversial statement. There are a number of things to remember when you are using a direct quote.

1. Try to keep your quotation brief.
2. Do not use a quote out of context.
3. Show how your use of a quote is contributing to your essay argument.
4. Make sure that the quote is correct.
5. Integrate the quote grammatically into your writing.

Activity 3: What makes it worthy to be quoted?



Work in groups.

Which of the following statements do you think are quotable? What helps you to make the decision?

- a) Less is more.
- b) Social networking websites are getting popular day by day.
- c) Rabindranath Tagore got the Nobel Prize in 1913.
- d) There are no hard distinctions between what is real and what is unreal, or between what is true and what is false. A thing is not necessarily either true or false; it can be both true and false.
- e) Modernity is the transient, the fleeting, the contingent; it is one half of art, the other being the eternal and the immovable.

Share your responses with another group.

Study Tip

The use of present tense in the quote (e.g. says) suggests that the source is still valid. The use of past tense (e.g. said) suggests that the quote is probably out of date.

Study Tip

Try to use a mixture of summarising, paraphrasing and quoting in your writing to support your ideas.

Activity 4: How to synthesise



Read the following text about synthesising sources. Fill in the blanks with the words in the box.

carefully single steps ideas summarise

Synthesising is the shortened combination of multiple texts made into a single coherent text which you then use to support the points of your discussion.

You use your own words to synthesise texts. To synthesise information from multiple sources, you need to follow a procedure.



_____ of synthesising

1. Find relevant texts for your report/essay.
2. Read the texts _____.
3. Find the ideas which are relevant in those texts.
4. Select the ideas which are in a meaningful relationship with each other. Use colours or numbers for this purpose.
5. Read those marked ideas carefully.
6. Organise the ideas which you have got. You could use the same colour or number for similar ideas found in several texts. You can also use a 'grid' (see in Activity 10) to arrange the _____.
7. Transfer and combine all the similar ideas on one piece of paper.
8. Rethink your purpose and paraphrase and _____ them as appropriate.
9. Check your combined notes with the original texts to make sure that you are accurate and relevant.
10. Make one _____ text by using cohesive words.
11. Re-check your work.



Activity 5: Identifying synthesis



Work in pairs.

- a) A student, Mithila, is writing an essay on culture. Read her paragraph and answer the questions that follow.

What is culture? Hofstede (1991) *understands* culture by national boundary. According to Hofstede, a geographical map is the yardstick of culture. Along with nationality, Ferdman and Horenczyk (2000) also *include* ethnicity in their understanding of culture. Gerd Baumann, on the other hand, *thinks* that culture is 'processual' as he *perceives* culture to 'exist in the act of being performed' (1999, p.27). A similar view of culture is also *perceived* by Holliday (2009) who *argues* that culture is not neatly divided in terms of nationality or religion; it is rather dynamic and fluid.

1. How many writers are mentioned in this text?
2. How many points of view are given in the text?
3. What is the function of the *italicised* and the underlined?
4. What are the numbers in the brackets?

Including the writers' names and dates of their publications helps the readers to see where you have integrated evidence and ideas from other writers to support your points, and where the reader can find the original sources if they wish to. This is called 'in-text citation / referencing'.

- b) Look again at Mithila's paragraph on culture. She uses several writers' ideas to discuss the definition of culture. Which writer does Mithila:

1. quote from? _____
2. paraphrase? _____
3. summarise? _____

Study Tip

Whether you paraphrase, summarise or use a direct quote, you need to use in-text referencing.

Activity 6: When to use references



Work in pairs. Decide for which of the following cases you need to give a reference.

	Yes/No
1. Common knowledge	
2. Your own data found from primary research	
3. Census data	
4. An interesting and useful phrase found in a magazine	
5. A statistical chart taken from the Internet	
6. A quotation from a journal article	
7. A theory of an author found in a book	
8. Your own insight or ideas	

Referencing is very important in academic writing. To use other people's ideas, words, research findings or any information without acknowledging the source is called plagiarism*. Plagiarism is a serious academic offence. It is therefore very important to avoid plagiarism in your writing. Plagiarism can be avoided by referring to sources in the text (in-text citation) and by providing a detailed list of those texts at the end of your essay/report in a Bibliography or References list.

Activity 7: Reference list – can you guess it?



Work in groups.

a) Look at the reference list below (A-F). Which of the following is:

- a book written by one author
- a book written by multiple authors
- an article from a journal

- a chapter from a book
- a report by an organisation
- an authored Internet source?

1	Asian Development Bank (2004) <i>Bangladesh: gender, poverty and the MDGs</i> . Manila: Bangladesh Resident Mission and Regional and Sustainable Development Department, Asian Development Bank.	A report by an organisation
2	Bari, F. (1998) 'Gender, disaster and empowerment: a case study from Pakistan', in Enarson, E. and Morrow, B.H. (eds.) <i>The gendered terrain of disaster: through women's eyes</i> . Connecticut: Praeger Publishers, pp. 126-131.	
3	Begum, R. (1993) 'Women in environmental disasters: the 1991 cyclone in Bangladesh', <i>Gender and Development</i> , 1(1), pp. 34-39.	
4	Blaikie, P., Cannon, T., Davis, I. and Wisner, B. (1994) <i>At risk: natural hazards, people's vulnerability, and disasters</i> . London: Routledge.	
5	Bryman, A. (1988) <i>Quantity and quality in social research</i> . London and New York: Routledge.	
6	Cannon, T., Twigg, J. Rowell, J. (2003) <i>Social vulnerability, sustainable livelihoods and disasters: report to DFID Conflict and Humanitarian Assistance Department (CHAD) and Sustainable Livelihoods Support Office</i> . Available at: http://www.abuhrc.org/Documents/Social_vulnerability_sust_liv_e.pdf (Accessed: 30 August 2013).	

b) What differences do you notice in the way they are written down?

Share your responses with the rest of the class.

Activity 8: Creating a bibliography



Work in pairs.

a) First read the text.

Apart from in-text referencing, you also need to have a full reference list (also known as a bibliography) at the end of your report/essay. There are many ways of providing a list of references. The Harvard system is the most common of them all. Many universities and colleges use this system, often customising it slightly. American Psychological Association Style (APA) is also very well-known and widely used. Whether you are using Harvard, APA or any other reference style like MLA or Vancouver, what is important is to be consistent. You should also check if your discipline uses a particular system.

b) Now see how Mithila made the reference list of the sources that she used in her culture paragraph (Activity 5). Can you fill in the blanks?

Bibliography

Author's surname

Baumann, G. (1999) *The multicultural riddle: rethinking national, ethnic and religious identities*. New York: Routledge.

Block, D. (2006) *Multilingual identities in a global city: London stories*. London: Palgrave Macmillan. Book chapter

Ferdman, B. and Horenczyk, G. (2000) 'Cultural identity and immigration: reconstructing the group during cultural transition', in Olshain, E. and Horenczyk, G. (eds.) *Language, identity and immigration*. Jerusalem: The Hebrew University Magnes Press, pp. 81-103.

Hofstede, G. (1991) *Cultures and organisations: software of the mind*. London: McGraw volume and issue

Holliday, A. (2009) 'The role of culture in English language education: key challenges', *Language and Intercultural Education*, 9 (3), pp. 144-155.

c) How are the references ordered in the bibliography? Tick (✓) the correct answer.

1. According to the order they appeared in Mithila's paragraph. ____
2. In alphabetical order. ____

Activity 9: Bibliography - can you do it now?



Work in groups.

Study the information below. Use the information to make a full reference of the following two sources for a bibliography.

A

Chapter name: Language policy in education in Bangladesh

Authors: Tania Hossain and James Tollefson

Book: Language policy, culture and identity in Asian contexts

Editors: Amy Sui and James Tollefson

Year of publication: 2007

Page numbers: 241-257

Publisher: Lawrence Erlbaum Associates

Place of publication: New York

B

Article: Current perspectives on teaching world Englishes and English as a lingua franca

Author: Jennifer Jenkins

Journal: TESOL Quarterly

Year of publication: 2006

Volume: 40

Issue: 1

Page numbers: 157-181

Study Tip

When you are making notes, always note down accurately the source of information. Write the title, author, publisher, page number and date of publication at the top of your note page. This will help you avoid plagiarism

Activity 10: Extension – synthesising ideas from sources



Mithila is writing an essay on the purpose of an EAP Writing module in universities. She has decided on the main points she wishes to write about, such as learning how to avoid plagiarism and developing an academic style. She has made some brief notes from four sources (A-D). Use the grid below to help her find out which sources she can use to support each of her points. (Some sources may be useful to support more than one point).

Mithila's notes:

What is the purpose of an EAP Writing module in universities?

Source A: Helps us learn how to use other authors' ideas with honesty; helps us to arrange the paragraphs of an essay according to the purpose of writing

Source B: Helps us to know about academic sentence structure and cohesive devices; to develop an academic style

Source C: Helps us to acknowledge the source properly; to develop coherent paragraphs

Source D: Helps us to understand the different purposes of writing; to cite sources properly; to develop our own style in writing

Mithila's grid

	Understanding mechanics and grammar assistance	Learning about the purpose of writing	Learning how to organise academic writing	Learning how to avoid plagiarism	Developing an academic style
Source A				e.g. ✓	
Source B					
Source C					
Source D					

Activity 11: Extension - in-text referencing



Read the extract from a student's essay about 'How to learn successfully'. Can you find the mistakes which the student has made with in-text referencing of her sources?

Most students would agree with Prabhu who wrote in 1990 that there is no best method of teaching and equally no best approach that will ensure that students learn. Learning is ultimately dependent on the learners, each at their own stage of learning with their own needs and style. However, teachers need to (page 549) 'build and implement their own theory of practice that is responsive to the particularities of their educational contexts and receptive to the possibilities of their socio-political conditions' - by Kumaravadivelu in 2001.

Activity 12: Home task



Making a bibliography for the project

Work in your project group. Look back at the sources you have collected so far for your project. Make a bibliography of ten print and electronic sources. Include books, journals, edited books, organisation reports, non-English books etc.

Activity 13: Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. Do you think that you can paraphrase and summarise a text? Do you understand how to synthesise? How will these skills be useful when you will write a report or essay?
2. Do you think that you are now more equipped to avoid plagiarism in your writing? Why do you think so?
3. Will you be able to cite your sources within the text more carefully and accurately? Can you make a bibliography now?

Sources

Activity 1:

Image sources (left):http://farm5.static.flickr.com/4148/5018046764_655e6d7a27_o.png

(middle):<http://visanne.com/html/img/upload/Bibliography.jpg>

(right):<http://cdnblog.dotcominfoway.com/wp-content/uploads/2009/10/plagiari-1.jpg>

Text source: Kuh, G.D., Jillian Kinzie, J., Schuh, J.H. and Whitt, E.J. (2010) *Student success in college: creating conditions that matter*. San Francisco: Wiley Blackwell.

Activity 3:

Image source: <http://icons.iconarchive.com/icons/visualpharm/icons8-metro-style/512/Forum-Quote-icon.png>

Activity 6:

Image sources (top right):

<http://t2.gstatic.com/images?q=tbn:ANd9GcQoUWc9v76xbc0NOCg2H1ZuVfXeaKym7q0Z3kdGISG6vyZClwGqWg>

(Left down):

<http://t3.gstatic.com/images?q=tbn:ANd9GcTVYRq3KYP3lCdLWPZisXNUb6J5BO9bgCVBUIOFY46YdcxamfHVIA>

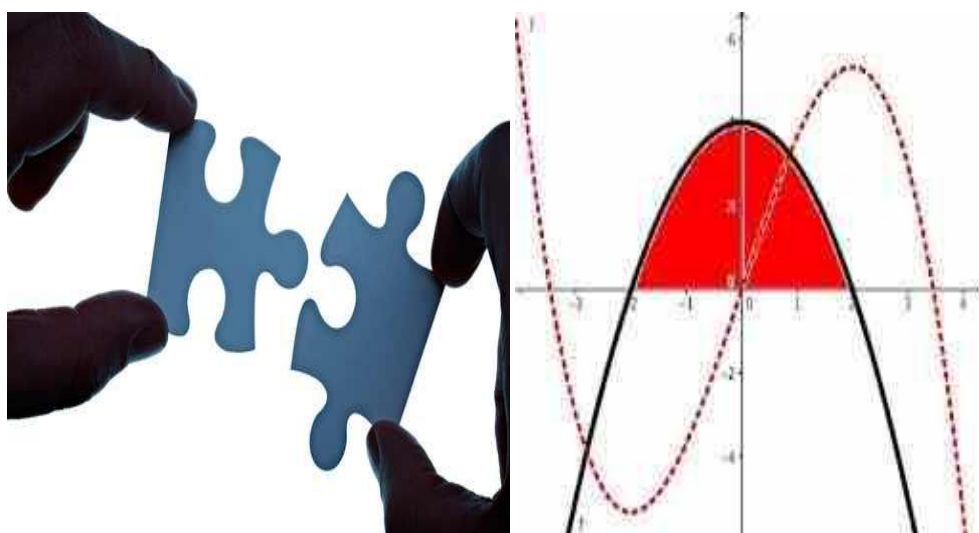
Unit 7

Integrating Data and Graphics in Texts

Session 1

In this session you will learn how to do the following:

- Identify types of data and graphics
- Recognise why and how to use data and graphics in texts



Home task review



Work in project groups. Evaluate another group's bibliography. You can use these questions to help you:

- Does the bibliography have a range of sources? (e.g. books, journals, print and online)
- Are the references for the different sources written out correctly?
- Are the references organised properly? (e.g. in alphabetical order)

Activity 1: Introduction to data and graphics



Work in pairs.

a) Read the following text carefully and answer the questions that follow.

Bangladesh is a developing country in South Asia whose economy is growing quite fast. It exports a number of products across the world. Even though its imports exceed its exports per fiscal year, it is, nevertheless, good news for all Bangladeshis that the country is gradually reaching a balance between the value of imports and exports. The total export earnings during 2006-2007 were Taka 841003.01 million which covered 70.98 % of the import bill of the same year. The major exports include traditional ones such as raw jute, jute goods and tea, and non-traditional items such as woven garments, knitwear, frozen foods, chemical products, leather, home textiles, pharmaceuticals, handicrafts, footwear and textile fabrics. Table 1 shows the statistics of Bangladeshi exports by major regions, while Table 2 indicates statistics of six major commodities exported by Bangladesh in 2006-2007. It can be seen from Table 1 that Bangladesh exported the highest portion of its total exports to the EU countries and the lowest portion to the African region, while the American region ranked the second highest for Bangladeshi exports. The data in Table 2 show the export statistics of six major items: frozen shrimp, tea, ceramic products, bicycles, woven garments and jute products (Fig. 1). It is found that among these six items, woven garments ranked as the highest export commodity, comprising 38.25% of the total export; tea ranked as the lowest with 0.06% of the total export; and jute (raw and goods) ranked the second highest, comprising 3.84% of total exports. Exports of frozen shrimp were found to be smaller than exports of jute (raw and goods) by a very narrow margin. Overall, it is found that earnings from non-traditional export items are more than that from traditional items.



Figure 1: Six major exportable products

Table 1: Bangladesh export by major regions (2006-7)			Table 2: Major commodities exported from(2006-7)		
Regions	Taka (Millions)	% Share of total export	Commodities	Taka (Millions)	% of share of total export
E.U Countries	442575.15	52.62	Woven garments	321656.25	38.25
American Region	276374.89	32.86	Jute (raw & goods)	32315.39	3.84
Asian Region	72028.60	8.57	Frozen Shrimp	31559.31	3.75
Middle East Region	11513.66	1.37	Bicycle	3732.83	0.44
African Region	5571.97	0.66	Ceramic product	2068.46	0.25
			Tea	479.58	0.06

Source: Export Promotion Bureau, Bangladesh

<http://www.epb.gov.bd/productexportdatadetails.php?year=2012-2013>

1. What is the text about?
2. Sum up the main message of the text in 2-3 sentences.
3. Why are the figure and tables relevant / important for the text?
4. Look again at the tables. Which statistic do you find most interesting / surprising?

b) *Read the paragraph to find out more about using data and graphics in your academic writing.*

You may often use data and graphics in your academic essays and reports to make your writing more focused, valid and reliable. The term *data* refers to any numerical record in the form of a table, graph, or chart, while the term *graphics* refers to any image, photograph, screenshot, sketch or diagram. A *table* presents intricate and multiple data in columns and rows in a way that helps the readers easily identify and understand the data. A graph/chart presents the relationship usually between two sets of data in the form of dots, lines, curves, or bars. While the data support your ideas, the graphics enhance ideas in the texts. However, the data and graphics you integrate in your text should not be used simply for decoration; they should be utilised for supporting, elucidating and complementing your ideas.

c) *Now tell your partner three things you have learnt so far about data and graphics and their purpose in academic writing.*

Activity 2: Different types of data and graphics



Work in pairs.

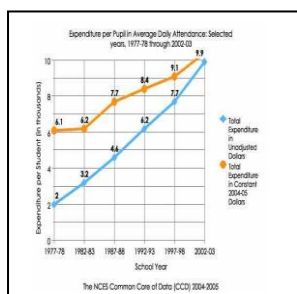
a) Match the types of data and graphics from the box to the examples. Use a dictionary to help you with unfamiliar words.

pie chart	bar chart	diagram	line graph	histogram
table	picture	photo	screenshot	sketch

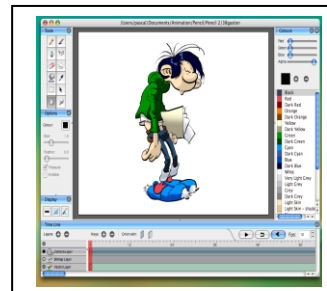
- (You do not need to use all the types)



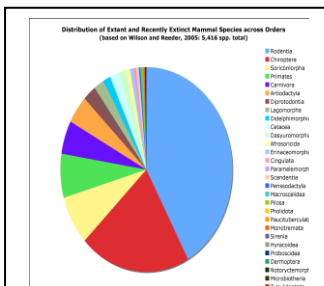
1: photo



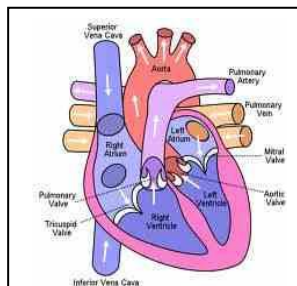
2:



3:



4:



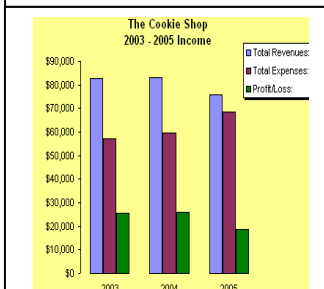
5:

	POPULATION 5 YEARS AND OVER		
	Both sexes	Male	Female
Total	297,147,527	154,638,826	142,508,702
With a disability	48,746,249	24,438,831	24,307,418
Percent with a disability	16.4	15.8	17.1

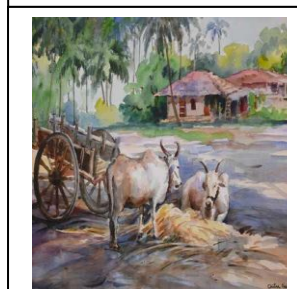
	Both sexes		
	Male	Female	Total
Total	45,133,867	23,025,524	22,108,343
With a disability	2,274,976	1,068,220	946,756
Percent with a disability	5.1	7.2	4.3

	Both sexes		
	Male	Female	Total
Seniors	442,894	242,798	200,096
Physical	455,481	251,882	203,600
Mental	2,075,582	1,307,380	691,559
Self-care	479,076	244,624	174,452

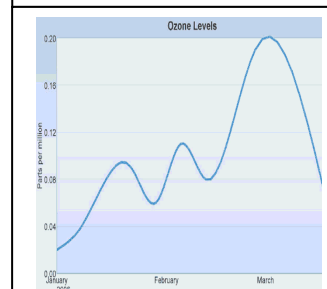
6:



7:



8:



9:

Share your responses with the rest of the class.

b) Write down the differences between data and graphics.

Data	Graphics

Share your responses with the rest of the class.

Activity 3: Functions of data and graphics



You have got some ideas from the previous activities regarding the use of data and graphics in texts. Based on your understanding, carry out the following activities.

a) Look at the text below. Discuss the purpose of Figure 2.1.

Bangladesh calls off rescue after floods kill 110

28 June 2012

Rescuers in Bangladesh have called off efforts to find people still missing or trapped after floods and landslides swept parts of the south-east. The number of people killed has risen to 110, with more bodies found overnight, but officials say there are no new reports of people missing. Rain has stopped but many parts of Chittagong city remain deluged. Thousands of people remain displaced, with many marooned on higher ground. Relief workers are distributing rice and water to them (see Figure 2.1).



Figure 2.1 Bangladesh calls off rescue after floods kill 110

Source: <http://www.bbc.co.uk/news/world-asia-18622569>

b) Now write down in your own words why the writer included Figure 2.1.

The purpose of Figure 2.1 is

c) Look at the text below. Discuss with a partner the purpose of Table 2.1.

<p align="center">Official Damage Statistics of Bangladesh Flood-1998</p> <p>Heavy rainfall caused flooding across the country. Half of the country was affected with severe loss of lives and damage to properties. It can be seen from Table 2.1 that the flooding caused widespread destruction leading to more than a thousand deaths and the loss of 26,000 head of livestock. A huge number of homes and large areas of crops were destroyed. In addition, schools, tube wells, river embankments and roads were seriously damaged.</p> <p align="center">Table 2.1 Official Damage Statistics of Bangladesh Flood-1998</p>		
Serial No.	Item	Damage
1	Districts affected	32 of 64 Districts
2	Area affected	100,000 sq. km inundated (66% of the country)
3	People dead	1,050
4	People affected	30 million
5	People left homeless	25 million
6	Livestock lost	26,000
7	Crops destroyed	575,000 hectares
8	Schools damaged	20,000
9	Tube wells damaged	300,000
10	Roads flooded	16,000 km
11	River embankments damaged	4,500 km

Source: Government of Bangladesh

d) Now write down in your own words why the writer included Table 2.1.

The writer included Table 2.1 because

e) Do you want to include data and graphics in your essay/report? Yes / no. Write down four reasons to justify your answer.

1.
2.
3.
4.

Activity 4: How to integrate data and graphics with texts



Work in pairs.

a) Look back at the two texts in Activity 3, and complete the table.

	Caption*	Layout	Other information
Photo		caption is written below the photo	
Table			

b) What are the differences and similarities between the presentation and layout of photos and tables? Share your ideas with a partner.

c) Now read the text to check your answers and find out how to integrate data and graphics appropriately in texts.

When you want to integrate data and graphics in your essay/report, first you need to either adapt* them from secondary sources like books, articles and newspapers or prepare them based on empirical* research. You have to prepare/adapt them in such a way so that they become presentable. The graphics should be contextualised, in good condition and of good resolution

and size. The data should be designed clearly and concisely and presented in a clear format.

Most types of data and graphics require a concise and informative caption and should be labelled accurately in accordance with the appropriate conventions. In the case of a table the caption should include the table number and its heading (e.g. Table 2.1 Official Damage Statistics of Bangladesh Flood-1998). In all other forms of data/graphics the caption should include the figure number and a heading (e.g. Figure 2.1 Bangladesh calls off rescue after floods kill 110).

In the case of graphics and graphs/charts, the caption is placed below the relevant graphics and the graphs/charts; but in case of a table, the caption is placed above the table concerned.

You also have to cite the sources of data and graphics. The source is cited below the data/graphics (see Figure 2.1 and Table 2.1 in Activity 3).

Activity 5: Integrating data and graphics in texts – can you do it?



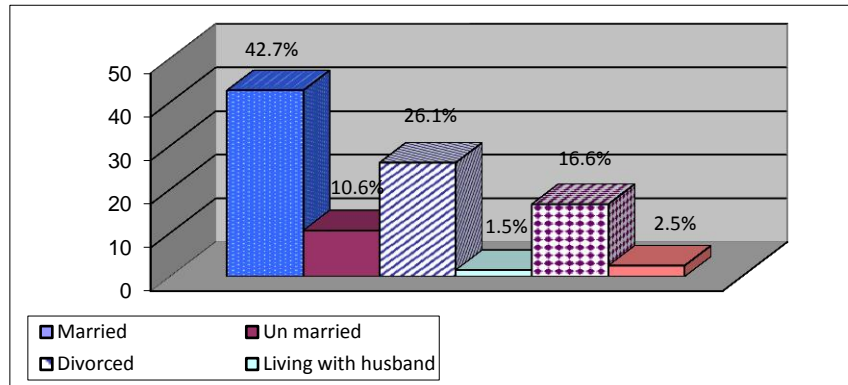
Look at the use of different types of data and graphics in their contexts. Write a suitable caption for each of them. Place the caption and source in the appropriate position.

A. Thousands of people were either marooned or displaced as flash floods inundated several districts while heavy rain submerged many parts of Chittagong on June 24, 2012 as the monsoon set in. Many parts of the port city were under knee to waist-high water on Sunday, causing disruptions to people's lives and affecting traffic. The photograph is taken from:

<http://www.bangladeshchronicle.net/wpcontent/uploads/2012/06/flooding.jpg>



B. Women also work in the informal sectors in Bangladesh. A study was conducted to investigate the participation of women in construction work. The data show that most workers are married and a significant number of them divorced. The data are taken from Khan, A. A. (2010).



Activity 6: Extension— identifying data types and creating captions



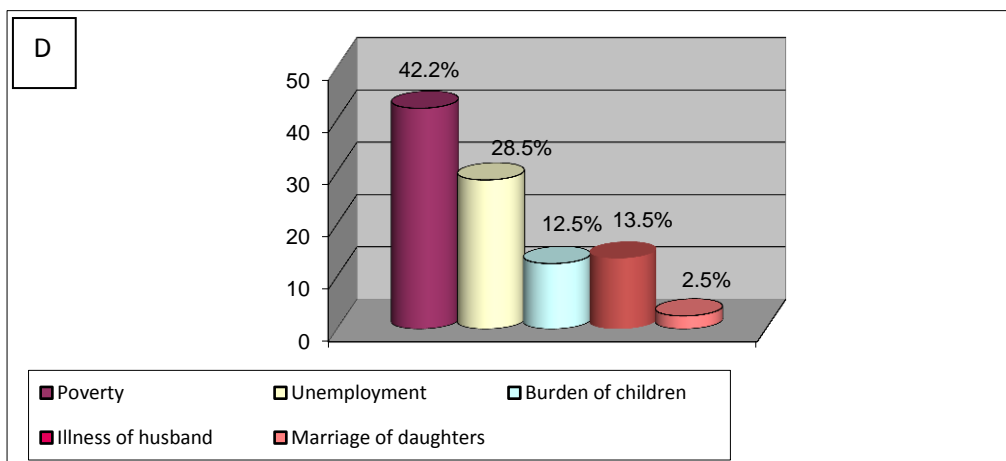
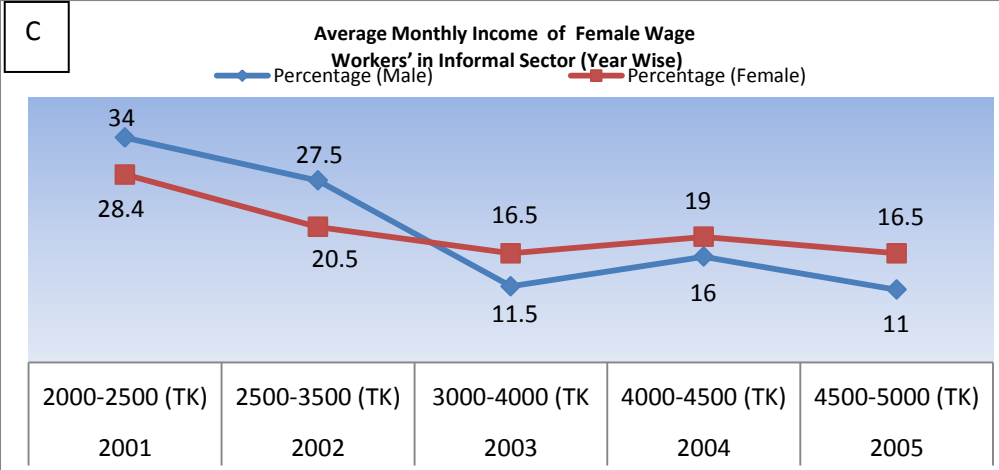
Work in pairs.

A-D below all provide information about women who work in the informal sector in the construction industry. Identify the types of data and graphics and give them suitable captions. Discuss their purposes.



B

Level of Education	Frequency	Percentage
High school	4	2.0
Primary	23	11.5
Able to sign	34	17.0
Illiterate	136	68.0
Total	197.00	100.00



Activity 7: Home task



What types of data and graphics are typically used in your discipline? Find an article related to your subject which contains some data or graphics. Prepare a two minute talk about the article and the information given through the data/ graphics in the article.

Sources

Thematic images (left to right):

<http://www.ecircle.com/blog/wp-content/uploads/2011/08/Integration.jpg>

<http://www.wyzant.com/Images/Help/inte1.gif>

Activity 1:

Image source: <http://www.epb.gov.bd/allcatproduct.php>

Table: <http://www.epb.gov.bd/productexportdatadetails.php?year=2012-2013>

Activity 2:

Image sources from left to right:

<http://www.telegraph.co.uk/news/worldnews/1569832/Bangladesh-cyclone-death-toll-hits-15000.html>

http://nces.ed.gov/nceskids/help/user_guide/graph/images/line.jpg

<http://www.pencil-animation.org/contents/Screenshots/0.4.3-screenshot-mac.png>

http://upload.wikimedia.org/wikipedia/commons/c/c7/Mammal_species_pie_chart.png

[http://upload.wikimedia.org/wikipedia/commons/e/e5/Diagram_of_the_human_heart_\(cropped\).svg](http://upload.wikimedia.org/wikipedia/commons/e/e5/Diagram_of_the_human_heart_(cropped).svg)

http://universalusability.com/access_by_design/figures/data_tables/5.5.gif

http://spreadsheets.about.com/od/excelcharts/ss/bar_graph.htm

<http://artist-chitra.com/Paintings-by-Chitra-Vaidya/landscape-Paintings/Rural-Life-Paintings/images/Village-17-Rural-Life-Painting-by-Chitra-Vaidya.JPG>

http://docs.oracle.com/cd/E15523_01/bi.1111/b32122/img/curvedline_graph.gif

Activity 3:

Image source: <http://www.bbc.co.uk/news/world-asia-18622569>

Activity 5:

Image source: <http://www.bangladeshchronicle.net/wp-content/uploads/2012/06/flooding.jpg>

Text source: Khan, A. A. (2008). *Working Women in Informal Sector of Bangladesh: A Sociological Approach*, Dhaka: Anushila Prokashoni

Activity 6:

Image sources: Khan, A. A. (2008). *Working Women in Informal Sector of Bangladesh: A Sociological Approach*, Dhaka: Anushila Prokashoni

Unit 7 Integrating Data and Graphics in Texts

Session 2

In this session you will learn how to do the following:

- Judge what information from data and graphics to interpret and how
- Use appropriate language to interpret data and graphics

Home task review



Work in pairs. Give a two minute talk to your partner on the article you chose and the information the data/graphics gives. Explain why you think the writer included the data/graphics in the article.

In the previous session you learnt about some of the different types of data you could use in an essay or report. Now let's look more closely at how to make good use of the data and graphics in your writing.

Activity 1: Deciding what information from data/graphics to interpret and how



Work in pairs.

A student, Abid, has some more questions for his teacher about how he should use data and graphics in his academic writing.

- a) How do I refer to the information from the data/graphics in my writing?
- b) Should I *describe* or *analyse* the data/graphics?
- c) Do I write about *all* the information that is in the data?

Match Abid's questions to the appropriate comments of the teacher below:

Abid's questions	a)	b)	c)
Teacher's comments		e.g. 2	

You need to decide what information from the data/graphics to interpret and how to interpret it according to your topic and thesis statement. Occasionally, you may be required to give minute details of every feature of the data/graphics, but usually you will focus on the striking points (e.g. highest value, considerable variation, an appealing attribute) and the patterns (e.g. trends over time) as this will make your interpretation more focused and ensure a better piece of academic writing.

Teacher comment 1

As you discuss and interpret the information from the data/graphics, you will need to provide critical comments. As you give your critical comments you may justify the results with probable causes; compare the results with the results of other studies, and generalise the result.

Teacher comment 2

You can talk about the information in the data/ graphics in different ways. You may:

- a) start with the table/figure number and then communicate the information to your readers.
- b) communicate the information to your readers first and then give the concerned table/figure number.
- c) put the table/figure number in brackets.

Teacher comment 3

Now write the answers to Abid's questions in your own words:

Question a)

Question b)

Question c)

Activity 2: Integrating data in texts—can you do it?



Work in pairs. Use what you have learnt to complete the following questions.

- a) Reread Teacher comment 3 from Activity 1. Match each example in the box below to the teacher's point a), b) or c) about how you can introduce the data in your essay/report.

	<u>Examples :</u>
1	b) The ... is/are illustrated in Table 1, The ... is/are presented in Figure 1,
2	Table 1 shows that ..., Figure 1 presents ..., Table 1 indicates ...,
3	The ... is/are illustrated/ presented/discussed/shown (see Table 1/Figure 1).

- b) Look at the table. Discuss in pairs: which information would you focus on in writing about this data?

Statements	A	N	DA
I would like to take more English courses.	74.69	20.25	5.06
If an academic text is available in English and in Bangla, I will read the text in English.	62.03	21.51	16.46
English should be the medium of instruction in tertiary studies.	84.82	13.92	1.26
I need English in order to succeed in higher education.	83.54	15.20	1.26

- c) Read what Abid wrote about the table. Identify and mark ([...]) the three elements in his paragraph.
- Reference to the table number where the information can be found.
E.g. Table 7...English language
 - Explaining striking findings from the table
 - Critical analysis and discussion of the findings

[Table 7 shows respondents' attitudes towards English language.] It can be seen from the Table that a majority of the respondents (74.69%) liked to study more English courses. While an option between English and Bangla is available, 62.03% of the respondents opted for academic texts written in English. As far as medium of instruction is concerned, 84.82% of the respondents agreed that English should be the medium of instruction in tertiary studies. Finally, the majority of the respondents (83.54%) reported that they need English in order to succeed in higher education. What is apparent from the Table is that the respondents have a positive attitude towards English language as they are aware of the increased use of English language in education. This could be attributed to the fact that English is necessary in many job sectors.

- Did Abid focus on the same striking findings as you? Do you agree with his analysis and discussion of the findings?

d) Look back at the graphics and data in Session 1 Activity 6 (**Extension—identifying data types and creating captions**). All the data and graphics refer to the situation of women who work in the informal sector in the construction industry. Use the information in the data to write a paragraph about this topic.

In Bangladesh, women contribute considerably to national growth and development.

Activity 3: Language for interpreting data



As you read texts that include charts, tables etc. you will notice that certain types of words (e.g. adverbs, adjectives and modals), structures (e.g. passive) and aspects of language (e.g. degree and tense) are used by writers for interpreting data and graphics. Similarly, in your writing, you need to follow academic conventions in choosing these language items.

Use of Tense		
A	B	C
Table 1 shows that ...	It was found that ...	The finding of the study is consistent with....
Figure 1 presents ...	The correlation between the variables was ...	The finding of the study is in line with ...
Table 1 indicates ...	The respondents opined that ...	The findings generally suggest that ... may be ...
The ... is/are illustrated in Table 1.	The ... showed that ...	The result can/may be explained ...
The ... is/are presented in Figure 1.	It was found to be correlated with ...	It seems/appears/is likely that ...
The ... is/are illustrated /presented/discussed/ shown (see Table 1/Figure 1).	The ... was not highly significant ...	

Activity 4: Using language to interpret data—what tense should I use?



a) Use the information in the table above to complete the sentences about what tense to use and when.

1. When I refer to the table/ figure number I need to use the present tense. It is also common to write in the passive voice.

2. For discussing the information of the data/graphics, generally I need to use _____ but you may use present tense as well in some disciplines.
3. While providing critical comments, I need to use _____ tense, or _____ that express caution.

b) Look back at Abid's paragraph in Activity 2c) to see an example of how the tenses are used in context.

Activity 5: Using language to interpret data—what kind of words should I use?



Read the text and complete the activities that follow.

You often express comparison, correlation* and fluctuation* in interpreting table/figures and in doing so you should use some specific words (see Table 1). To express comparison you conventionally use comparative and superlative degrees. When you express correlation, you generally use words like 'correlate, associate'. In order to express fluctuation, you conventionally use words like rise, fall, increase, decrease, drop, and decline. Adjectives and adverbs can be used to give comment and express degree.

a) Look carefully at these example sentences. Underline the language used to interpret the data. Use Table 1 (below) to help you.

1. The group of students who regularly accessed BBC Janala were found to have made a substantial improvement in their English language skills compared to the other groups.
2. Table 2 shows that age is not significantly correlated with performance in the exam.
3. Gender was found to be highly associated with learning style.
4. It was found that the dropout rate in universities decreased remarkably after the introduction of the tutorial system.

Table 1. Language for interpreting data

Nouns / verbs	Adjectives	Adverbs
rise	significant / insignificant	significantly / insignificantly,
fall	noticeable	noticeably
drop	notable	notably
decline	remarkable	remarkably
increase	considerable	considerably
decrease	clear	clearly
comparison,	substantial	substantially
correlation	huge	enormously
correlate	apparent	apparently
fluctuation	expected / unexpected,	expectedly / unexpectedly,
fluctuate	steady	steadily
associate	dramatic	dramatically
	rapid	rapidly
	slow	slowly

b) Circle the words in the table that are new to you and check their meaning in a dictionary.

c) Choose items from each column and make appropriate sentences. Add and modify any item if necessary.

A	B	C	D	E
The study showed that ...	the price of books	rise	significantly / insignificantly, noticeably	over the last two years
	the population growth	fall	notably	
Table 1 indicates	the performance of the students	drop	remarkably	in recent times
	his fame	decline	considerably	
The findings generally suggest that ... may be	the production rate	increase	clearly	in the country
	the visitors to the Sunderbans	decrease	substantially	
	the participation of women	correlate	enormously	last year
It was found that	the number of private TV channels		apparently	
	the GDP		expectedly / unexpectedly, steadily	with the skills
	woman and child trafficking		dramatically	
			rapidly	
			slowly	

Write your sentences here:

Share your sentences with a partner.

Activity 6: Extension - interpreting data



Look back at the paragraph you wrote in Activity 2d) on women in the construction industry. Revise your paragraph using some of the conventions and new words you have learnt for interpreting data and graphics.

Activity 7: Home task



Interpreting data and graphics for the project

Look at the data and graphics used in the sources you have collected for your project. Choose one and write a paragraph to interpret it using the strategies and conventions of data interpretation you have learned in this unit.

Activity 8: Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

- 1) Can you now identify different types of data/graphics?
- 2) What have you learnt about the purpose of integrating data/graphics?
- 3) What have you learned about the academic conventions for laying out and integrating data/graphics?
- 4) What new language have you learned for interpreting data/graphics?

UNIT 8 Academic Style

Session 1

In this session you will learn how to do the following:

- Recognise key features of academic style
- Understand formality and the tone needed for academic writing



Home task review



Work in your project groups. Evaluate each other's paragraphs from the Home task. You can use these questions to help you:

- Does the paragraph include explanation and analysis of the data?
- Are the data/graphics referred to correctly in the paragraph?
- Does the paragraph use appropriate language to interpret the data?
- Is the paragraph interesting to read?

Activity 1: Understanding academic writing style



In Unit 1 you were briefly introduced to some of the key features of academic writing which you might have come across in many of the texts you have read throughout the units.

- a) Turn back to Unit 1 and reread the definition of academic writing in Session 1 Activity 2d). Then read the texts in the column A and B below. Which text do you think is more academic – A or B?

A	B
<p>Bangladesh is an agricultural country. The country has a very rich soil and suitable climate for agricultural production but lots of farmers don't have a good enough knowledge of the scientific method of farming. They don't know how to use fertiliser and manure. Not many of them even have any idea of using pesticides! Nowadays, though it's found that farmers like to use mechanical appliances like water pumps, tractors, etc., it's often not within their means to buy these things. How can we improve the situation? There's a cool government initiative to help farmers but the government can't do it alone —it needs concerted efforts, I think – like everyone working together.</p>	<p>Illiteracy is a major problem in Bangladesh. Existing on a huge scale, it might be considered one of the greatest barriers to national development. The government has taken a number of initiatives to eradicate illiteracy, for example making primary education free and compulsory for all. In addition, female students are often given stipends; street children are given food for education, and both the government and non-government organisations have published and distributed books free of charge to students. Moreover, several non-government organisations are working voluntarily to help raise literacy levels throughout the country.</p>

b) Now work in pairs. Study texts A and B carefully, and write down the differences between the texts.

Features	Text A	Text B
Verb contraction	Plenty of contractions	No contraction
Active/passive tense		
Sentence structure		
Slang*		
Register*		
Abbreviations		
Hedging*		
Non-specific language		
Negative forms		
Personal pronouns		

Share your responses with the rest of the class.

Activity 2: Formality—an aspect of academic writing style



How do I make my writing more formal?

Discuss in pairs:

Formality is one of the important aspects of academic writing. To write in a formal style, you should avoid using contractions, colloquialisms and slang, idiomatic expressions, excessive use of phrasal verbs/ multi-word verbs,

exclamation marks or dashes, non-specific language, direct questions and personal pronouns.

a) Now study the following table to see the differences between formal and informal style.

Items	Informal	Formal
Personal pronouns e.g. I, he, you	You can see from the table... We find that ... I notice that ...	The table/graph shows that ... The figure reveals that ...
Contractions e.g. it's, there's, don't	It's found that ... They don't agree with ... The respondent hasn't ...	It is found that ... They do not agree with ... The respondent has not ...
Colloquialisms and slang e.g. kid, cool, like	The kids were found ... Machines like tractors are...	The children were found ... Machines such as tractors ...
Phrasal verbs/Multi-word verbs e.g. go down, break up,	The neighbourhood crime rate has gone down a lot recently. Could you give me back my pen?	The neighbourhood crime rate has decreased considerably recently. Could you return my pen?
Exclamation marks (!)	Oh! I don't believe you!	I do not believe you.
Dashes (—)	The novel has three major themes—X, Y and Z.	The novel has three major themes that is X, Y and Z.
Abbreviations e.g., etc.	The students preferred various snacks such as fruit, cookies, coffee etc. Areas of natural beauty e.g. Cox's Bazar are popular with tourists.	The students preferred various snacks, such as fruit, cookies, coffee and so on. Areas of natural beauty, such as Cox's Bazar are popular with tourists.
Non-specific language e.g. thing, stuff, sort of, people, lots of	We learnt lots of stuff about women's rights in the lecture.	We learnt a considerable amount of information about women's rights in the lecture.

Direct questions	Why did this disaster happen?	The reasons for this disaster need to be examined.
Idiomatic expression e.g. grow on trees, all along	You spend too much—money doesn't grow on trees , you know. I realised I had had it in my pocket all along .	You spend too much, you must know money is not easy to earn . I realised I had had it in my pocket from the beginning .
Negative forms e.g. not many, not much, any	Not many students were in favour of the Principal.	Few students were in favour of the Principal.

b) Look back at Text A in Activity 1 above. Use the information from the table to find and circle items of informal style. E.g.

A
Bangladesh is an agricultural country. The country has a very rich soil and suitable climate for agricultural production but (lots of farmers) (don't) have a good enough knowledge of the

c) Look at the example essay and report in Appendices 1 and 2. Find examples of the use of a formal style

Study Tip

Keep a list of formal words as you learn them and their informal equivalents (e.g. *also* ~ *furthermore*) to use when you are writing.

Activity 3: Can you use the formal style?



Now rewrite Text A from Activity 1, replacing the informal aspects with their formal equivalents.

Activity 4: Using cautious language in academic writing



Dhaka **has** inadequate road networks for its size.

Introducing an underground rail service **might solve** some of Dhaka's congestion problems.

- a) *Discuss in pairs:*
1. What type of language do you use to state facts?
 2. What type of language do you use when you are uncertain or cautious?
- b) *Read the following text. Tell your partner why using cautious language is important.*

Using cautious language is another important component of academic writing. You need to be very careful while making any claim in academic writing. When you express your standpoint on a particular subject, you need to use cautious language because absolute justification of claims is seldom made. Such language is also called hedging. You may use cautious/hedging language in order to demonstrate your competence as a writer, reduce the risk of criticism, be more precise in reporting results and show modesty and politeness.

c) Study carefully the table below.

Column A shows some common ways you can use to make your writing style more cautious. Match each technique in column A to an example in column B.

A: Techniques for creating cautious language	B: Examples of cautious language
Use of modal nouns	It seems that ...The data suggests that ... _____
Use of introductory verbs	It could be asserted that ...It may be argued that ... _____
Use of modal verbs	It is probably ... It is commonly found that ... _____
Use of modal adjectives	It is likely to be said that ...It is possible to find that ... _____
Use of modal adverbs	One possibility is that ... There is an assumption that ... _trend_____

Here are some more examples of cautious language. Match them to the appropriate technique from column A and then add them to the examples in column B.

appear to be	believe	can be	certain	claim
conceivably	definite	generally	indicate	tend
largely	might	often	probable	will
tendency	trend	clear	probability	would

Share your responses with the rest of the class.

d) Look at the Example essay 1 in Appendix 1. Find examples of cautious language that the writer has used.

Activity 5: How cautious are you?



Work in pairs. Do you think that the following sentences are cautious enough? Make them more cautious, if necessary.

1. Jute cultivation is becoming unpopular among farmers.

[Example] It seems that jute cultivation is becoming unpopular among some farmers.

2. Telemedicine does not work in rural areas.

3. Urban young women prefer not to wear sarees.

4. Cox's Bazar is the greatest tourist attraction in Bangladesh.

5. People who live in the Sundarbans are the worst affected by cyclones.

Activity 6: Extension - developing an academic style



a) Read the following text. Find and underline the informal language.

According to me cricket is the most popular game in Bangladesh nowadays. Its popularity is going up more and more among people of all ages. You'd be surprised to see that a lot of kids love to watch cricket matches in the stadium. They support the Bangladeshi team waving the national flag. It's amazing! Don't you think so? There're stadiums in almost all the district towns but not many of them are of international standard. A few of them like Sheikh Abu Naser Stadium, Zahur Ahmed Chowdhury Stadium, Shere Bangla

National Stadium etc. are used as international venues. The government's patronising cricket a lot but it needs to promote other games as well. If the government supports other games—football and Ha Du-Du, they will regain their past glory.

b) Rewrite the text in an academic style using formal and cautious language.

Activity 7: Home task



Write a paragraph on one of the topics below. Make sure you use an academic writing style that uses formal and cautious language.

1. Learning styles
2. Telemedicine
3. Climate change

Sources

Thematic images: (left to right):

<http://www.port.ac.uk/media/Media,135211,en.png>

http://www.palgraveconnect.com/pc/langling2012/large/9781137030825_large.jpg

http://fc06.deviantart.net/fs10/i/2006/106/4/1/Academic_Icon_GANT_style_by_AmniosDesign.jpg

UNIT 8 Academic Style

Session 2

In this session you will learn how to do the following:

- Recognise and use objective and impersonal language
- Develop precision in your academic writing
- Write cohesively and coherently

Home task review



Work in pairs. Create a checklist of tips: 'How to write in a good academic style' (Think back to what you learnt in Session 1). Compare your checklist with another pair and create a new checklist containing the best tips from each checklist. Now use the improved checklist to evaluate each other's Home task paragraph.

Activity 1: Warm up



*What you say in an essay or report, that is, the content, is very important. But as you saw in the previous session, it is also very important *how* you say it. The style of your writing needs to be academic.*

a) Read the text that follows. Discuss in pairs.

What style is it written in? Is it:

subjective and personal?

OR

objective and impersonal?

Use the information in the table below the text to help you decide.

A village market is a place where villagers gather to buy and sell their daily commodities. It is usually to be found at an open place by the side of a road, or a point where two or three roads connect, or at the bank of a river or a canal. There are two types of village markets: *Bazaar* and *Hat*. *Bazaar* takes place every day in the morning or in the evening whereas *Hat* happens once or twice a week in the evening. Three types of shops are found at the village market: permanent shops, temporary ones and open space shops. These shops are clustered into different sections or areas for different items. For example, permanent shops are for clothes, shoes, wheat, rice, flower, spices and stationery items; temporary shops are for grocery items such as oil, salt, onions, garlic, ginger, pulses and sweets; and open shops are for meat, fish, vegetables, and fruit. Hens, ducks and pigeons are sold in the *Bazaar* while cattle are sold in the *Hat*. In addition, there are tea-stalls, salons and tailor shops, both in the *Hat* and *Bazaar*. A village market has some shortcomings, for example, it is not clean. In spite of all its demerits, a village market is very useful for villagers. They come to it not only for buying and selling goods but also to meet neighbours, friends, and relatives. It is an important place for the villagers to chat and share views with others. Above all, it is a centre for economic activities for rural villagers.



Creating an objective and impersonal academic style	Do not write	Do write
Avoid using pronouns* (I/my/me, you/your, and we/our/us)	<i>I</i> assume that ...	<i>It</i> is assumed that ...
Use impersonal subjects (It, There is)	<i>I</i> believe that ...	<i>It</i> is believed that ...
Use passive verbs (avoid stating the subject)	<i>I interviewed</i> thirty students from three different faculties.	Thirty students from three different faculties were interviewed
Avoid using emotive language (fortunately/unfortunately, luckily, shockingly, surprisingly, and thankfully)	<i>Luckily</i> the meeting had started late.	The meeting had started late.
Avoid using certain words (personally, in my opinion, actually, in reality, to be honest, truly, in fact, and frankly)	<i>Frankly</i> , I am not surprised he failed.	It is not surprising that he failed.

b) Look at the example essay and report in appendices 1 and 2. Can you find examples where objective and impersonal language has been used? (E.g. use of passive, impersonal subjects etc.)

Study Tip

Good academic writing is objective and impersonal rather than personal and subjective. Using 'I' can lead to writing about personal feelings / experiences. In academic writing the readers are interested in the information itself rather than the informer.

Activity 2: Writing objectively and impersonally – can you do it?



Rewrite the following sentences to make them more objective and impersonal.

1. Me and my classmates all got good grades in the final examination.

2. Fortunately he got another job.

3. Our government has made considerable progress in the garments sector.

4. In reality, I knew about the plan already.

Share your responses with the rest of the class.

Activity 3: Precision



As well as being objective and impersonal in your writing, it is also important to be precise. The following activity will help you make your writing more precise.

a) Discuss in pairs. Look carefully at the examples in column A. Compare them with the examples in column B. What do the examples tell you about how to make your writing precise?

A: Do not write	B: Write
<p>A number of people/a lot of people opined that ...</p> <p>Some/many students argued that ...</p>	<p>60% of respondents opined that ...</p> <p>_____ argued that...</p>
<p>India was ruled by the English for many years.</p> <p>I went to Singapore a few years ago.</p>	<p>India was ruled by the English for about 200 years.</p> <p>I went to Singapore in _____</p>
<p>The price decreased in recent times.</p> <p>He suffered from fever in the past.</p>	<p>The price decreased in the last two years.</p> <p>He suffered from fever _____</p>
<p>He then visited another country.</p> <p>He offered me something.</p>	<p>He then visited Bangladesh.</p> <p>He offered me _____</p>
<p>I like it. It is very tasty.</p> <p>I know him. He is my neighbour.</p>	<p>I like the banana. It is very tasty.</p> <p>I know _____. _____ is my neighbour.</p>

b) Complete the second examples in the table (Column B) to make the writing more precise.

Activity 4: Making my writing more precise



Read Mithila's account of her study trip to Nepal:

A lot of students of our department have gone on a study tour to Nepal in the past. They liked many things there. They told me that there are some places which are very charming. Some of my friends brought some gifts for me. I thanked them all.

a) *How could she make her account more precise? Rewrite it with necessary changes to help improve it.*

b) *Work in pairs. Comment on each other's writing: Is it more precise? How?*

Activity 5: Cohesion and Coherence



Cohesion and coherence are important features of academic writing. While cohesion establishes links among different components of the texts, coherence logically unites ideas and arguments and thus makes the writing a whole unit. Cohesion and coherence help readers to follow and understand your writing clearly and easily.

A student, Abid, submitted an essay to his teacher on the topic:

Are students lazy?

a) *Read the essay and discuss in pairs:*

1. What's your first impression of the essay?
2. Are the ideas easy to follow?

3. Does Abid answer the title question?

Are students lazy?

Education and learning clearly involves a lot of effort. Some(1) are more lazy and some less but if you are lazy that doesn't mean that you can't work or study to pass your exams.There are a lot of different characters in the whole world, so there are students that are lazy and other that are fine with their work.(2)

Many lecturers complain about them (3) that they are not very much focused on and motivated to studying but they prefer to socialize with their friends rather than study hard and they are getting lazier year after year and are becoming too social instead of studying hard so students become lazy because of the fact that they go out too much with their friends so they could not sleep as much as needed (4). Thus, after doing all these for three or four days a week as a cycle, they start to feel tired and tiredness brings laziness. At the end all they want to do is rest and be lazy. One of the most important things that cause laziness for students is technology (5). Students spend their time playing computer games or spend their time on surfing the internet and chatting with the other people. Because of doing these things, their eyes become tired and they want to rest and sleep all the time because they spent too much time on the Internet (6). Then, when students feel tired and become lazy, they (7) do not want to go to class, or even if they do go, they do not concentrate on what they are learning in their class (8). Furthermore, as a result of (9), feeling tired, they cannot be bothered to do their homework in time. ____ (10)

Another point is that (11) life is very short to study all the day but we have to plan out our future. Furthermore, if the students study 5-7 hours a day and the rest of the day spend their time playing, they will improve their skills with an easy way of learning. In my opinion, every student must grow up and take your responsibilities.

In conclusion, I believe that every student can study with a different way, but she has to find it. In my case I can't study without listening to music. The most important thing in life is being happy; money is not everything (12).

b) *The teacher gave Abid a feedback sheet of comments about his essay.*

1. *Read the feedback sheet.*
2. *Work in pairs. Match each comment of the teacher (a-m) to the relevant part of the essay (1-12).*

1	2	3	4	5	6	7	8	9	10	11	12
		a									

Teacher's comments:

(a) If you use a pronoun*(them) to refer back to a noun* (students), they must be in the same paragraph; otherwise the reader will be confused.

- (b) Remember 1 idea = 1 paragraph. This is a new idea, so you need to start a new paragraph here.
- (c) Your conclusion is inconsistent – it does not relate to the essay title or your thesis statement.
- (d) Your thesis statement is unclear. This will make it difficult to keep a clear, logical argument throughout your essay.
- (e) This sentence is far too long. The reader will lose the thread of your argument!
- (f) Do not use a pronoun (some) if it is not clear who/what you are referring to
- (g) This is a circular argument – you are repeating yourself!
- (h) There is no concluding sentence for this paragraph.
- (i) Good use of pronoun to avoid repeating the noun.
- (j) Good use of linking language to guide the reader through your points
- (k) Good use of a linking device to show the relationship between ideas.
- (l) Try to use different synonyms to make your writing more interesting.

c) *The teacher has given Abid a lot of feedback comments. Which aspects of his writing in particular should Abid focus on improving?*

Activity 6: Improving your academic style



Write a paragraph on a topic related to your honours subject. Write in an academic style: impersonal and objective, precise, cohesive and coherent.

Work with a partner. Ask at least 2 questions about your partner's topic.

Then evaluate each other's writing. Has he/she used an academic style?

Activity 7: Extension – learning more about cohesion



Read the text to find out more about how to make your writing more cohesive.

Cohesion can be grammatical and lexical. Grammatical cohesion refers to links among the different components of the texts established by grammar while lexical cohesion refers to links among the different components of the texts established by lexicon. These links can be created through different strategies such as using references (references can be anaphoric* and cataphoric*), ellipsis*, substitutions*, conjunctions*, punctuation and other linkers.

Here are some examples:

- Anaphoric reference: **Mr Khan** is my teacher. **He** is a very gentle man.
- Cataphoric reference: *He told me **the news** that **the cat went into my room**.*
- Ellipsis: *Abid: What are you doing now? Mithila: **(I am)** Reading the newspaper.*
- Substitution: *Abid: Which **shirt** do you want? Amir: I want the red **one**.*
- Conjunction: *I went to Dhaka **and** met my brother.*
- Punctuation marks such as colon, semicolon, and brackets also work as cohesive devices. They affect the structure and meaning of the text. For example, *I bought three items: a bag, two books and a pen.*

There are many words and phrases which are used as cohesive linkers. You learnt about some in Units 3 and 5. The table below contains a detailed list of linkers and their functions.

a) Circle the linkers that are new words for you and check their meaning and use in a dictionary

Functions	Linkers
Listing	to begin (with), to conclude, next, in the (first) place, lastly, more important, then, meanwhile, subsequently, as long as
Reinforcement / Addition	furthermore, moreover, what is more, in addition, besides, above all, as well (as), in the same way, not only ... but also,

Similarity	equally, likewise, similarly, correspondingly, in the same way
Transition to new point	as far as x is concerned, with regard/reference to, as for ..., it follows that, turning to, incidentally, to turn to..., concerning...
Giving examples	for instance, as follows:, that is, in this case, namely, in other words, as (evidence of...), thus, to illustrate, such as, specifically,
Summary/ Conclusion	all in all, in brief, to summarise, in summary, in short, in conclusion, therefore, to sum up, to conclude, overall
Generalising	in general, generally, on the whole, as a rule, for the most part, in most cases, usually
Highlighting	in particular, particularly, especially, mainly
Reformulation	in other words, rather, to put it more simply, briefly, that is (to say), basically
Expressing an alternative	alternatively, rather, on the other hand, the alternative is, another possibility would be
Inference	if not, ..., in (that) case, otherwise, that implies, then
Concession (something unexpected)	however, even though, nevertheless, yet, although it is true that, it may appear, regardless, certainly, granted that, it may be the case that, still

b) Choose the right option to make the sentences below cohesive and coherent.

1. The home work must be submitted by tomorrow; _____ it will not be considered for grading.

as a result	so	otherwise
-------------	----	-----------

2. The students of the science group did not obtain a good result last year. _____ they are serious this year.

Rather	Moreover	Therefore
--------	----------	-----------

3. I shall explain to you what happened there. But _____ I want to have a glass of water.

first	likely	again
-------	--------	-------

4. I did not force him. _____ I politely requested his help.

On the contrary	Still	By far
-----------------	-------	--------

5. Your explanation was brief. _____, it was convincing.

Still	In particular	For
-------	---------------	-----

6. He does not attend classes regularly. _____, he plays cricket.

As a result	Instead	So
-------------	---------	----

7. He did not tell you the truth. _____ he is a liar.

As a whole	In other words	On the other hand
------------	----------------	-------------------

8. He did not appear for his final examination. _____ his grades were not displayed.

On the other hand	Moreover	As a result
-------------------	----------	-------------

9. Our Mayor is a social worker. _____ he was a national football player.

But	More importantly	Probably
-----	------------------	----------

10. We have reached Dhaka rail station. _____, we are waiting for a taxi.

However	Now	Therefore
---------	-----	-----------

Activity 8: Developing academic vocabulary



Here are some useful academic words you have met in the units:

available	context
economic	variation
factor	theory
indicate	similarity
source	

1. Find them in the word search.
2. Check their meaning in a dictionary.

n	c	e	c	r	u	o	s	p	s
c	o	t	h	e	o	r	y	i	x
i	u	i	h	l	e	t	m	l	e
m	v	p	t	e	m	i	l	t	f
o	e	l	b	a	l	i	a	v	a
n	a	j	t	a	i	c	j	g	c
o	s	r	r	s	i	r	e	k	t
c	j	i	j	d	c	j	a	r	o
e	t	f	n	h	n	g	r	v	r
y	w	i	c	o	n	t	e	x	t

Activity 9: Home task



Do you think students are lazy?

Work in pairs. Write an essay on this topic. The title is: Are students lazy?

Decide on the focus of your essay, write the thesis statement and create the overall plan for the essay. Then write the essay. Try to write using an academic style. Use what you have learned in session 1 and 2 of this unit about features of formal writing, using cautious language, being impersonal, objective, and precise and ensuring that your writing is cohesive and coherent.

Activity 10: Critical reflection



What have you learnt in this unit? Reflect upon your experience.

1. What have you learnt about the major features of academic writing?
2. What have you learnt about cohesion and coherence in academic writing?

Sources

Activity 1:

Image source: http://4.bp.blogspot.com/-Cgg9igWayh4/T2-tj6_NZh/AAAAAAAAALM/I0PhvY9HGsk/s320/DSCN2361.JPG

Unit 9 Revising, Critiquing and Evaluating Writing

Session 1

In this session you will learn how to do the following:

- Revise the structure and content of your writing
- Critique and evaluate your own and each other's work



Home task review



Take part in a class discussion: 'Are students lazy?'

Use your ideas and the evidence you researched for your Home task essay in the discussion.

You have learnt a lot so far about academic writing. But what happens after you write the final word of an essay? Is that the end? In this unit you will learn about the final stages of the writing process.

Activity 1: Quiz – what do you do?



Complete the quiz below. Choose answer a, b, or c for each question.

1. When do you finish writing an essay?
 - a. The night before the deadline.
 - b. At least two days before the deadline.

- c. A few minutes before the deadline.
2. Before you hand in an essay to your teacher, do you:
 - a. check your name is on it and give it to your teacher?
 - b. quickly reread the whole essay?
 - c. reread it carefully one or two times?
3. When you finish writing an essay, do you ever ask another person to read it through and check it?
 - a. Yes, always.
 - b. Sometimes.
 - c. Never.
4. Which of the following do you find is the best way to revise an essay?
 - a. I reread the essay slowly from the beginning to the end.
 - b. I focus on specific areas in turn such as structure and grammar.
 - c. I never revise an essay.
5. Do you know what are the strengths and weaknesses in your writing?
 - a. I've never thought about the matter before.
 - b. I know I make a lot of mistakes, but I don't remember what they are.
 - c. Yes, there are specific grammar errors I know I always make.

Check your score in the answer key which is at the end of this session's pages.

Activity 2: Why, how and what to revise



a) Read the text below.



Revision is one of the important steps and activities in the process of writing. It helps you know whether you have written effectively what you wanted to write; whether your text has achieved academic standards; and whether your text has met the objectives and purpose of writing. You can revise your text placing yourself in the position of a reader and/or you can get your text revised by your peers. Developing good techniques for revising your writing is really important to help you identify the areas you can improve in your essay and to help you find errors in your writing. But what are some good

techniques of revising? Simply reading through your text will only help you identify a few of the errors and areas you could improve, but actively focusing on *specific features* of your writing is a much more effective way of revising your writing.

b) *Discuss in pairs:*

What *specific features* do you think you should focus on when you revise your writing?

e.g. essay structure _____

c) *Unjumble the phrases below to check your ideas.*

Specific features to check as you revise your writing		
response title to the appropriate <i>E.g. Appropriate response to the title</i>	text of structure the	the of text formatting
of relevance information	style use academic of	of communication effectiveness
plagiarism avoiding		

d) *Add any more ideas you have to the empty boxes.*

Checking the content and structure of your essay will help make sure that the structure and layout of your writing are appropriate; that all your information and ideas are relevant; that your points are clear and well organised; and that you have used the appropriate style and have followed other academic conventions such as correct referencing, so that you complete your writing task

Study Tip:

You will find it easier to notice any problems with the content and structure of your essay that need correcting if you put it away for a while before you revise it. Therefore, try to finish your essay two or three days before the deadline to hand it in so that you can take a break from it before you start revising it.

successfully. Focusing on each of these features in turn will help you find your errors so that you can correct them. One way to focus on each feature is to ask yourself questions. Asking questions focuses your revising and helps you notice your errors as you reread your essay.

e) Write down some questions which may help you check the content and structure of your essay.

Activity 3: Revising content and structure—a checklist



The following checklist can be used to revise the content and structure of your essays. Match the features from the Table in Activity 2c) above to the correct group of questions.

	Features to check	Questions to use
1	Appropriate response to the title	<ol style="list-style-type: none"> 1. Does the essay content match with the title? 2. Have I understood and answered the essay question? 3. Does my title contain appropriate key words/variables?
2		<ol style="list-style-type: none"> 1. Does my introductory paragraph introduce the topic properly? 2. Is there a clear thesis statement and is it developed properly? 3. Does each paragraph have a topic sentence? 4. Are the paragraphs well connected? 5. Does my concluding paragraph conclude the topic properly?
3		<ol style="list-style-type: none"> 1. Have I missed out any important points? 2. Have I used everything that is relevant from my notes? 3. Have I supported my points with reasons and evidence? 4. Have I repeated any information in more than one paragraph? 5. Are the graphics and data useful? Do they support my

		points?
4		<ol style="list-style-type: none"> 1. Do the points in the essay flow logically? 2. Are my points clearly explained? 3. Does my writing contain critical analysis and not just description?
5		<ol style="list-style-type: none"> 1. Have I paraphrased other people's ideas in my own words (not copy and paste)? 2. Have I included the reference for each piece of information I used?
6		<ol style="list-style-type: none"> 1. Is my style of writing formal and academic? 2. Have I consistently used an academic style?
7		<ol style="list-style-type: none"> 1. Is my text within the expected/given word/page limit? 2. Are any figures and tables correctly labelled and placed? 3. Are any headings and sub-headings written, placed and numbered properly? 4. Are the font size and style appropriate? 5. Have I included the correct front and back matter e.g. contents page, bibliography?

Activity 4: Know your strengths and weaknesses!



Think about your strengths and weaknesses in your writing. Look back at other essays you have written. What comments did the teacher make? Which features from the table do you need to focus on when you revise your essays?

Activity 5: Revising your Home task essay



Work in pairs. Use the checklist from Activity 3 to revise your essay 'Are students lazy?' that you wrote for your last Home task.

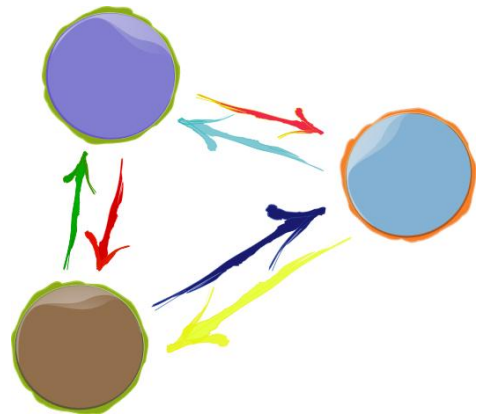
Activity 6: Critiquing Texts— What is critiquing?



Work in groups of 3

- a) Discuss together:
1. What do you understand by critiquing?
 2. Who can critique your texts?

- b) In groups of 3, read one of the following texts each. Underline the key points in your text.



Text 1

Critiquing:

In academic writing, critiquing refers to detailed critical analysis and evaluation of texts. It is basically the feedback given on a particular piece of writing. It can be both positive and negative but it needs to be constructive to help writers improve their essays. As it is constructive, it contains guidelines for improvement. An effective critique is objective, specific, comprehensive, constructive, organised, and factual.

Features of critiquing:

Specific: The critiquing needs to be specific, concrete and focused so that the writer can understand what needs to be improved and can take specific steps and actions for improvement.

Objective: The critiquing needs to be impersonal and free from personal bias.

Text 2

Features of critiquing:

Comprehensive: The critiquing needs to be comprehensive. It should identify the strengths and weaknesses of every aspect of writing in such a way that the improvement can be made effectively.

Constructive: The critiquing needs to be constructive. In other words, it should praise the positive points of the texts, so that the writer gets inspired. It should also state the negative points. Those should be accompanied by specific suggestions so that improvements can be made.

Organised: The critiquing needs to be well-sequenced and organised so that the writer can follow and understand the critiques and improve his/her writing.

Factual: The critiquing needs to be factual. It cannot be hypothetical and imaginary; it should be truly based on the texts.

Text 3

Who can critique?

Self-critique

The writer should critique his/her own writing. He/she should place him/herself in the position of a reader and follow a checklist of specific features in order to critique the texts.

Peer critique

The text can be critiqued by a peer, i.e. another student or a group of students. The peer can be requested to critique a text following a prepared checklist. Peer critique is very effective.

Teacher critique

The teacher can critique the texts. He/she should critique students' texts using a checklist.

- c) *Now work in your group of 3 and use the information from all 3 texts to write a summary about critiquing. Your summary should include an explanation of what critiquing is, its key features; how to critique and who should critique.*

Activity 7: Critiquing a text—can you do it?



Share the summary you wrote in Activity 6 with the member of another group. Critique each other's summary. You can use the following questions to help you:

Is the critique objective? Does the critique highlight specific errors?
Is it comprehensive? Is it well organised? Is it easy to understand?
Is it objective? Is it constructive?

Activity 8: Extension—the importance of revising



Your cousin is not getting very good grades in her writing. She always writes her essays at the last minute and never revises them before she hands them in. Write a note to her explaining why revising is important. Suggest some tips for her on how to revise.

Activity 9: Home task



One way to ensure that you are using an academic style in your writing is to use academic vocabulary. Academic vocabulary is the vocabulary – words and phrases- that are most commonly used when you read and write about ideas and research in an academic environment such as at the university or in the wider academic community. Consequently, knowing, learning and using academic vocabulary is very important. You have been learning some of the most common academic words in the module units. You can find these words and more in the **Academic Word List (AWL)**. The **Academic Word List** is used in higher education worldwide as a means for students to identify and learn the most important academic words they will need in their studies.

- a) Use the Internet to find out more about the **Academic Word List**.
- b) Write a summary of your findings.

Quiz answers:

Score

Q1: a-3, b-6, c-1

Q2: a-1, b-3, c-6

Q3: a-6, b-3, c-1

Q4: a-3, b-6, c-1

Q5: a-1, b-3, c-6

Add up your total score, then read the results for your score below:

If you scored 1-10 marks:

You have a lot to learn about how to revise an essay before you hand it in to your teacher for marking! Spending time carefully revising an essay before you hand it in will help you avoid careless mistakes and improve your grades. Pay careful attention to the activities in this unit to help you learn about this important aspect of the writing process.

If you scored 11-24 marks:

You have some understanding of the purposes of revising your writing and are making some efforts to revise your work before you hand it in. However, your current techniques for revising are not fully effective. The activities in this unit will show you how to make your revision techniques more effective.

If you scored 25-30 marks:

Well done! You already have a good understanding of the importance of revising your writing as part of the writing process but there is still room for improvement! The activities in this session will help you fine-tune your techniques to help you get even better grades.

Sources

Thematic image: <http://pyersedandridge.com/wp-content/uploads/2013/06/website-home-page-critique-550x322.jpg>

Activity 2:

Image source: Arjen Stilklik <http://www.flickr.com/photos/eriksimages/6161469443/>

Activity 6:

Image source:

[http://openclipart.org/people/cibo00/cibo00_abstracted_group_interaction_\(2\).svg](http://openclipart.org/people/cibo00/cibo00_abstracted_group_interaction_(2).svg)

Unit 9 Revising, Critiquing and Evaluating Writing

Session 2

In this session you will learn how to do the following:

- Become skilled in proofreading to check for spelling, punctuation and grammar mistakes

Home task review



Work in groups

Ask each other what you found out about the Academic Word List. You can use these questions to help you:

Who created the Academic Word List? Why was the Academic Word List created? How was it created? How many words are there in the Academic Word List? How are the words organised? How can you use the Word List?

As well as checking the content and structure, when you revise a piece of writing, you also need to look carefully at your use of language. A lot of minor problems may still remain which require your special attention so that your text makes the best possible impression on the readers. No matter how efficient you are as a writer or how well-crafted your text may be, minor mistakes in spelling, grammar, punctuation and usage may blight the clarity of the text and weaken the credibility of the text and of you as a writer.

Activity 1: What do I need to know about spelling?



a) Discuss in pairs. Decide if the statements are True (T) or False (F).

1. Spelling is important for clear communication.

2. I find it difficult to spell English words correctly.
3. There are too many complicated spelling rules in English.
4. Even if I learn the spelling rules, there are too many exceptions to the rules, and so it is not worth learning them.
5. The spellcheck facility on my computer corrects my spelling for me, so I don't need to learn about spelling.

b) Now read the text below to check your answers. (Underline the statements that confirm the answers).

Correct spelling is vital. Misspelling a word can be confusing for the reader and create a bad impression of the writer, suggesting poor competence or carelessness. If a word is spelt incorrectly, it can change the meaning of the sentence. Consider the example from a business report about a drop in sales: *Sails are falling off*. By misspelling the word *sales*, the writer could cause a lot of confusion!

It is true that spelling in English is not straightforward. You cannot always work out the spelling of a word from the way it is pronounced. There are several reasons for this. One of the reasons is that English contains many words that have been 'borrowed' from Old English and other languages such as Latin and Greek. The spelling systems of these languages are all different from each other, so consequently the spelling system in English is not consistent. In addition, pronunciation and spelling of English words have changed over the centuries. Did you know, for example that the English language once used to have seven vowels instead of five?

All these features make spelling difficult and this has led to many different spelling rules as well as exceptions. Nevertheless, there are some basic key spelling rules or guidelines which are useful to learn as they can help you avoid the most common errors.

It is true that computers often have software that can automatically check the spelling such as the Spellcheck facility in Microsoft Word. However, you should not automatically follow its suggestions. Spellcheck software checks each word individually and does not consider the meaning of the word within the context of the sentence. Spellcheck would not, for example, find a problem with the sentence *Sails are falling off*. In addition, you will not generally have access to Spellcheck in an exam, and so it is important to know the basic rules of spelling and to be able to spell words correctly without relying on spelling aids.

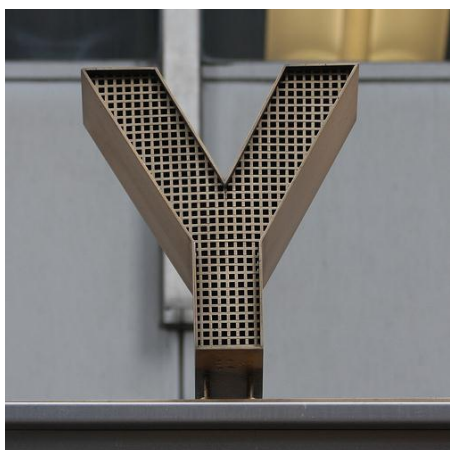
Activity 2: Key spelling rules



Work in pairs

Learning about these four rules will help you avoid common errors and improve your spelling. In the tasks below it is your job to work out the spelling rules!

Rule 1: Words ending in y



Study Tip:

Vowels = a, e, i, o, u

Consonants = all other letters of the alphabet e.g. b, c, d, f, g etc.

a) Complete the table.
(‘x’ means a word is not possible)

verb	adjective	noun	Comparative adjective	Adverb
-	happy	happiness	happier	happily
	married		x	x
x	angry			
x	lonely			x

b) Complete the rule:

RULE: If a words ends in a consonant + ‘y’, the ‘y’ changes to _____ when you add an ending.

Rule 2: Final ‘e’

a) Look at these sets of words. What is the rule for words ending in “e” when an ending is added?

excite + ing = exciting	excite + ment = excitement
use + ed = used	use + less = useless
rule + er = ruler	advertise + ment = advertisement
fame + ous = famous	



b) **Complete the rule.** Use these words to help you:

consonant	vowel	remove	keep
-----------	-------	--------	------

RULE: For words that end in an 'e': if you add an ending that begins with a _____, then you should _____ the 'e'.
 However, if the ending begins with a _____, you should _____ the 'e'.

Exceptions: words that end with 'ce' and 'ge' should keep the final 'e' when you add the ending 'able' or 'ous' e.g. notice - noticeable, change - changeable, courage -courageous

c) Now use the rules to find the errors (if any) in the notices, and correct them.

USEING MOBILE
PHONES IN THE
CINEMA IS
FORBIDDEN

DO NOT PUT
PERSONAL
ADVERTISEMENTS
ON THIS
NOTICEBOARD

NO QUEUEING

DANGER:
TRUCKS
MANOEUVRING

Rule 3: **ei** or **ie**?

a) Look at the two lists of words. They are all pronounced with the 'ee' sound (/i:/), but their spelling is different. Why is this?

believe achieve piece brief	receipt deceive
--------------------------------------	--------------------

b) **Complete the rule.** Use these letters to help you:

e i

RULE: You put _____ before _____ except after 'c', if the pronunciation is 'ee'.

c) The following example words are not pronounced with the sound 'ee' (/i:/)

their	weight	height	foreign
-------	--------	--------	---------

- What do you notice about these?

d) **Complete the rule.** Use these vowel clusters to help you:

ie	ei
----	----

RULE: If the pronunciation is not 'ee' (/i:/) the spelling should be _____ and not _____.

Exception: friend

e) Now use the rules you have learnt about 'ie' and 'ei' to complete the following task.

Put 'ie' or 'ei' in the following words and then sort them into groups under the headings given below:

dec __ tful	v __ l	sovr __ gn
rel __ ve	ch __ f	gr __ f
spec __ s	r __ gn	fr __ ght

'ee' sound but not after 'c'	'ee' sound after 'c'	not 'ee' sound
relieve		

Study Tip:

The rules about doubling letters relate to hundreds of words, so make sure you learn this rule!

Rule 4: Doubling the final consonant

pp bb gg

One-syllable words:

a) Which of these words double the final consonant when you add an ending which begins with a vowel? e.g. 'ing', 'er', 'est', 'ed' (Tick ✓)

drop big chop leak slim late stab deal

b) **Complete the rule.** Use these words:

consonant vowel

RULE: For one-syllable words that end in a _____ and a _____ (e.g. the word big), you should double the final letter before you add the vowel-ending.

Two-syllable words:

forget occur commit offer open happen

(' _ ' shows where the stress occurs in each word)

a) Read aloud the words in the box above. Which of these words double the final consonant when you add a vowel- ending, e.g. 'ing', 'able', 'ed'? (✓)

b) **Complete the rule.** Use these words:

not double double

RULE: For two-syllable words where the word stress is on the 2nd syllable (e.g. forget), you should _____ the final letter before you add the vowel-ending. BUT for two-syllable words where the word stress is on the 1st syllable (e.g. happen); you should _____ the final letter before you add the vowel-ending.

Exception: For two-syllable words that end in one vowel and 'l', you should double the 'l' when you add a vowel-ending (it doesn't matter where the stress is). E.g. travel - traveller, travelling, travelled; equal – equalled cancel - cancelled, cancellation

c) Now use the rules you have learnt to fill in the spaces in the following advert:

WECONYOU

WECONYOU is offe___ing. for a limi___ed period, low price car insurance. If you haven't already benefit___ed from our scheme, call now for our great value quotation. Payments can be defe___ed (postponed) for 6 months. No ref___ences required.

Activity 3: Learning spellings!



The spelling rules in Activity 3 will help you cope with hundreds of difficult words, but some words you will simply need to learn to spell. You may find it useful to keep a list of words you frequently misspell. You should also check any words you are unsure of in a dictionary. As you proofread your writing, you need to identify and correct misspelt words and typographical errors. For example, 'Bangladesh became independent through a waf in 1971. In the war the country had to sacrifise many lives and wealths'.

The underlined words are misspelt. Can you correct them?

Study Tip

Use this simple method to help you learn to spell a word:

LOOK carefully at the word

SAY the word slowly aloud

COVER the word and try to picture the letters

WRITE the word from memory

CHECK it against the original word letter by letter

Activity 4: WARNING: Punctuation costs lives!



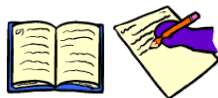
Punctuation is an important feature of language. It plays a very important role in expressing the intentions and attitudes of the writer. Misplaced or misused punctuation marks can create confusion and make the meaning unintelligible and, as in the example here, have terrible consequences for Grandma! Match the captions to the correct picture.



'LET'S EAT
GRANDMA'

'LET'S EAT,
GRANDMA'

Activity 5: Punctuation marks: what to use in academic writing?



The following punctuation marks can be used in academic writing.

;	:	,	-	“	()	[]
---	---	-----	---	---	---	---	-----	-----

a) Match the punctuation mark to its name and read how to use each punctuation mark correctly.

Punctuation		Reason for use
Semicolon	<i>e.g.</i> ;	Helps break up longer sentences and make the meaning clear. <i>E.g. A raging fire resulted in widespread devastation of forests; intolerable suffering of wildlife and...</i>
colon		Shows that whatever follows is strongly related to the information that follows it. <i>E.g. You should not use the following types of punctuation in your academic writing: exclamation marks, dashes and apostrophes to show contractions, such as 'don't'.</i>

round brackets		Show the information that supports an idea. In academic writing these are used with dates in in-text referencing. <i>E.g. Hassan (2012) says</i>
square brackets		May clarify a pronoun in a direct quote. E.g. <i>'He [the Prime Minister] never replied', she said.</i>
full stop		Signals that the writer has reached the end of an idea or point.
quotation marks		Show that you are using someone else's exact words in your writing. E.g. Hasan (2012) states, 'Learning English is vital'.
hyphen		To show some compound adjectives <i>E.g. first-class</i>
comma		To show where small pieces of information begin and end. Particularly used: <ul style="list-style-type: none"> • to separate clauses. <i>E.g. Although I like bananas, I prefer mangoes.</i> • before quotations. <i>E.g. Hasan (2012) states, 'Learning English is vital'.</i> • after comment adverbs. <i>E.g. Interestingly,</i> • to separate items in a list. <i>E.g. bananas, mangoes, apricots and melons.</i> • to show apposition*. <i>E.g. The Prime Minister, Sheikh Hasina, was elected in 2009.</i>
ellipsis		To keep a quote short and to the point. <i>E.g. Rahman (2010) states, 'She [the Prime Minister] was angry because...of overspending</i>

b) In the Table, one of the examples states that there are 3 punctuation marks you should not use in academic writing. What are they?

1. _____
2. _____
3. _____

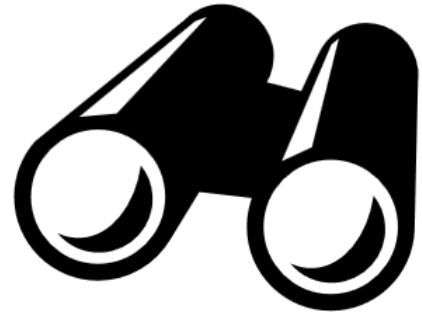
c) Now use the information in the table to punctuate these sentences correctly.

1. We need to study four subjects this semester History Psychology Economics and Geography
2. Our college team lost the final match in the series unfortunately this meant the college didn't win the cup
3. Its a serious problem
4. Kahn 2006 states that the traffic problems in Dhaka are the consequence of poor planning overcrowding and the many diverse forms of transport on the road

Activity 6: Proofreading for grammatical errors



Identification and correction of grammatical mistakes and inaccuracies is another concern of proofreading. For example, 'The University requires an HIV test of their students'. The correct form is: 'The University requires an HIV test of its students'. There are many areas of grammar where students commonly make mistakes, such as verbs and tenses, verb and subject agreement, articles, word order and sentence structure.



- a) *Identify these fairly typical grammatical mistakes and inaccuracies in the following sentences and correct them.*
- a) The university introduces a new code of conduct last year.
 - b) I needs to buy some furnitures for my new flat.
 - c) Although fresh fruit is good for a person's health.
 - d) A heavy rainfall caused flooding in hours and the town went under the water.
 - e) Government has changed its policy.

Activity 7: What do you find difficult about proofreading?



Because everyone has different strengths and weaknesses, it is a good idea to develop your own checklist for proofreading your writing. You can use the checklist to remind you that, as you proofread, you need to look out for spelling, punctuation and grammar errors in your writing.

Think about your strengths and weaknesses and then complete the table below. As you proofread your writing, place ticks (✓) or crosses (x) in the self-check column. You can ask a friend to proofread for you by using the Peer-check column.

	My weaknesses	Self-check	Peer-check
Spelling			
Punctuation			
Grammar			

Activity 8: Extension: Developing proofreading skills



Proofread the extract below from an essay taken from the 'Education and Research Studies' discipline. The title of the essay is 'Creating a good learning environment in the secondary classroom'. Find the errors related to spelling, punctuation and grammar and correct them.

Fairness is important in classroom. As the ethicist Rawls 1990 says the stability of a society or any group for that matter depends upon the extent to which the members of that society feel that they are being treated fairly. What Rawls describes can also be applied to the situations in classrooms. Conflicts among students could be caused by the behaviour of the teacher if some students sees some favouritism towards some other students. This lead to a bad atmosphere in the classroom and the students won't learn so sadly well. Therefore dealling with all students is important in the same way.

On the other hand, if students beleive the teacher fair to everyone and treat students from all background equally and respects thier culture, the students will respect thier teachers, The students will listen to them and try harder to

learn in order to please them and achieve good results. This is something that doesn't only include students. Anybody: young, old and from any culture or gender likes to be treated with respect and will feel good when treated like that.

In conclusion, the best learning environment is a place where students not only pay attention but actively participate in the class where the teacher knows how to inspire the students and the teacher have no prejudice in this way students' interest in study and reading can be aroused. Hopefully in this type of environment the students will learn well. It might not work for every student but it's the teacher's task to try their best with this.

- a) Check your corrections with the class.
- b) Do you agree with the ideas in the essay? From your own experience, what helps create a good learning environment in the classroom?

Activity 9: Home task



Proofread the summary you wrote for your last Home task about the Academic Word List. Use your checklist from Activity 7 to help you.

Activity 10: Critical reflection



What have you learnt in this unit? Reflect upon your experience.

1. What have you learnt about revising texts?
2. What have you learnt about critiquing?
3. What have you learnt about proofreading?

Sources

Activity 2:

Image sources: letter y: Leo Reynolds <http://www.flickr.com/photos/lwr/3719231793> ;
letter e Leo Reynolds <http://www.flickr.com/photos/lwr/176209868>

Activity 4:

Image sources: (left to right) <http://www.flickr.com/photos/norriswong/137093621>; The Child's Fairy Library CircaSassy
<http://www.flickr.com/photos/66212741@N08/7218391846>

Activity 6:

Image source: <http://openclipart.org/people/Last-Dino/binoculars.svg>

Unit 10 Writing a Report I

Session 1

In this session you will learn how to do the following:

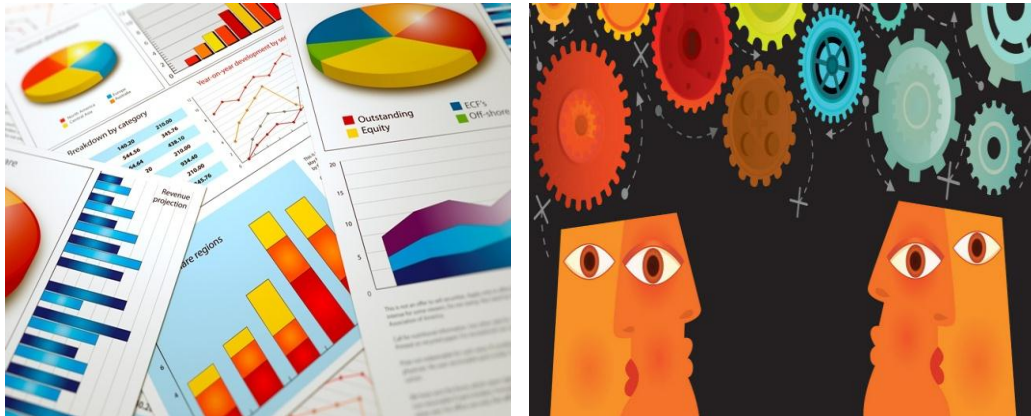
- Work out the differences between essays and reports
- Get an overview of the different parts of a report
- Write the introduction section of a report

Home task review



Work in pairs.

Read each other's summary about the Academic Word List. Has your partner developed good proofreading strategies? Can you spot any errors that he/she missed?



In this unit and unit 11 you will learn about how to write a report. Writing a report is a common academic tradition in higher education. Depending on your study subjects, you may be asked to write a report on a wide range of topics. In Appendix 2 you will find an example report. You will be looking at this example report throughout these two units to help you understand more about writing reports.

Activity 1: Reports and essays – what do you know?



Work in pairs.

Look at the academic disciplines listed below. Decide in which disciplines, you think it is more common to write essays and in which ones it is more common to write reports.

- a) Philosophy essay
- b) Marketing _____
- c) Theology _____
- d) Literature _____
- e) Chemistry _____
- f) Education _____

Activity 2: Difference between essays and reports



Reports are a carefully organised form of writing. Unlike essays which usually deal with theoretical and abstract issues, reports are about more concrete issues. Think about any reports you have read; how are they different from essays? Then look at the table below for more differences between reports and essays. Can you fill in the missing information?

Reports	Essays
Based on information	Based on argument
Usually meant to be read quickly	
Usually helpful to make a decision or to initiate actions	Demonstrate knowledge and critical thinking
Section headings and subheadings are used and numbered	
Use of tables, graphs and illustrations	Rare use of tables, graphs and illustrations
	Presents a conclusion to the question

Activity 3: Organising and identifying the sections of a report



As we know now, reports are more structured than essays; they have several sections. A student, Abid, has some questions about report writing.

What are the different sections of a report?
How do I organise my report?

Complete the activities below to help answer Abid's questions.

In the table, you can see the names of the different sections of a report and descriptions of their features. Match the section names with their features.



Also, put numbers beside the sections in their order of appearance in a report. Use the example report in Appendix 2 to guide you.

No	Sections	Features
	Findings	Name of the paper, author and institution
	Methodology	Summarising the findings; recommendations
2	Contents	Presentation of data
	Discussion	Very brief overview of the report
	Title page	Types of activities carried out to collect data
	References	Discussing the importance and purpose of the research; brief literature review
	Introduction	Listing of all the sections, tables and figures
	Appendices	Explanation of the findings; comparison with other studies
	Abstract/Executive Summary	Full details of data and additional information
	Conclusion	Full information of the referred sources

Activity 4: Can you recognise the different sections?



Now read the following extracts taken from a report on climate change and media in Bangladesh in the field of Journalism. From which section of a report do you think these extracts have been taken? Work in pairs.

Extracts	Section
Semi-structured interviews had been conducted to get data from the participants.	Methodology
Given this present context, it is really important to know how the media portrays the risk of climate change in the coastal areas of Bangladesh.	
Climate change journalist Saima Jaker, said that the social effects of climate change often do not get due coverage in the print media.	
So the local media is mostly influenced by global media discourses which may fail to capture the grassroots issues.	
Boyce, T. and Justin, L. (2009). <i>Climate change and the media</i> . New York: Peter Lang.	
The full interview schedule and transcription of the oral data are provided here.	
In light of the findings of this study, it can be recommended that the local media of coastal areas should work in liaison with the national media.	

Activity 5: Setting the scene – writing the introduction



This is the first paragraph of the example report from Appendix 2. It is a report in the field of Education and Research which deals with what students think about introducing English as the medium of instruction in higher education. Read the paragraph and answer the questions which follow.

The unprecedented global spread of English has resulted in English becoming an important language in higher education. As an international language, English clearly dominates in global research publications, academic communication, international conferences and information technology. Ammon (2003) shows that by 1995, 87.2% of journal publications in Natural Sciences and 82.5% of journal publications in Social Sciences were in English. This dominance of English language in education and research raises the question whether English should be made the medium of instruction in higher education institutions. The issue of the medium of instruction is very significant as this may have a substantial effect on the academic performance of the students and the professional performance of teachers (Tollefson and Tsui, 2008). In Bangladesh, there is currently no national policy on the medium of instruction. However, in the context of the prevalence of English in higher education research and publication, this study tries to explore the perceptions towards English being the medium of instruction in the higher education sector of Bangladesh.

Work in groups.

a) Which of the following titles do you think is most suitable for this section?

Give reasons for your choice.

1. The prominence of English in higher education.
2. Language policy of Bangladesh in the higher education sector.

3. The feasibility of English becoming the medium of instruction.

The introduction of a report contains several elements:

- (1) It provides background information to the readers.
- (2) It informs the readers about the need of the research undertaken.
- (3) It states the purpose of the report.

b) Reread the introduction paragraph and find the sentences which relate to the elements 1-3 listed above.

Elements	Sentences
1	The unprecedented...education.
2	
3	

Activity 6: Extension – essay or report?



Work in pairs.

Which of the following topics do you think will be written as essays? Which will be written as reports?

Title	Essay	Report
South Asian Writing: Searching for the roots	✓	
Motivation of Bangladeshi parents to send their children to English medium schools		
Women's empowerment in Bangladesh through the garments sector in the last 10 years		
Rehabilitation of street children in rural and urban areas: A comparative study		
An overview of deforestation in Sundarban		
Tourism prospects of Bangladesh		

Activity 7: Home task



Writing an introduction for an essay or a report

Read the information below from a report on 'Ensuring workplace safety for the garment workers of Bangladesh' in the field of 'Human Resource Management'.

Context: The garments industry generates 17% of the country's GDP; garment workers work in a hazardous environment in Bangladesh; regular incidents of fire or collapse in the factories; many workers have either died or have become disabled.

Research questions: How can conditions be improved? What do the garment workers think?

Methodology [for report only]: Questionnaire survey among 40 garment workers

Findings: Safety training can be provided; safety gear (e.g. helmet and hard hat) can be bought, the government can establish a separate council to ensure the health and safety of the garment workers; safety drills should be conducted on a regular basis and every factory should have security clearance.

Using the information, discuss how you would write the introduction 1) as a report and 2) as an essay. Work in groups. (Look back to Unit 3, Session 2 to remind yourself of the features of the introduction to an essay if you need to). As a group, plan and write both introductions. Make sure that your introductions include the necessary elements.

Sources

Thematic images:

(left) http://www.metmuseum.org/toah/hd/cube/hd_cube.htm

(right): http://www.sphcm.med.unsw.edu.au/sites/default/files/sphcm/page/Graph_0.jpg

Activity 3

Image sources: http://img1.etsystatic.com/000/0/5585170/il_fullxfull.258157051.jpg?ref=12

Activity 5

Image sources: (left) <http://1.bp.blogspot.com/->

[NjbK8uI6PQI/UM_gC2QZVvl/AAAAAAACoig/njOCXSGikgQ/s400/chess-pieces+2b.jpg](http://1.bp.blogspot.com/-NjbK8uI6PQI/UM_gC2QZVvl/AAAAAAACoig/njOCXSGikgQ/s400/chess-pieces+2b.jpg)

(Right): <http://bizmology.hoovers.com/wp-content/uploads/2012/05/chess.jpg>

Unit 10 Writing a Report

Session 2

In this session you will learn how to do the following:

- Collect data with special reference to interviews and surveys
- Become familiar with writing the methodology section of a report

Home task review



Compare your group's introduction for a report/essay with another group. Has the other group included the necessary features of an introduction?

Activity 1: Collecting data – warm up



Work in pairs.

Writing a report involves collecting evidence in support of the purpose of the report. Discuss the answers to the questions below.

1. What are the different ways people collect data for their research? Can you name some of them?
2. Have you ever filled in a **questionnaire***? Do you remember what that was about?

3. Have you ever been interviewed by someone? Why do you think people interview others?

Activity 2: Interviews and surveys



Read the text below on interviews and surveys – the two major data collection methods. Check the ideas which you discussed in the previous activity.

Data for research can be collected in a number of ways. Which method you will apply to collect data will depend on the kind of data you want to get to support your research questions. There are different types of data collection methods; for example, questionnaire, survey, focus group, observation, case study and interview. In this unit, we will focus on questionnaires, surveys and interviews as they are widely used to collect data. When you want to get structured information about the feelings and attitudes of the participants, you can use surveys. When you are more interested in the in-depth responses of the participants, you could conduct interviews. See below some more differences between surveys and interviews.

Survey	Interview
More often quantitative *	Usually qualitative *
Focus on frequency	Focus on meaning
Large data sets	Small data sets
Less time consuming	More time consuming
Issue of ethicality is not very important as this is often anonymous	Ethicality is important as there is face to face verbal communication
Intends to inform	Intends to understand
Can have closed and open questions	Will have only open questions
Answers the question 'what?'	Answers the questions 'why?' and 'how?'

Activity 3: What to do – interviews or a survey?



Work in groups.

Look at the topics below. Will you do surveys or interviews to collect data on them? Put a tick mark (✓) to indicate your choice.

Study Tip

Surveys are more helpful when you want to get a small piece of information from a wider group of people.

Interviews are useful when you want to understand details from a few people.

Topics	Survey	Interview
In-depth responses of the girls who are victims of acid violence		
Why 'Facebook' is more popular than 'Twitter' in Bangladesh		
Information about the most popular Internet service providers by asking more than 50 people		
How the western media influences the lifestyle of the young generation here		
How common the use of sanitary toilets is in rural areas		

Activity 4: Methodology of a report



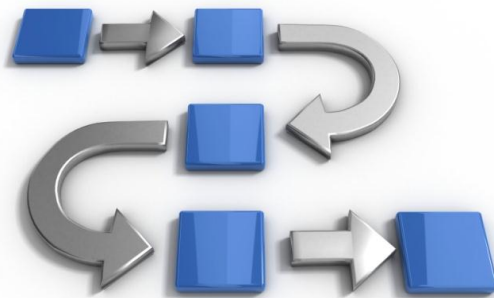
Discuss in pairs.

In the methodology section of your report, you describe procedures of collecting data from your participants. How will you collect data for the report we are developing in this unit? What may happen during the collection of data?

Share your responses with the rest of the class.



Activity 5: Writing the methodology



Reread the introduction to the example report in Session 1 Activity 5 to refresh your memory about the topic. Now read below the second section of the report. Answer the questions that follow.

(1) Data for this research have been collected through interviews which were semi-structured in nature (See Appendix A for the interview schedule). (2) In total 20 students and 10 teachers from 8 higher education institutions have been interviewed to find out the attitudes towards making English the medium of instruction. (3) The oral data have been transcribed and relevant sections have been translated (see Appendix B). (4) Collected data have been qualitatively content analysed (Silverman, 2006). (5) Good ethical practices have been maintained by using pseudonyms of the participants.

Work in pairs. Study the sentences written in this section. What are the different elements listed in the box they cover? There are more elements in the box than necessary.

Information about the participants	Description of the researchers	
Data analysis technique	Defining research	Ethical issues
Location	Data processing	Data collection method

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____ *Ethical issues*

Activity 6: Questions to ask



Work in small groups – two groups work together.

In one group, write five questions which you think the research team may ask the students. In another group, write five questions which you think that the research team may ask the teachers. Compare your questions. What do they have in common? What do you find different?

Q1 _____
Q2 _____
Q3 _____
Q4 _____
Q5 _____

Activity 7: Extension – survey or questionnaire?



Work in pairs.

- a) Look again at the methodology section of the example report in Activity 5. How would the methodology section be different if the research team did a survey?
- b) Write five statements which you think the research team may put in their questionnaire.

- c) Rewrite the methodology section in Activity 5 for a research team who used a survey questionnaire instead of interviews.

Activity 8: Home task



Planning data collection for the project

Work in your project group. Think about your project topic and focus. Write 5 questions you could ask in interviews and 5 statements you could use in a survey questionnaire that would help you collect useful data for the project.

Developing academic vocabulary

Match the words in the box to the correct verbs to find some useful language you can use in writing a report. (Some of the words can be used with more than one verb).

a focus group	participants	an interview
data	evidence	findings
a report	a survey	research

verbs	noun
take part in	<i>an interview, a survey,</i>
interview	
carry out	
conduct	
collect	
interpret	
analyse	
write up	

Unit 11 Writing a Report II

Session 1

In this session you will learn how to do the following:

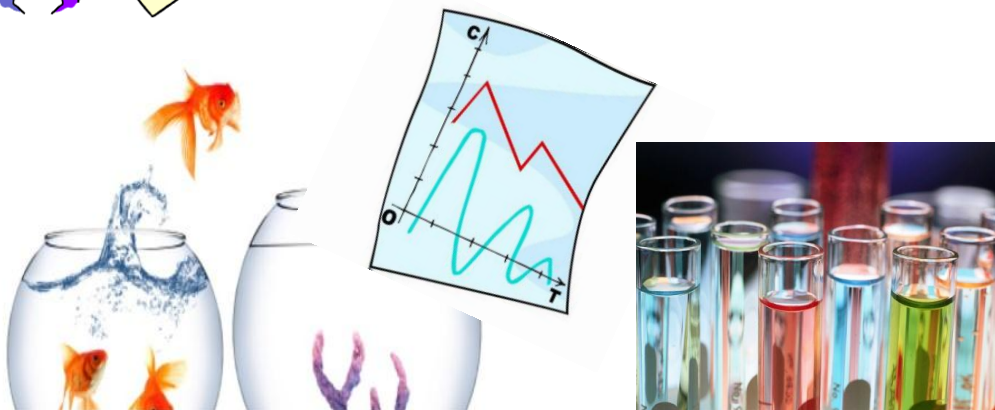
- Present research findings in a report
- Interpret findings and write up the discussion section

Home task review



Work in pairs. Compare your answers from the vocabulary task. Discuss how you could use the vocabulary in report writing. Together create eight sentences using the vocabulary.

Activity 1: Findings of a report



In the previous session (Unit 10, Session 2, Activity 6), you made a list of questions for the participants. Can you ask the questions now to your partner? What does your partner say? Can you write down the responses?

Activity 2: How to write the findings



'Findings' is the section where you present the results of your research to your readers. Look at the two findings below. Work in pairs. One of you will read text 'A' and the other text 'B'. Prepare answers to the questions which follow. Ask each other the questions to find out about the text which your partner read.

Text A

Responses of the **participants*** reveal that most students are in favour of making English the medium of instruction at the higher education level. However, there were participants who thought making English the medium of instruction would close the door of higher education for many students given their poor proficiency in English. In answering the question in what ways the use of English as the medium of instruction would be beneficial for them, the participants replied that this would help them to study abroad after their graduation. Participants also said that since most textbooks are in English and students are also assessed in the language, the use of Bangla as the medium of instruction would only complicate the situation. Participants also said that even though students would have difficulty at the beginning adapting to the use of English as the sole medium of instruction, they would be able to cope with the situation gradually. Ashfaque Shahid, a student from North-East University said that if English was made the medium of instruction at the higher education level, students would move one step forward in attaining global studentship since English is the predominant language of the academic world. Participants who objected to making English the medium of instruction did so on the grounds that since at the secondary and higher secondary level the overall standard of English proficiency was not very strong, students' academic performances would suffer greatly.

Text B

The results of the survey show that most participants are in favour of making English the medium of instruction at the higher education level. This is revealed in the fact that 78% of the students think that by being exposed to English medium instruction, their future employability prospects will increase. Similarly, 89% believe that this will widen their opportunities of studying abroad. However, the responses of the participants also show their concern about making English the medium of instruction. This concern is mainly based on two issues; firstly, their low proficiency in English and secondly, the assumed low proficiency level of many teachers. 37% of the

participants therefore thought that use of English will pose obstacles to learning their subjects well. However, while 65% of those 37% students thought that this obstacle would be created because of the low proficiency of students, 35% of them considered that the teachers are responsible for this obstacle. Finally, as a solution to this problem, 44% of the participants thought Bangla should also be used alongside English as the medium of instruction, though they maintained that the role of Bangla should mostly be limited to explaining a theory or clarifying any difficult issue.

Answer these questions about the text you read:

1. What is the section about?
2. How did the research team collect data?
3. Based on the findings section which you have read (Text A or Text B), what are the questions which you think the research team asked the participants?
4. Could the data be represented in a table/ chart / graph?

Now use the questions to ask your partner about the text he/she read.

Study Tip

In the 'findings' section of your report, present only the result. Do not interpret the result. Think carefully about the best way to present your findings: are your data qualitative* or quantitative*?

Activity 3: Interpreting the findings



Based on your reading of the findings of this report, discuss the answers to the questions below. Work in pairs.

1. What are the two most common reasons that students want English to be the medium of instruction at the higher education level?

2. Why do some students want Bangla to be the medium of instruction along with English?

Activity 4: Discussion section –what’s in it?



‘Discussion’ is the section where you interpret your findings and explain the meaning. This is especially done in connection with the literature which you have reviewed and your research questions. First read the discussion section of the example report below.

(1) The study attempted to find out what students think about making English the medium of instruction in the higher education institutions of Bangladesh. (2) The findings mostly reveal the positive attitudes of students. However, their concerns regarding the risks of making English the medium of instruction were also voiced. (3) Participants who position themselves in favour of English medium higher education appeared to be motivated by possible global employment prospects and overseas study opportunities which they thought English could create. (4) Apart from the future benefits, participants’ motivation can also be understood from a pedagogic perspective as they believe that making English the medium of instruction will help them to read English textbooks and allow them to participate in English-based assessment systems. (5) However, the data also present the negative attitudes of some participants to making English the medium of instruction. (6) As the findings show, such negative feelings are based on their apprehension that use of English may deter them from understanding their subject fully. (7) Similar apprehension among the students can also be noticed in the study conducted by Miller, Bardbury and Pedley (1998) in South Africa. (8) The present study shows that, in the case of Bangladesh, such apprehension is grounded in the present poor condition of English literacy at the secondary and higher secondary levels.

1. What explanation is given for students’ concerns about English becoming the medium of instruction at the higher education level?

Activity 5: Finding the elements of the discussion section



Work in pairs.

See in the box below different elements of a discussion section. Match the numbered sentences in this section with the elements. An element can be used more than once.

Reference to the objectives of the study	Summary of the findings
Comparison with other studies	Possible explanations

Sentence	Element
(1)	
(2)	
(3)	Possible explanations
(4)	
(5)	
(6)	
(7)	
(8)	

Activity 6: Extension – writing up the discussion



Read below some of the notes from the discussion section of a research study conducted by Dr. Branka Drljača Margić and Tea Žeželić (2012) to find out the attitudes of Croatian students towards the introduction of English as the medium of higher education. Try writing full sentences on the notes. Work in pairs.

A lack of ability and motivation to use English as the medium of education
Fears for the Croatian language and its development
Croatian mentality, nationalism, unreceptiveness to new ideas
Full participation in international communication
Better preparation for the competitive labour market

Activity 7: Home task



Discussing findings

Divide into two groups within your project group.

Subgroup 1: Ask the interview questions which you prepared in the last session's Home task (Unit 10, Session 2 Home task) to two students outside your project group. Take notes of your findings. Share them with the students of Subgroup 2. What do they think of the findings?

Subgroup 2: Get the responses of ten students on the five statements that you prepared in the last Home task (Unit 10, Session 2 Home task). Take note of your findings. Share them with students of Subgroup 1. What do they think of the findings?

Sources

Activity 1:

Image sources: (left) <http://www.qualitative-researcher.com/wp-content/uploads/2012/04/successc.jpg>

(middle): <http://toolkit.pellinstitute.org/wp-content/uploads/2009/12/analyze.jpg>

(right): <http://www.qualitative-researcher.com/wp-content/uploads/2011/08/testtubes.jpg>

Activity 3:

Image sources: (left) <http://changingjournalism.files.wordpress.com/2011/05/conclusion.jpg>

(right): http://teachmix.com/litflow/sites/default/files/2005_strategy_analysis_3.jpg

Unit 11 WRITING A REPORT II

Session 2

In this session you will learn how to do the following:

- Write the conclusion of a report
- Become familiar with the strategies of writing titles and abstracts

Home task review



Take part in a class discussion about the data collection process and interpreting the findings from your data. Share your experience of conducting interviews and surveys during your Home task. Were you able to collect some useful data from your interview questions and survey statements? What was your most surprising finding?

So far we have looked at many of the elements of writing a report including typical forms of data collection, how to work on a methodology as well as how to present and interpret your findings. This session looks at the important final step in report writing: drawing a conclusion and other final actions, such as writing an abstract and forming a title.

Activity 1: The conclusion of a report



Work in pairs. Which of the following phrases do you think will be found in the conclusion of a report? Which will not occur? Put tick (✓) and cross marks (✗) to indicate your ideas.

Phrases	My ideas
In conclusion, it can be said that ...	
Students who participated in this study were from 18 to 20 years and ...	
Further research should be conducted ...	
Good ethical practices have been maintained ...	
Much research (e.g. Hyland, 1996; Lin, Detaramani, Yeung, & Wong, 1991) shows that parents have ...	
What can be recommended is ...	

Activity 2: An example conclusion



This is the conclusion of the report dealing with the perspectives of some students on English as the medium of higher education. You have read different sections of this report in Unit 10 and Unit 11. Now read the conclusion and answer the questions that follow.

This research attempted to find out the attitudes of students regarding making English the language of instruction at the higher education level in Bangladesh. The findings of the research reveal generally positive attitudes among the students although some of them have negative feelings about any attempt to change the language of instruction to English. Overall, an urge for the internationalisation of higher education can be seen among most students who are more pragmatically geared for future employment and overseas study opportunities. However, the negative attitudes of students should also be taken into account and the perceived unpreparedness among undergraduate students to switch to English be considered seriously before initiating the change. What can be recommended is the gradual strengthening of English literacy at the secondary and higher secondary level

which will prepare the students more for English medium instruction at the higher education level. In addition, further research should be conducted regarding the perceived proficiency of the undergraduate learners and their actual proficiency. In conclusion, it can be said that the present hegemony of English in academic and research areas is undeniable. However, uncritical and hurried acceptance of this situation may be problematic. What is required is a gradual but sustained introduction of English as the medium of instruction with Bangla playing the role of 'support medium' for clarifying difficult matters and for tutorials with teachers.

1. What is the overall conclusion of the report? (Mark it on the text).
2. Discuss with a partner: do you agree with the conclusion?
3. Which phrases from Activity 1 appear in the conclusion? (Underline them).

Activity 3: What are the features of a report conclusion?



Work in pairs.

The conclusion of a report has several components:

1. Referring to the objective(s) which guided the study
2. Summary of the findings
3. Summary of your interpretation
4. Recommendation(s)
5. Scope for further research

a) Now, reread the conclusion in Activity 2 to find the sentences which correspond to the above components and write them in the table.

Components	Sentences
1	<i>This research attempted... in Bangladesh.</i>
2	

3	
4	
5	

- b) Do you agree with the report's recommendations? Discuss with a partner how you think these could be achieved.
- c) One component missing in this conclusion is the limitations/weaknesses of the research study. Can you think of a possible limitation of this study? Where could you write about that limitation in this section? Look at the conclusion to the report in Appendix 2 for an example of how to include a limitation in your conclusion.

Activity 4: Abstract/executive summary



Work in pairs.

If a friend asks you to inform him/her in 100 words about the report we are working on what information will you include? List the key points.

1. Purpose of the study
2. _____
3. _____
4. _____
5. _____

Activity 5: A good abstract



An abstract or executive summary of your report will give a quick overview to your audience about your report. Read the following abstracts (A and B) on our present study. Which one do you consider better?

Abstract A

The unparalleled spread of English as a language of academic studies and research raises one important question: whether English should be made the language of instruction where currently it does not enjoy this status. In the linguistic context of Bangladesh, this study attempts to find out what students in general think of any initiative to make English the language of instruction at the higher education level. Data for this research have been collected through **semi-structured*** interviews among students of eight higher education institutions. The findings of the research show that most students welcome this possible change. However, the apprehension of some students that the use of English may hamper their performance in that subject has also been articulated. The report recommends a smooth transition between the present practice and the possible change of medium of instruction by improving the present standard of English literacy at the secondary and higher levels.

Abstract B

Crystal (2003) shows the importance of English in the global media, politics, economics and academic studies. The history of English in Bangladesh goes back to the British colonial times in the Indian subcontinent. A wide range of literature has been reviewed to establish students' attitudes to English medium education across the globe. This research takes a qualitative approach and maintains ethical standards by giving participants pseudonyms. The results show mixed opinions of the participants interviewed. Masrufa Akhter, a participant of the study, for example, says that the possibility of getting admission in a foreign university is significantly increased if one is taught in an English medium university. Another participant, Debendra Biswas, on the other hand, says that if teachers give lectures in English in science and business, it will create unnecessary problems. The study has several limitations which one has to keep in mind before making any generalisations. Future research should be conducted to shed more light on the issue.

Work in pairs. Now, see below some components of abstracts. Find out in which of the two abstracts, you see them. Put tick (✓) and cross marks (×) to indicate your choice of ideas.

Components	Abstract A	Abstract B
General background information		
Particular background information		
Objective of the study		
Reference to reviewed literature		
Overall conclusion of research findings		
Individual research findings	×	✓
General information about the research method		
Particular information about the research method		
Limitation of the research		
What does the result suggest?		
Indication of further research		
Recommendations		

Share your answers with the class.

A student, Abid, is still unsure how to write a good abstract. Write a short explanation for him.

Activity 6: The title of the report



The title of a report gives the initial impression to the readers about its topic. It is therefore very important to write a precise and interesting title.

Study Tip

Since the title and abstract reflect the elements of the whole report, write them down after finishing and rereading the report.

Read the following title. Can you identify any problem in it?

An interesting study among 40 weavers in Comilla on the present status of the handmade cotton industry.

Rewrite the title:

Share your title with a partner.

Activity 7: Stages to follow to write a title



Follow the flow chart to find out the stages of writing a title. We will follow these stages to write a title for our report.

Stage 1: When you want to write the title of your report, consider the following issues:

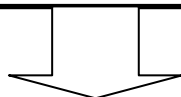
1. Topic 2. Method 3. Subject/object of study 4. Findings

Topic: What do students think of making English the medium of instruction at the higher education level?

Method: Interview

Subject/object of study: Students at higher education institutions in Bangladesh

Result: Students would mostly welcome such a step though there are opposing feelings as well.



Activity 8: Extension – creating a title



See the information below. Follow the stages shown in Activity 6 to create a suitable title.

Interviews conducted among ten rural people in the Sundarban region to see the impact of deforestation on their day to day living.

Stage 1:

Topic:

Method: *Interview*

Subject/object of the study:

Findings:

...

Stage 6:

Share your title with the rest of the class.

Activity 9: Home task



Developing a title and a short description

Work in your project group. Develop a title and describe your project in 100 words.

Activity 10: Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. Do you think that you can write convincingly about the findings of your research? Can you also interpret the findings in the light of your research question and the literature which you have reviewed?
2. What do you know now about abstract and title writing which you did not know before?

Sources

Activity 1:

Image sources: (left): http://socialmouths.com/blog/wp-content/uploads/2012/01/focus_groups_on_google_plus.jpg

(right): <http://www.qualitative-researcher.com/wp-content/uploads/2011/01/balancing1.jpg>

Activity 4:

Image sources: (left) <http://3.bp.blogspot.com/--ujhY1cSrRU/UHHNNgO72SI/AAAAAAAAAM8/QFlqtrrt3O8/s400/big-vs-small.jpg>

(right): http://whatdoclientsreallywant.com/wp-content/uploads/2012/09/big_apple_small_apple.jpg

Unit 12 Review

Session 1

In this session, you will:

- Brainstorm ideas for the group project essay/report
- Gather and evaluate sources and use them appropriately
- Write the plan for the project



Activity 1: Warm-up and brainstorming



Work in project groups.

In this unit we are going to review the ideas which we presented to you in previous units. Based on what you have learnt so far about academic writing, you will develop a project in groups. You will write a group essay or a group report (2500 words) in groups of five students on the following topic:

Your study experience before and after coming to your Higher Education Institute in Bangladesh: How to make the current experience better?

a) List the challenges of studying at the higher education level in Bangladesh. Then rank them according to their order of importance.

Challenge	Rank
Coping with the increasing use of English	



b) Now brainstorm on the project topic to find relevant ideas. Among other issues consider the following questions when you brainstorm:

1. How is your study experience at the higher education level different from that at the secondary and/or higher secondary level?
2. Why is it that some students who do well at secondary and/or higher secondary levels fail to do well at the higher education level?

Activity 2: Gathering and investigating ideas



Work in project groups.



How are you going to collect ideas on this topic? What sources will you use?

Read below a list of possible sources for your project essay/report. Tick the ones which you think are worth considering. Justify the reasons for your selection.

Title	Source	√/×	Comments
<i>Exorcising the ghost of higher education in Bangladesh</i>	<i>Journal article</i>		
<i>Poverty, education and development: Stories from South Asia</i>	<i>Book</i>		
<i>Education in Bangladesh</i>	<i>Wikipedia</i>		
<i>Higher education scenario in Bangladesh: steps and plans</i>	<i>Government report</i>		
<i>Amader shikkhabybostha: keno pichiye achi? [Our education system: why are we lagging behind?]</i>	<i>Magazine article</i>		
<i>Quality metrics in higher education</i>	<i>Newspaper article</i>		
<i>Dealing with higher education challenges: Paving the way to success</i>	<i>An authored electronic article</i>		

Activity 3: Summarising, paraphrasing and quoting



Work in project groups.

When you write your group essay/report, you should support your arguments with relevant evidence. Below are three extracts from different sources you can use to support your arguments.

In your project groups:

1. *Read the three extracts and take notes.*
2. *Paraphrase the first and the third extract and summarise the second one.*
3. *Look for anything which is worth quoting among these three extracts. (Look back at Unit 6 for guidelines on paraphrasing, summarising and quoting, if you need to).*

Source 1: Book

The following extract has been taken from page 9 of the book *Student success in college: creating conditions that matter*. George D. Kuh, Jillian Kinzie and John H. Schuh are the authors of this book which was published by Wiley Blackwell in the USA in 2010.

...engagement has two key components that contribute to student success. The first is the amount of time and effort students put into their studies and other activities that lead to the experiences and outcomes that constitute student success. The second is the ways that institutions allocate resources and organize learning opportunities and services to induce students to participate in and benefit from such activities.

Source 2: Journal

The following table has been taken from the article titled 'Improving student engagement: Ten proposals for action', authored by Nick Zepke and Linda Leach in the volume 11, number 3 issue (page number 169) of the journal *Active Learning in Higher Education* in 2010.

Table 1. A conceptual organizer for student engagement

Research perspectives	Proposals for action
<p>Motivation and agency (Engaged students are intrinsically motivated and want to exercise their agency)</p>	<ol style="list-style-type: none"> 1. Enhance students' self-belief 2. Enable students to work autonomously, enjoy learning relationships with others and feel they are competent to achieve their own objectives
<p>Transactional engagement (Students and teachers engage with each other)</p>	<ol style="list-style-type: none"> 3. Recognize that teaching and teachers are central to engagement 4. Create learning that is active, collaborative and fosters learning relationships 5. Create educational experiences for students that are challenging, enriching and extend their academic abilities
<p>Institutional support (Institutions provide an environment conducive to learning)</p>	<ol style="list-style-type: none"> 6. Ensure institutional cultures are welcoming to students from diverse backgrounds 7. Invest in a variety of support services 8. Adapt to changing student expectations
<p>Active citizenship (Students and institutions work together to enable challenges to social beliefs and practices)</p>	<ol style="list-style-type: none"> 9. Enable students to become active citizens 10. Enable students to develop their social and cultural capital

Source 3: Academic Newsletter

This extract has been taken from the article 'Seven principles for good practice in undergraduate education', written by Arthur W. Chickering and

Zelda F. Gamson and published in *Washington Center News* in its Fall 1987 issue.

- Good practice in undergraduate education:**
1. Encourages contact between students and faculty
 2. Develops reciprocity and cooperation among students.
 3. Encourages active learning.
 4. Gives prompt feedback.
 5. Emphasizes time on task.
 6. Communicates high expectations.
 7. Respects diverse talents and ways of learning.

Now share your notes and paraphrases/summaries/quotes.

Activity 4: Incorporating graphs and charts



Work in project groups.

Look at the following graph taken from the University Grants Commission (UGC) Bangladesh Website. Where and how can you use it in your project essay/report?

<i>Higher Education Institute Type</i>	<i>Number</i>	<i>Students</i>
<i>National University Colleges</i>	<i>2254</i>	<i>16,50,088</i>
<i>Public Universities</i>	<i>32</i>	<i>1,85,910</i>
<i>Private Universities</i>	<i>52</i>	<i>2,80, 822</i>
<i>Open University</i>	<i>1</i>	<i>1,30,421</i>

(University Grants Commission (UGC) Bangladesh, 2011)

Discuss what other charts, data and graphics you could include in your project.

Activity 5: Structuring and planning your essay/report



Work in project groups.

- a) You will need to decide as a group if you wish to write an essay or report on the topic for your group project.
- b) Look at your Notes Pages of the Home tasks you did related to the project in previous units. What do you think of them? Do you think that some of them are useful for your project? How?
- c) Look at the notes you have made today on the sources in Activity 3 and 4. Which ones could you use in your project? How?
- d) Now start planning your essay/report. You can use these questions to help you:

- How are you going to structure this essay/report?
- What are you going to have in the different parts of your essay/report?
- What will be the focus of your project report/essay?
- What other sources could you find/use to support your ideas?
- If you are writing a report, look at the data which you have previously collected. How are you going to use the data?

- e) Develop a thesis statement for your report/essay.
- f) Write your plan.

Our project plan

Thesis statement:

Activity 6: Creating a title



Look at the two titles below. Which one do you think is better? Why?

1. Study Experiences at the Higher Education Level: Problems and Prospects
2. A Qualitative Study among the Teachers and Students of Public and Private University Students about Higher Education Challenges.

Now, create an appropriate title for your project essay/report. Follow the stages which you learnt about in Unit 11 for creating a title.

Activity 7: Home task



Work in project groups.

Writing the first draft of your group essay/report

- a) Use your notes from Activity 5 to write the first draft of your group essay/report.
- b) Decide how many body paragraphs you going to have in your project report/essay.
- c) Divide responsibilities for writing the body paragraphs. Each student should write at least one body paragraph.
- d) Bring your written paragraphs to the next session.

Sources

Cover photos:

Image source: (left)

http://3.bp.blogspot.com/_tKf944ZtHzw/TMgpc7kPHII/AAAAAAAAA4g/lxRdsoY6Ttk/s640/pencils.jpg

Image source: (right) [http://4.bp.blogspot.com/-](http://4.bp.blogspot.com/-EiJsQz9BnZc/UDTp4MSifel/AAAAAAAAACOE/9WFQIINVMEY/s320/00.jpg)

[EiJsQz9BnZc/UDTp4MSifel/AAAAAAAAACOE/9WFQIINVMEY/s320/00.jpg](http://4.bp.blogspot.com/-EiJsQz9BnZc/UDTp4MSifel/AAAAAAAAACOE/9WFQIINVMEY/s320/00.jpg)

Image source: (down) [http://cdn.extricate.org/wp-](http://cdn.extricate.org/wp-content/uploads/2013/07/UTMEgoalREVIEW.jpg)

[content/uploads/2013/07/UTMEgoalREVIEW.jpg](http://cdn.extricate.org/wp-content/uploads/2013/07/UTMEgoalREVIEW.jpg)

Activity 1:

Image source: http://www.sheffield.ac.uk/polopoly_fs/1.211398!/image/cshelogo.jpg

Activity 2:

Image source: <http://educ-envir.com/wp-content/uploads/2012/01/college.jpg>

Activity 3:

Text source: Extract 1 Kuh, G.D., Kinzie, J. and Schuh, J.H. (2010) *Student success in college: creating conditions that matter*, USA: Wiley Blackwell.

Text source: Extract 2 Zepke, N. and Leach, L. (2010) 'Improving student engagement: ten proposals for action', *Active Learning in Higher Education*, 11(3). pp. 167-177.

Text source: Extract 3 Chickering, A. and Gamson, Z. (1987) 'Seven principles for good practice in undergraduate education', *Washington Centre News*, Fall 1987. Available at: <http://wwwtemp.lonestar.edu/multimedia/SevenPrinciples.pdf> (Accessed: 25 July 2013)

Unit 12 Review

Session 2

In this session, you will:

- Write the introduction and conclusion for your group project
- Edit and proofread your project work



Activity 1: Body paragraphs and supporting details



Work in project groups.

Read the topic sentence for the body paragraph below. Look carefully at the supporting details used with it. Try adding more details to support the topic statement.

Body paragraph 2: Topic sentence: Whilst students' lack of motivation is one of the major reasons for failure at the higher education level, this can be improved through close interaction between teachers and students.

Supporting details:

- 1) Students feel frustrated when they find that even a good graduation degree from a reputable higher education institution may not be enough to get a good job as the competition in the job market is fierce.
- 2) Students see that many students manage to get jobs based on their connections and networks, not on merit.
- 3) _____

- 4) _____

Now look at the topic sentences of the body paragraphs of your report/essay that you wrote for the last Home task. Do you think that the details you are using are supporting the topic sentences?

Activity 2: Writing the introduction



Work in project groups.

Do you remember the features of a good introduction? Look back at Unit 3 Session 2 if you need to. What will you say in the introduction of your project essay/report? Read the sentences below and discuss together: Which of these sentences are NOT suitable for an introduction? Why?

1. Both students and teachers were interviewed for this project.
2. Students in Bangladesh are enrolled for the higher education after 12 years of study at primary, secondary and higher secondary level.
3. The study shows that one of the greatest challenges to cope with at the higher education level is developing the habit of critical thinking.
4. This essay/report will firstly attempt to highlight the challenges students may face at higher education institutions in view of their previous study experience, and secondly to suggest how their present study experience can be improved.
5. According to Cross and Haddin (2012), higher education institutions also have some responsibility for making students' study experience fruitful.
6. Since many students who are successful at the secondary and higher secondary level fail to continue their success at the higher education level, reasons for this failure are worth pursuing .

Work together to develop the introduction for your project report/essay.

Our Project Introduction

Activity 3: Writing the conclusion



Work in project groups.

Plan the conclusion for your project report/essay. What are you going to include? Do you remember the features of a good conclusion? Look back to Unit 5 Session 1, if you need to.

A group of five students who are working on similar project to you came up with the following five sentences. Which of these five sentences do you think should NOT be included in the conclusion? Discuss together and justify your choices.

1. This research was conducted among the students of one public university, one private university and one national university college located in Dhaka.
2. This research has tried to evaluate the challenges students face in higher education institutions and how their present study experiences can be made more effective.
3. 54% of students think that not being able to cope with the learning environment at the higher education level is a major reason for their failure in the first year.
4. Survey interviews were employed to collect data.
5. Rogers and Mathews (2007) think that many first year students face problems following an initial honeymoon period when studying at higher education institutions.

Work together to develop the conclusion of your project report/essay.

Our Project Conclusion

Activity 4: Writing in an academic style



Work in project groups.

a) Read the following paragraph written by a student on your project essay/report topic. What do you think of the writing style? Comment on it with regard to the use of:

1. formal language
2. cautious language
3. impersonal language

Many students think that they can't do well at universities because of their English. That's it. Period. You gotta know English. There is absolutely no alternative. You gotta deal with lots of materials, books and stuffs which are in English. Huuh! It's not gonna be easy. No, not easy! So if you decide to study at a higher education institution, your English must be kool. It's kind of established! There is clearly no denying this fact. That's definitely the biggest reason for failure at the undergraduate level.

b) Rewrite the paragraph following an academic style of writing. Look back to Unit 8, Academic Style for some guidelines if you need to.

c) Look at your project essay/report carefully. Do you think that you are following an academic style of writing?

Activity 5: Abstract/executive summary



Work in project groups:

a) Find a member of another project group. Share the main points of your projects with each other. What are the points you are going to talk about? Add to the list.

1. Background and purpose _____
2. _____
3. _____
4. _____

b) Now in your project group, write the abstract/executive summary of your project essay/report (100-120 words). Remember the features of a good abstract/executive summary you learnt about in Unit 11.

Our Project Abstract

Activity 6: Making the bibliography



Work in project groups.

Make a bibliography for your project essay/report. Remember to include all the sources you have cited in your essay/report. Look back to Unit 6, Session 2 for some guidelines on how to create a bibliography if you need to.

<u>Our Project Bibliography</u>

Activity 7: Critical evaluation, revising and proofreading



Work in project groups.

Sit together with the work developed so far for your project essay/report. Exchange the paragraphs which you have developed. Critically evaluate them. Revise the content and structure, and proofread to check for any grammar, spelling and punctuation errors. Check the paragraphs are written in a suitable academic style. You can use the checklists from Unit 9 to help you. Then revise the paragraphs as necessary.

Activity 8: Home task



Submitting the project essay/report

Combine your paragraphs to form one coherent project essay/report. Check that the paragraphs link well together – including the introduction and conclusion. Don't forget to make use of the cohesive devices you have learnt in Units 3 and 5 and other techniques for creating cohesion and coherence that you have learnt in Unit 8. Include the abstract and bibliography and make sure you do a final careful proofread. Word-process and bind your essay/report and submit it in the next class to your course teacher.*

Sources

Cover photos:

Image source: (left) http://pioneersread.files.wordpress.com/2011/08/peer_review.jpg

Image source: (middle)

http://www.learningmarket.org/g/2010/logos/istock_reviewer_image_small.jpg

Image source: (right) <http://cdn.property118.com/wp-content/uploads/2013/04/Student-buy-to-let-investment-property-review.png>

Activity 8

Image source: <http://www.yourdictionary.com/images/articles/lg/3427.Reports.jpg>

Unit 13 Developing Writing Skills for Presenting

Session 1

In this session you will learn how to do the following:

- Prepare an oral presentation using note cards
- Design effective PowerPoint slides

Activity 1: Presentations warm up



Discuss in pairs.

1. Look at the pictures below and comment on them.

Distinguishing between competence-dependent errors and performance-related mistakes in language learners' written texts
By Niall Thourby
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niall.thourby@dcu.ie

Abstract
This paper presents a method to differentiate between competence-dependent errors and performance-related mistakes in foreign written language, which in turn supports gain in a learner's knowledge, and enables educational systems to be differentiated.

Measuring and representing learner's knowledge
A spider web graphics: The further out it gets, the more success there is!

The ratio of incorrect to correct items
$$\frac{Correct}{Correct + Incorrect} \times 100$$

Learner's performance and knowledge
A spider web graphics showing performance and knowledge across different categories.

Data encoding
A flowchart showing the process of data encoding from input to output.

Learner's performance grouped by text genre, all error types taken together
A table showing performance data for different text genres and error types.

The self-writing exercises
A screenshot of a self-writing exercise interface.

References
Bardolph, K. and Lewis, J. (1993) Foreigner talk in classroom and second language learning in the use of feedback in classroom. *Second Language Research* 9(2), 123-140.
Thourby, N. (2017) The acquisition of foreign words. *DCU - International Journal of Applied Linguistics and Intercultural Studies* 1(1), 1-10.

Conclusion
While a high score in writing in a particular form may suggest that the learner performs better with it in this regard, it could be wrong to assume that the knowledge is more than procedural or rote-learned. In fact, the learner's correct form may be the result of rote-learned knowledge, which is not necessarily indicative of the learner's performance. However, the amount and type of mistakes required to derive an accuracy score may indicate the learner's knowledge, which is dependent on the other language knowledge.

2. What is the purpose of a presentation?
3. Have you presented any essay/report in the past? If yes, share your experience.

In the previous unit you wrote your group project about your learning experiences. In this unit you are going to learn about how you can effectively present the findings and recommendations from your project when you give an oral presentation.

Activity 2: Delivering a presentation



One of the difficulties when you give a presentation is remembering everything you want to say. Some presenters read from a script, others use note cards and some speak without referring to any notes at all.

Listen to your teacher give a short presentation using these three methods. Then, in small groups, complete the table.

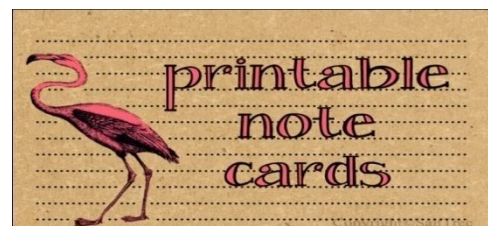
Presentation Method	Advantages	Disadvantages
Reading from a script		No eye contact / rapport with your listeners.
Using note cards		
Reading without notes		

Which do you think is the best method for you?

Activity 3: Making note cards for an oral presentation



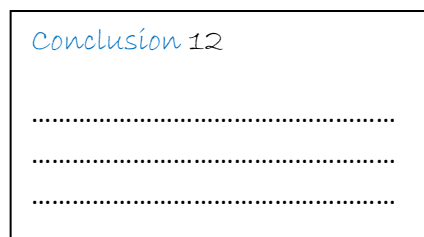
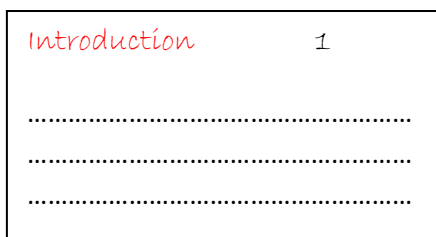
As you discovered in Activity 2, note cards are a form of visual aid that remind you of the points to be covered and delivered during your oral presentation. They remind you not only about what to deliver, but also how to deliver it. Use of well-designed note cards can make your presentation run smoothly and be more effective. You need to know how to make and use note cards for your presentation.



Read the guidelines for making note cards.

Guidelines:

- Make a plan and an outline for organising your ideas for your presentation.
- Choose note cards according to your choice of size (e.g. 3x5, 4x6, or 5x7 cards with/without lines) and colours (e.g. white, brown, green).
- Plan your note cards according to the different major components of your speech such as Introduction, Methodology, Results, and Conclusion.
- Give a number to every note card so that you can use them in order during your presentation.



- Keep only a single idea on each card.
- Use only one side of the card.
- Your note cards can be hand-written, typed or drawn.
- Use large letter/font and dark ink.
- Keep plenty of white space around each word or phrase to make them stand out.
- Use bullet points or numbers to itemise the supporting ideas where necessary.
- Make your notes neat and easy to read and understand.
- Write down the minimum number of words/phrases needed.
- Do not write full sentences. Write down only points that you want to remember. If too much is written on a note card, you may overlook key points or spend too much time finding key points.
- You may also include graphics on the cards.
- Use abbreviations (that you understand) as much as possible.
- Write down technical terms, statistical figures, and proper nouns, if any.
- If you quote someone, it is a good idea to write the quotation on the card.
- Write the approximate timing on each card so that you can adjust allotted time for each card and the whole session.
- Choose a colour code. For example, black for main ideas, blue for supporting ones and yellow for quotes.
- You can also use a highlighter to remind yourself of key points.

Activity 4: What makes a good note card?



Look at Mithila's note cards. Use the guidelines from Activity 3 to help her improve them. Rewrite Mithila's notecards on the blank slides.

Good afternoon, I'd like to talk to you this afternoon about the use of the English language in social media. First I will talk about how English is used in different social networking sites like Twitter, blogs and Facebook so things like how people use lots of slang and abbreviations and emoticons and poor grammar and punctuation
As Mark Zuckerberg said-

**e.g. The use of English Language
in Social Media**

In conclusion I would like to try and assess the impact of social networking sites on the English language. Social networking sites have had an impact on English in terms of firstly affecting the way people write - some would say negatively (bad spelling / grammar), secondly bringing new words such as LMS (Like my status) TBH (to be honest) & leading to a faster evolution of the English language.

Activity 5: Using note cards in a presentation:



Work in pairs.

Once you have made your note cards, you need to use them wisely during your presentation. Read the statements carefully and then make a list of "Dos" and "Don'ts" of how to use note cards effectively.

- Match a manageable number of note cards to the time limit.
- Memorise what is on the cards.
- Hold the note cards in front of you.

- Keep putting the note cards in and out of your pocket.
- Shuffle the cards and exchange them from hand to hand.
- Gesture with the note cards.
- Glance secretly at them as if you are trying to make it seem that you are not consulting them.
- ~~Read from the cards.~~
- Glance quickly at your notes to know the key points.
- Turn from your notes, look at your audience, and speak.
- Rehearse as many times as you need before your actual presentation.
- Use the same cards when rehearsing.

Now make a list of “Dos” and “Don’ts”.

How to use note cards effectively in your presentation	
Do	Don't
	Read from the cards.

Activity 6: Making note cards for your presentation



- Work in your project groups. Design note cards for your project presentation. Share your cards with another group in your class.
- Look back at the guidelines for making effective note cards in Activity 3. Use these guidelines to evaluate another group’s cards.

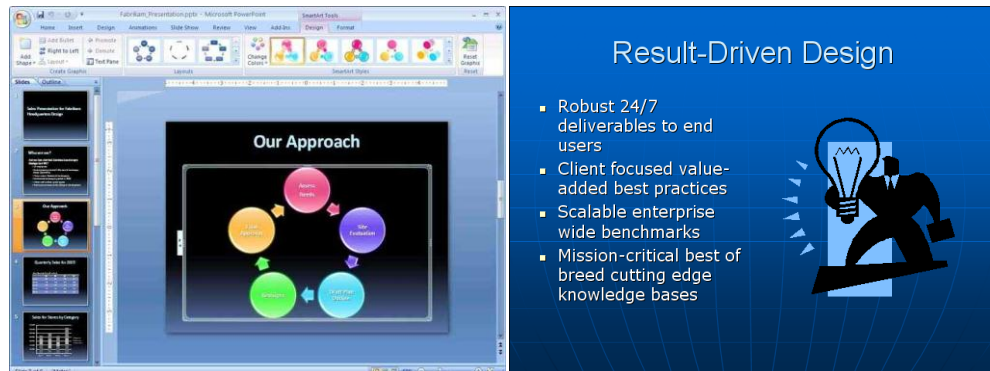
Activity 7: Making PowerPoint slides for an oral presentation



Because of the advancement of science and technology and the change and development of teaching and learning approaches, methods and techniques,

multimedia presentation has become an opportunity to communicate effectively with the audience. PowerPoint presentation is an audio-visual demonstration of your thoughts and findings. You have to design the presentation slides in such a way that they attract the audience, communicate information effectively and make your presentation successful.

a) *Discuss in groups of three: Have you ever used PowerPoint to present an essay/report? If yes, share your experience.*



b) *Read one text each about how to create effective Power Point slides and carry out the activities that follow.*

Text 1: Guidelines for designing PowerPoint slides

1. Decide the approximate number of slides needed for your presentation.
2. Design one slide for one idea.
3. Do not put everything on the slide. Generally you can put no more than six lines per slide and no more than seven words per line. Put details in the handouts.
4. Create or choose your theme. A theme is a coordinated set of slide layouts, fonts, colour, and graphic effects. You can either choose the default theme on your computer or create and customise a theme by mixing different layouts, fonts, colours, and graphics.
5. You can support your points with data and graphics (e.g. images, diagrams, and charts).
6. You can use limited and consistent animation to increase visual effects to your presentation as well as to highlight your key points. You need to use animation carefully because overuse of animation sometimes bothers the audience.

Text 2: Guidelines for designing PowerPoint slides

7. Choose appropriate colours for the fonts and background of your slides. Use contrasting colours, i.e. dark font on a light background or light font on a dark background. Avoid those colours (e.g. red/blue on a solid background) which are readable on the computer screen but unreadable on the projector's screen. Use colour combinations in such a way that the audience can read and watch clearly and easily. Consider the problems a colour-blind audience can face (avoid red fonts on blue or green background). Maintain the colour of the fonts and background consistently throughout the presentation.
8. You can add a few short audio-video clips to your slides. This may attract the audience and increase effectiveness of your communication and presentation.
9. You need to make slides simple and clear. To do so, you need to choose appropriate size and style of fonts. Use large and bold fonts for titles and headings and plain fonts for body. Avoid fancy fonts as they are difficult to read on the slides. Use standard fonts (Arial or Helvetica, or Times New Roman) throughout consistently. Avoid making all the texts bold and upper case.
10. Decide on your presentation structure. Design your title slide. Put the title of your presentation, your name, affiliation, and the date. You can use a nice image of your work as the background of the slide.
11. Design the background slides for your presentation. Design two to three slides as background slides where you can write background information such as rationale of the study, its objectives, hypotheses/research questions and methodology of the study.
12. Design slides to present your results. You can put text, graph, table, and image to present the results.

Text 3: Guidelines for designing PowerPoint slides

13. Design your conclusion slide. Sum up the whole discussion in this slide. You may refer back to your objectives/hypotheses/research questions.
14. Design your recommendation slide. You can put your recommendations or future directions to be taken in this slide.
15. Design your references slide. You have to refer to all those works you consulted for your presentation.
16. Design your acknowledgement slide. You must acknowledge the contribution of every person and the agencies that were involved in your work.
17. Design your final slide. You may put your contact information for follow up. Do not forget to thank your audience.
18. Prepare the handouts for your presentation.

c) Tell each other about the guidelines in your text. Then look together at an example PowerPoint your teacher will show you. Match the guidelines to the appropriate example slide. (Some guidelines will apply to more than one slide).

slide	1	2	3	4	5	6	7	8
guideline	e.g. 10							

Activity 8: Extension—what makes a good PowerPoint?



Work in your project group. Find an example of a presentation on slide share at <http://www.slideshare.net> and critique it based on what you have learnt about designing effective PowerPoint slides.

Activity 9: Home task



Work in your project group. Design the PowerPoint slides for your project presentation. Prepare to give a presentation of your project findings and recommendations in the next session. (Think back to what you learnt in the EAP 1 General module about delivering an oral presentation to help you prepare).

Sources

Activity 1:

Image sources: (left) <http://mthfr.net/files/2012/02/conference.jpg>
(right) http://callandsocialmedia.files.wordpress.com/2010/05/poster_dcu_2010.jpg

Activity 3:

Image sources:
http://2.bp.blogspot.com/TQ_yq7TecOM/T_wDHsVKkrI/AAAAAAAAABAE/SIEraaruvbw/s1600/index%252Bcards.jpg
<http://1.bp.blogspot.com/paZ4W2CmwOA/UXyRbfII9kI/AAAAAAAAAHbs/Z4QMwKB0z1E/s1600/printable%252Bnote%252Bcards.jpg>

Activity 7

Image sources: (left) <http://blackpuppy.files.wordpress.com/2010/09/powerpoint.jpg>
(right) <http://images.wikia.com/uncyclopedia/images/8/8a/Powerpoint2.png>

Unit 13 Developing Writing Skills for Presenting

Session 2

In this session you will learn how to do the following:

- Write a poster presentation
- Present your report/essay findings from your group project

Home task review: Giving your project presentation



Listen to another group's presentation and complete the feedback sheet to evaluate the design of their PowerPoint slides.

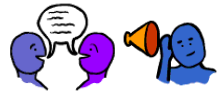
Statements	Yes	No
Are there the right number of slides?		
Does each slide contain the right amount of information? (e.g. not too full)		
Are the slides clear to read? (e.g. font size and font choice)		
Do the graphics complement the information on the slide?		
Are the slides well-organised? (e.g. use of bullet points)		
Do the slides use animation carefully?		
Is the colour of the slides appropriate? (e.g. background slides, font colour, number of colours)		
Are all the necessary slides there? (E.g. a title slide, an outline slide, a references slide, a 'thank you for listening' slide etc.)		

Share your feedback with the group.

Study Tip

You can use limited and consistent animation to enhance the visual impact of your presentation as well as to highlight your key points.

Activity 1: The purpose of poster presentations



Look at the pictures below and comment on them.



Does Executive Control Function Predict Speech Understanding and Processing?

Abby Bradshaw Mattingly, Aynsley Weddle Holzen, Leann Berger, Kerrie Roberts, Jill Preminger
University of Louisville Department of Surgery: Audiology

3

Abstract

Background

Purpose & Methods

Results

Conclusions

References

Case Examples

2. How is designing a poster similar / different to designing a PowerPoint?
3. Have you ever given a presentation using a poster? If yes, share your experience.
4. What are the components* or different parts of a poster?

Activity 2: Steps to creating a poster presentation



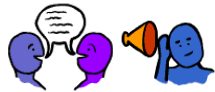
Work in pairs. Read the steps and answer the questions in each box.

<p style="text-align: center;">1</p> <p style="text-align: center;">Decide on the content</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>What are the four elements you need to keep in mind?</i></p> </div> <p><i>(Check back to Unit 1, session 1 Activity 4).</i></p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Plan how you will display your content</p> <p>The layout needs to be clear and logical so that the reader can follow the flow of information in your poster easily.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>How is the information laid out in the pictures above?</i></p> </div>	<p style="text-align: center;">3</p> <p style="text-align: center;">Decide on the format</p> <p>Think about your choice of font, type size, line spacing and the use of colour, data and graphics.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Would you follow the same principles as you did in creating a PowerPoint?</i></p> </div>	<p style="text-align: center;">4</p> <p style="text-align: center;">Make the poster</p> <p>You can: create the different parts of your poster separately and then assemble them together on a large piece of card OR design the poster in one piece using a computer template.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Which method do you think you would use?</i></p> </div>
---	---	---	--

As you can see, posters are an important media for presenting complex, detailed information visually to your audience and are often used in seminars

and at conferences. You may have to present your poster to a group, or stand beside it and answer questions, or it may be displayed simply in a classroom. Thus, you need to design your poster in such a way that it communicates your thoughts and findings to your audience *clearly and effectively*. In order to do this, you need to think carefully about the contents, layout and format of your poster. In the next activity we will look at these elements in more detail.

Activity 3: Designing a poster



- a) *Work in pairs. Read one text each and summarise the key points and share them with your partner.*

Text 1: Content of a Poster

The exact content of your poster will depend on factors such as its purpose, the targeted audience and the instructions your teacher gives you. However, posters may have some or all of these components:

Title: You must have a section in your poster that contains the title of the presentation, name and affiliation of the author(s).

Abstract: You may add an abstract although this is optional. Here you can state the objective, methodology, major findings and recommendations.

Introduction: You have to write an introduction to your presentation. It can include, for example, the background of the study, a statement of the problem, the objectives of the study and research questions.

Materials and methods: You need to discuss how you selected your sample, collected data and analysed them. You do not need to write them in as much detail as you write your thesis or research paper.

Results and discussion: You need to briefly describe and analyse your data. Add necessary figures and images here to support your analysis.

Conclusions: You need to state your major findings in the conclusion. You also need to state whether your research questions were answered. You may show the relevance of your work with reference to other works.

Recommendations: You can write a few recommendations.

References: You need to cite works which you have consulted.

Acknowledgments: You need to thank individuals/organisations for specific contributions (funding, statistical advice, laboratory assistance, suggestions).

Further information: You may write your e-mail address, web site address, or perhaps a URL from where a PDF version of the poster or relevant data could be downloaded.

Text 2: Layout and Format of the Poster

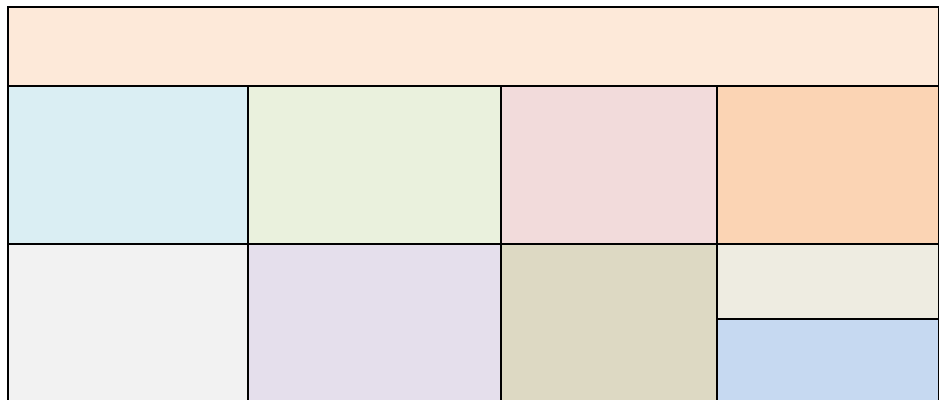
- You have to place the title at the top of the poster. You need to write the title in sentence case and need to use sufficiently large fonts so that it can be seen from a considerable distance.
- You can arrange the content sections, such as materials and methods, results and discussion, conclusion, recommendations, references, and acknowledgements into columns to make the flow of information logical.
- The font should be large enough to be read easily from a considerable distance. Use a non-serif font (e.g. Helvetica) for the title and headings and a serif font (e.g. Palatino) for the body text. Serif-style fonts are much easier to read at smaller font sizes. Use bold and large fonts for section headings.
- Use both UPPER and lower case of letters as necessary.
- Ensure that graphs and photographs, if any, can be comfortably viewed from a distance.
- Double-space all texts, using left or full justification.
- Use italics instead of underlining.
- Choose colours carefully so that your poster becomes decorative but intelligible.
- Use a light background so that the text and graphics become focused.
- Avoid using coloured backgrounds for graphics.

b) *Work in pairs. Using your shared information, write down why the format and layout are so important when designing a poster presentation for a conference.*

c) Suppose that you are going to design a poster for presenting your project in a conference. The components of your poster are:

- | | | | |
|---------------------|-----------------------|------------------------|----------|
| recommendations | title | results and discussion | abstract |
| reference | introduction | acknowledgements | |
| further information | materials and methods | conclusion | |

- Put the components in the appropriate positions on the poster.



d) Your classmate missed today’s session. Write him/her a brief note explaining in your own words about what are the best fonts, colours and backgrounds to use when designing a poster for a conference presentation.

Activity 4: Extension—what makes a good poster?



Look at the following posters. Evaluate them based on your reading and understanding of Activity 3 of this session. Write down the strengths and weaknesses of each poster in terms of content, layout and format.

2. _____

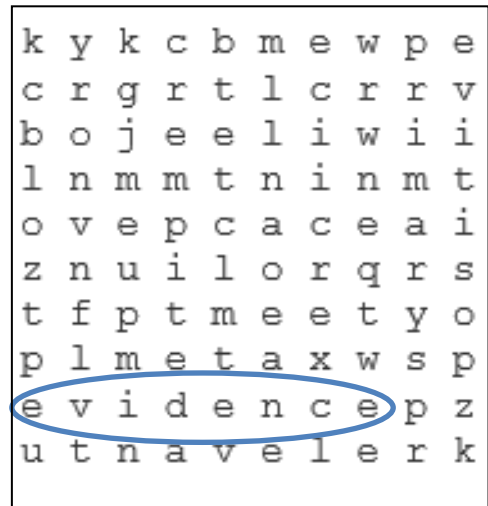
Activity 5: Developing academic vocabulary



Here are some useful academic words you have met in the units:

- | | |
|-----------|----------|
| complex | element |
| principle | relevant |
| strategy | income |
| evidence | positive |
| primary | |

1. Find them in the word search
2. Check their meaning in a dictionary
3. Write a short paragraph related to your honours subject using at least five of the words.



Activity 6: Home task



Work in your project group. Design a poster to shows the findings from your group project.

Activity 7: Critical reflection



What have you learnt in this unit? Reflect upon your experience.

1. What have you learnt about making note cards?
2. How was the feedback on your project presentation? Can you now design effective PowerPoint slides?
3. What have you learnt about poster presentations?
4. Can you now give a poster presentation?

Sources

Activity 1:

Image sources: 1) Gunther Eisenbach, Medicine 2.0

<http://www.flickr.com/photos/30211781@N04/8001957866/>

2)chemergence_tsechttp://www.flickr.com/photos/sbfchemergence_tsec/2922287718/

3) <http://louisville.edu/medschool/audiology/Mattingly%252520Poster.jpg>

Activity 4:

Image sources: 1) http://bit.bme.jhu.edu/expimages/Poster_BIOMED2010_JFX.jpg

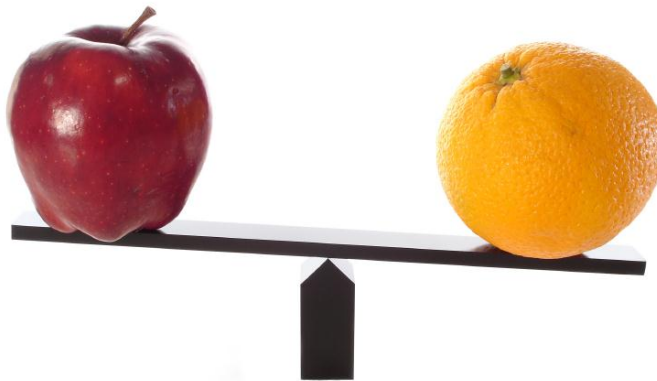
2)http://woundsociety.org/yahoo_site_admin/assets/images/poster_presentation.31174407_std.jpg

Unit 14 Comparison and Contrast

Session 1

In this session you will learn how to do the following:

- Understand better how to compare and contrast objects or ideas
- Express comparison and contrast in different ways



Home task review



Work in your project groups.

- Display your posters. Ask questions to other groups about their posters. Respond to your classmates' questions about your poster.*
- Think back to what you learnt about designing posters in Unit 13. Write a short evaluation of another group's poster. Comment on the poster's content, layout and format. Share your evaluation with members of the other group.*

In the previous units we have looked at many aspects of academic writing including how to brainstorm, gather ideas, research, plan, structure, and draft an essay or report. In the next few units we will look at some of the different patterns such as comparison and contrast, cause and effect, problem and solution that you might use in your writing.

Activity 1: Thinking similarly or differently



Work in small groups.

a) Write down your ideas about the following topics. Do you think positively or negatively about them?



Social networking websites

Student politics

Train journeys

Online shopping

Package holidays

b) Compare your ideas with those of the other group members. Which of the above topics do you think generate similar ideas? Which of the topics do you think have different or opposing feelings?

Activity 2: Comparing things – how to do it?



Work in small groups.



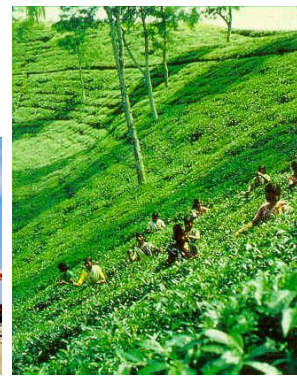
Bandarban



The Sundarbans



Cox's Bazar



Sylhet

a) Which of these tourist attractions have you visited? What did you like / dislike about them? Look at the photos and share your ideas about the tourist attractions to complete the chart.

	Distance from Dhaka	Activities	Expense	Beauty	Safety
Cox's Bazar	380 km				
Bandarban	318 km				
The Sundarbans	250 km				
Sylhet	248 km				

b) Compare the tourist attractions in terms of the factors listed in the different columns. Write five sentences based on your comparisons which reflect your opinions about them.

[Example] Sylhet is nearer to Dhaka than Bandarban.

1. _____
2. _____

3. _____
4. _____
5. _____

Share your sentences with members of another group. What language did you use to make comparisons?

Activity 3: Comparing and contrasting



Read the text below. Answer the questions which follow.

When it comes to choosing a holiday destination, people's tastes can vary considerably. Some people like going to the mountains whereas others prefer visiting beaches such as Cox's Bazar. The climate of the mountains is usually cooler. Beaches, on the other hand, are much warmer and sunnier. The activities which mountains and beaches offer are conditioned by the climate. Beach holidays definitely provide better sports activities in summer and almost no activities in winter. In contrast, there are always some kinds of activities to do in the mountains. Preferences of holiday destinations also depend upon mood and personality. Mountains are quieter and more peaceful destinations; compared to them, beach destinations have a livelier atmosphere and more entertainment opportunities. Nevertheless, both destinations provide opportunities for relaxation and refreshment of body and mind.

Work in pairs. Discuss:

1. What features of beaches and mountains does the text compare?
2. Where do you prefer going? Why?

Activity 4: Different ways of expressing comparison and contrast



Comparing two or more objects or services is very common in academic study. Comparison can be expressed in many different ways.

a) Study the table below to find out about these. See how many of these ways of expressing comparison you are familiar with.

	Purpose	What to use
1	Comparison of adjectives	To compare two objects or ideas 'er' and 'more'/'less' are added with adjectives or adverbs. 'er' is added with adjectives having only one syllable and for adjectives having two or more syllables, 'more'/'less' is used.
2	Modification of comparison	The degree of modification can be changed by using adverbs such as 'significantly', 'apparently', 'considerably', 'substantially'.
3	Expressing similarity	Similarity can be marked through the use of 'as + adjective + as', 'the same as', 'similarly', 'like', 'likewise', 'too', 'also', 'both', 'same'.
4	Expressing dissimilarity	Dissimilarity can be signalled through using 'but', 'however', 'on the other hand', 'on the contrary', 'whereas', 'unlike', 'while', 'conversely'.

b) Look back at the text in Activity 3. Circle the comparative language used and decide its purpose (1-4).

E.g.

When it comes to choosing a holiday destination, people's tastes can vary considerably.²

Share your answers with the class.

Activity 5: Two tourist attractions



Look at the pictures and read the texts about Cox's Bazar and the Sundarbans.



COX'S BAZAR: The longest sea beach in the world

Cox's Bazar is the longest unbroken sandy beach in the world which gently slopes down to the blue waters of the Bay of Bengal. It is in the south-eastern

part of Bangladesh.

In Cox's Bazar, you can find many colourful pagodas or Buddhist Temples, dry fish markets and other places of attraction. The beauty of the sun setting on the rolling sea waves and the moonlit nights are simply charming. Interesting places around Cox's Bazar are Himchari, Ramu, Sonadia Island, Moheshkhali Island, Teknaf and St. Martin Island.

Different ranges of hotels are available at Cox's Bazar within short distances of the beach. You can find single, double and family accommodation in these hotels. In many of these hotels, there are swimming pools, gyms, spas and other modern facilities. Tourists can enjoy a variety of food with local and international flavours and tastes. After day-long activities on the beach, you can refresh yourself with green coconut juice and savoury seafood.



THE SUNDARBANS: Explore the home of the Royal Bengal Tigers



The Sundarbans is the largest mangrove forest in the world. The Sundarbans covers an area of 38,500 sq. km, of which about one-third is covered in water. The Sundarbans is the natural habitat of the world

famous Royal Bengal Tiger, spotted deer, crocodiles, jungle fowl, wild boars, lizards, rhesus monkeys and countless varieties of beautiful birds.

There are a number of famous spots in the Sundarbans such as the Hiron Point (Nilkamal), Katka, Kachikhali, Tin Kona Island and Dublar Char. The main attractions of the Sundarbans are wildlife photography, wildlife viewing, boating inside the forest, nature study, meeting fishermen, wood-cutters and honey-collectors, and seeing the world's largest mangrove forest.



People usually take a two or three day tour to the Sundarbans by launch. Tourists stay on the launch throughout the tour as there are no hotels or lodges inside the forest. Lunch and dinner are prepared on the launch. Often tourists also carry dry food and water with them. Tourists can also eat varieties of local fish.

Discuss in pairs:

1. Which text do you like best? Why?
2. Which text would be most helpful for planning a holiday?

Activity 6: Using comparative language



Work in pairs.

- a) *Fill in the blanks with appropriate words from the box. There are more words in the box than necessary and you may need to change the form of the word to make the sentence grammatically correct*

compared to	both	on the other hand	good
wide	much	adventurous	unlike

1. Both the Sundarbans and Cox's Bazar are famous.
2. There is a _____ range of accommodation facilities in Cox's Bazar than the Sundarbans.
3. You can enjoy the charming beauty of the sunset in Cox's Bazar. _____, in the Sundarbans, you will get the thrill of staying close to the wild.
4. _____ Cox's Bazar, the Sundarbans is _____ as you may see lots of wild animals.

5. _____ the Sundarbans, there are many dining options in Cox's Bazar.

b) Can you think of more similarities and dissimilarities between Cox's Bazar and the Sundarbans? Write five sentences using the new ways of expressing comparison and contrast you found in Activity 4.

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 7: Extension – similarities and differences



Create an activity similar to Activity 6a) expressing similarities and differences between two local attractions in your area. Put the words that express similarity and difference in the box and leave blank gaps in your sentences (as in 6a). Give your activity to a partner – can he/she put the correct words in the gaps?

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 8: Home task



Writing a comparative paragraph for a targeted audience

Use the information from the texts in Activity 5 to write a paragraph to compare the advantages and disadvantages of Cox's Bazar and the Sundarbans as a holiday destination for one of the following groups:

1. Families with young children
2. Elderly couples
3. A group of disabled students.

Use the language for comparing and contrasting that you have learnt in this session.

Sources

Image source: Cover photo <http://www.fxtimes.com/wp-content/uploads/2011/05/apples-and-oranges1.jpg>

Activity 1:

Image sources: (from left to right):

http://healthculturesociety.wikispaces.com/file/view/social_networking_sites_for_PUB209_assessment%5B1%5D.JPG/272499678/800x366/social_networking_sites_for_PUB209_assessment%5B1%5D.JPG

https://lh5.ggpht.com/jMCX4reGmJjfJGMW5LeuxZA13HZLgbYD_K8Tr85KE3mGJ1i4dNWkV_1DbxUy5ronjuYt=w300

http://t2.gstatic.com/images?q=tbn:ANd9GcQvuS5AChp1PaHrSyFblcnjU_NtZzhHXdmMoBmuHp8S5xg7kbyzw

Activity 2:

Image sources: (From left to right): http://images.nationalgeographic.com/wpf/media-live/photos/000/461/cache/bandarban-paddies-bangladesh_46130_990x742.jpg

<http://sundarbanwonderstourism.com/default/Slide/slide2.jpg>

http://www.bdspn.com/Travel/The%20Largest_Beach_world/Unbroken%20beach1.jpg

<http://touristplacebangladesh.com/images/sylhet%20city%202.jpg>

Activity 5:

Images sources: (Cox's Bazar, top left) <http://mermaidcoresort.com/images/site/bg-accomodation.jpg>

(Cox's Bazar, down right): https://fbcdn-sphotos-e-a.akamaihd.net/hphotos-ak-prn2/992841_272552452882746_501994956_n.jpg

(The Sundarbans, top left): <http://www.sundarbantours.com/wp-content/uploads/2013/03/Royal-Bengal-Tiger-Sundarban-Bangladesh1.jpg>

(The Sundarbans, down right): <http://mw2.google.com/mw-panoramio/photos/medium/45132070.jpg>

Unit 14 Comparison and Contrast

Session 2

In this session you will learn how to do the following:

- Evaluate different styles of organising comparative essays
- Plan a comparative essay



Home task review:



Find a partner who wrote about the same group of holidaymakers as you. Read each other's paragraph. Comment on the following:

- The ideas in the paragraph - Are the ideas interesting and relevant?
- The structure of the paragraph – Has your partner included a topic sentence, supporting details and an appropriate concluding sentence?
- The language your partner used to compare Cox's Bazar and the Sunderbans – Has your partner used a variety of language to make comparisons? Is the use of language accurate and academic?

In the previous session you developed your understanding of comparison and contrast and the different language structures you can use to express it. In this session you can put what you have learnt in the context of writing an academic comparative essay.

Activity 1: Writing a comparative essay – warming up



Discuss in pairs.

1. Why do people go on holidays?
2. When people go on holidays what are the things they consider important?
3. Why do you think some people prefer package holidays?

Activity 2: Writing a comparative essay – selecting the points



Work in pairs:

See below the title of an essay in the field of Tourism and Hospitality Management.

With the rise of the Internet and the easy access to information it provides, more and more holidaymakers are making their own independent travel arrangements rather than booking a package holiday through a travel agent. Compare the advantages and disadvantages of package holidays and independent travel.

- a) *Read the title and underline the key words. What is the topic of the essay?*
- b) *What different points could you include in your comparison? (e.g. flexibility)*
- c) *Discuss with a partner and add your points to the list below.*

Points

1. Flexibility
- 2.
- 3.
- 4.

Activity 3: Package holidays and independent travel – finding the key issues



Work in pairs.

Look at the issues related to travelling below. Which ones do you think describe package holidays? Which ones describe independent travel? Put a tick mark (✓) to indicate your choices.

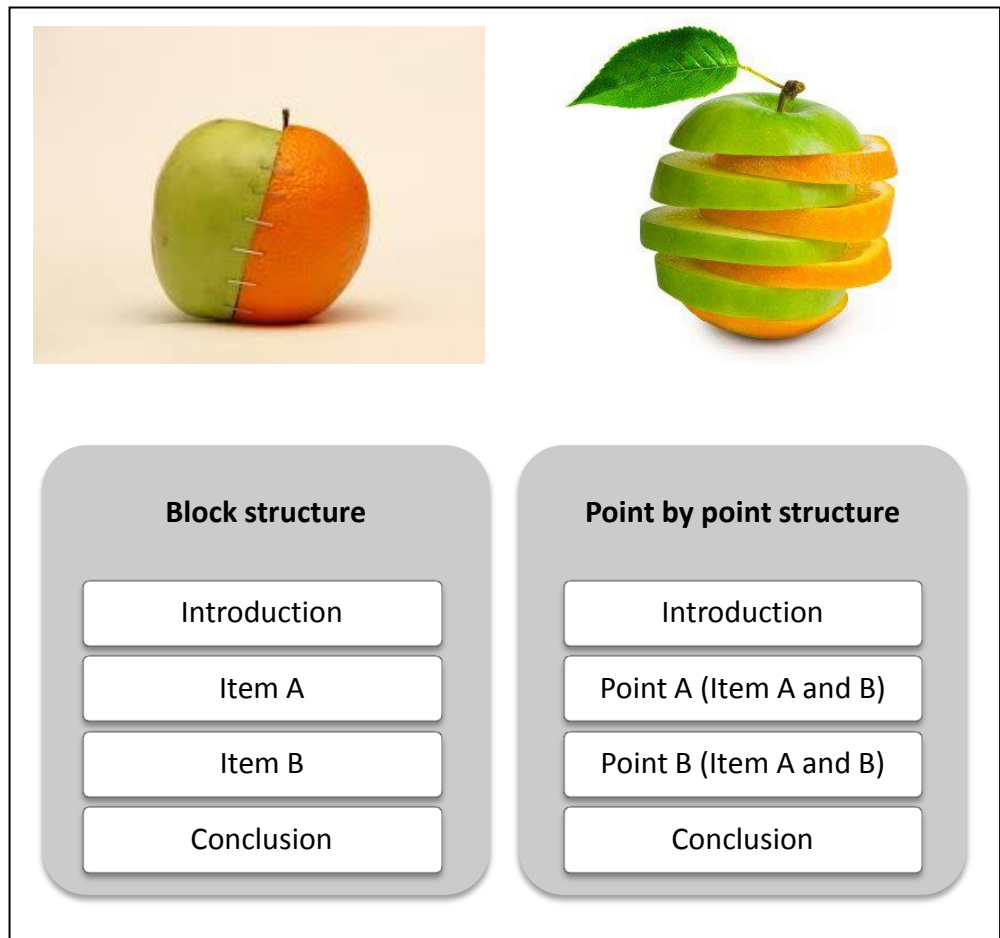
Issues	Package holiday	Independent travel
1. Freedom of travelling		✓
2. More expense		
3. Less trouble in booking hotels		
4. You may miss some places		
5. Flexibility of meals		
6. Good for first time travellers		
7. You need to do a lot of planning and preparation		
8. Meeting new people		
9. You need to be disciplined		

Discuss your choices with a partner. Can you add any other issues to the list?

Activity 4: Organising comparative essays



Comparative essays can be structured in two different ways: a 'block style' or a 'point by point style'. See below to find out about the two styles.



Work in pairs.

Read the example of a comparative essay in Appendix 3 and discuss the questions below.

1. What is the topic of the essay?
2. What points of comparison does the writer make?
e.g. *1 access to education*
3. What style is the essay written in - block structure or point by point?
4. What are the advantages and disadvantages of each style?
5. Which structure do you prefer? Why?

Activity 5: Planning comparative essays – which style to choose?



Work in small groups.

You are going to plan the tourism essay given in Activity 2. In one group, make an outline of your essay according to the block style and in another group, make an outline following a point by point style.

Title
Thesis statement:
Item A: Package holidays
Point A: <i>Flexibility – less flexibility of food, travel and entertainment</i>
Point B:
Point C:
Item B: Independent travel
Point A:
Point B:
Point C:
Conclusion:

Title

Thesis statement:

Point A: Flexibility - Comparison between package holidays and independent travel on flexibility of food, travel and entertainment

Point B:

Point C:

Conclusion:

Share your outline with a student from the other group. Look at each other's outlines. Which style works best for this essay topic?

Study Tip

- When you are comparing two items which are very close to each other, it is better to follow the block style.
- Even though you normally make a balance between the two items you are comparing, you may also take a position for a particular item.

Activity 6: Extension – a closer look at a comparative essay



a) Look again at the example essay in Appendix 3.

1. Underline all the language used to make comparisons.
2. What conclusions does the writer draw? Do you agree with them?

b) Read the quotes below, decide where and how you could use these in the example essay to support the given points (You may wish to use them as quotations or paraphrase them). Add them into the essay, referencing them appropriately. Check back to Unit 6 (Paraphrasing, summarising, quoting, synthesising and referencing) if you need to.

Quote 1:

Many private universities are business-oriented and demand-based. They are reluctant to offer degrees in philosophy or literature since the commercial value of these subjects is relatively low. Universities should be centres that foster liberal ideas and develop critical insight. It is therefore unfortunate that private universities in Bangladesh to a large extent are market-driven and not committed to widening the perspective and views of the students. (Saha, 2008: 65)

Quote 2:

There is growing concern that in the matter of student politics, public universities are becoming centres of violence. Many decent students who get admitted to public universities inevitably become victims of student politics. The number of students in the last two decades whose academic careers have been ruined in this way is countless. (Rashid, 2011: 13)

Activity 7: Home task



Writing a comparison and contrast essay

Now write the “Tourism” essay which you were developing in class. Find information from two different sources (for example a book, journal, and website) that you can use to support your points and include these in your essay. (Remember to reference them appropriately and include a bibliography at the end of the essay). In the concluding paragraph, include some recommendations for the tourist industry based on the conclusions you drew from your comparisons.

Activity 8: Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. Can you now compare and contrast two object or ideas?
2. Do you think that you can write comparison and contrast essays in both the styles you have become familiar with?

Sources

Image sources: Cover photo (left):

http://www.bubblews.com/assets/images/news/1652591390_1372657022.jpg

(right): http://t.wallpaperweb.org/wallpaper/development/1920x1200/Coffee_Tea_54.jpg

Activity 4:

Image source :(Left)

http://t2.gstatic.com/images?q=tbn:ANd9GcSHPds79J4ORkaP_MSvhbW3Db1QB1yZ8Q8ec0l8hs8PIy7FRKRt

(Right): https://fbcdn-sphotos-g-a.akamaihd.net/hphotos-ak-ash4/p480x480/399670_470508556315645_1919465251_n.jpg

Activity 5:

Image sources: (Top to down)

<http://www.atab.org.uk/wp-content/uploads/2010/11/Package-Holiday1.png>

<http://www.traveltodaymate.com/images/2012/2012-01-27/holiday%20specialists-bali%20holidays-bali-philippines.jpg>

<http://www.visitbalitoday.com/wp-content/uploads/2012/07/Bali-holiday-swap-beach-1.jpg>

<http://www.clickandgo.com/page-images/package-holiday.jpg>

Unit 15 Argumentative Writing

Session 1

In this session you will learn how to do the following:

- Understand better the argumentative mode of writing



Home task review



Work in pairs.

Look at the essay on tourism you wrote for the Home task in Unit 14. Which style did you use: block style or point by point? Share your essay with a student who used a different style. Evaluate the other student's essay. You can use these questions to help you:

Does the essay follow the block / point by point structure correctly?
Does the essay contain comparative language? Are the introduction/
conclusion/body paragraphs well-constructed? Are the points
adequately supported? Are the in-text citations correct? Is there a
bibliography?

Activity 1: Can we agree?



Read the thesis statements below.

- Put a tick (✓) after the statements you agree with and a cross (x) after the statements you disagree with.
- Add a reason to support your argument.

	✓	x	Reason
Conservation is everyone's responsibility			
Wild animals should not be kept in captivity.			
Free healthcare for everyone is a basic human right.			
Examinations are the best method to assess students' ability.			
Equal opportunity for everyone in our society is an achievable aim.			

Discuss your responses with a partner. Explain the reasons for your opinions.

- Work in small groups. Choose one of the issues to discuss. (Remember, an issue is a subject that people have different opinions about). Give your opinion about the issue and the reasons for your opinion. Listen to each other's opinions. Try to persuade your classmates to change their point of view.

Activity 2: What is argumentative writing?



Just as in a discussion you give your opinion about an issue and try to persuade others to agree with you, the purpose of an academic piece of writing can be to persuade others to accept your point of view.

Read the text to find out more about argumentative writing.

Argumentative writing is about discussing controversial issues. Argument refers to giving opinions for or against a particular topic. It is an appeal to both reason and emotion. In argumentative writing, the writer takes a stance or position for or against a particular topic. He/she connects a series of

statements about the topic, provides evidence for or against the statements, acknowledges others' views and gives his/her own counter arguments. Arguments are debatable. The writer believes in his/her argument but others may have different opinions based on their own arguments. The objective of the writer is to convince the readers and make them agree with his/her arguments.

Activity 3: Can you follow the argument?



Work in pairs. Read the extract below from Abid's essay. Then discuss the questions.

Multilingualism allows people to grow up with access to a number of languages and helps them acquire and use those languages in different contexts. It makes people well-versed in diversified communication skills. It offers opportunities for better jobs since multilingual people are considered assets for a nation, enabling it to compete internationally. The state, therefore, has to set up initiatives to offer opportunities to all its citizens to develop their multilingual skills and make use of them in the job market .

1. What is the topic of the extract?
2. What are the arguments of the extract?
3. Can you add a similar argument for the topic of the extract?

4. Can you write a counter or opposing argument?


Share your responses with the class.

Activity 4: What makes a good argument?



- a) Discuss in pairs. Think back to your discussion of the statements in Activity 1. Did you change your opinions after hearing other students' arguments? Why / why not? What makes a good argument?

Argument in academic writing is complex. Giving your opinion is not enough. Your argument must be supported and logical so that your readers will be persuaded by your argument.

Misleading statistics		a STRONG argument
Hasty generalisations		
Personal attacks		
Inappropriate comparisons		
Use of personal experience instead of objective evidence		
Not taking into account alternative viewpoints		

b) Work in pairs. Read the extracts from Mithila and Abid's essays. Decide if they have made strong or weak arguments. Give reasons for your answer.

Example:

Essay: Language learning difficulties
'Based on my own experience, it can be argued that almost all students have problems with using tenses correctly.'

Not a strong argument - Use of personal experience instead of objective evidence makes the argument weak _____

1.

Essay: Language learning difficulties
'Ethnic minority students will never be efficient teachers of English; 75 per cent of them failed in phonetics. '(N.B the number of students from ethnic minorities on the course was four).

2.

Essay: Promoting child development

‘Since living in an extended family helps to develop good character, we should let our children grow up in extended families.’

3.

Essay: Good Government

‘The ministry has no right to suspend an elected Upazila chairman. It is like suspending a teacher who is very popular among his/her students. The ministry must honour the verdict of the people.’

.....

‘The government should not use Reza’s plan for rural economic development. He had become bankrupt previously.’

a) _____

b) _____

4.

Essay: The problems facing small businesses.

‘Either leather manufacturers must attract more young people to take up the trade or it will die out. There are no other options.’

Share your responses with the rest of the class.

Study Tip

Weak arguments may irritate your readers and prevent them from accepting your viewpoint. Hence you should try to avoid them.

c) Look carefully at the following example:

Example 1:

Major premise: Regular students attend classes. (True general statement)

Minor premise: Rita is a regular student. (True specific statement)

Conclusion: Therefore, Rita attends classes. (True conclusion because both the major and minor premises are true)

d) Circle the correct answer to complete the statement about how to create a strong argument:

To create a strong argument, you need to make sure that both premises are true/false.

Study tip
In academic writing, even 'truths' are generally expressed cautiously.

e) Work in pairs. Look again at the arguments in Mithila's and Abid's essays above. Choose two that interest you. Can you make them stronger?

1. _____

2. _____

Compare with a member of another pair. Evaluate each other's arguments.

Activity 5: The language of argument



Do you think that argumentative writing needs special vocabulary?

- a) Discuss in pairs:
- b) Then look at the following table.

In argumentative writing, the writer identifies others' arguments, gives his/her own arguments with explanations, restates his/her own claims and persuades readers. In all these activities, the writer uses some specific vocabulary and phrases. A few of them are described below:

Purpose	Language items		
Introducing opposing arguments:	The opposing argument is that ... It can be argued that... It is the view of Uddin (2013) that... Khan (2010) disagrees with the idea that ... Those who disagree state that...		
	Banerjee (2011)	maintains argues believes points out claims	that...
	Example sentence: The opposing argument is that tuberculosis is incurable.		
Explaining others' arguments:	Ahmed (2008) argues in this way because ... Lahiri (2004) puts forward this argument because ...		
	Example sentence: Lahiri (2004) puts forward this argument for agricultural reform because he is convinced of the benefits it would bring to rural communities.		
Reaching the turning point:	However,... But ... On the other hand ...		
Showing your evaluation of others' arguments	Agreeing: Ahmed (2008) may be right in saying that... Banerjee (2011) is certainly correct when she says that...		
	Disagreeing: One of the main arguments against Lahiri's (2004) agricultural reform is that... One objection to this argument is... A further argument against this is... This idea does not take into account that... This view may be misguided because...		

Emphasising earlier viewpoints and introducing an alternative viewpoint	<p>However..., despite ..., although..., , on the other hand...,in contrast, in comparison, on the contrary</p> <p>another way of viewing this is..., one alternative is... while x may be true... even if x is true..., although x may have a good point... at the same time</p>
	<p>Example sentences:</p> <p>Although the present version of the software includes new features, the previous version was smarter and more user-friendly.</p> <p>My younger sister opines that smartness is the most important quality in choosing a man for marriage. In contrast, my elder one says that income is the most important consideration.</p>

Activity 6: Using the language of argument



Work in pairs.

a) Read the extract below from the Psychology discipline and discuss:

1. What is the extract about?
2. Whose argument do you agree with: Chowdhury's and Banerjee's or Dey's?
3. What is the writer's argument?

b) Underline the language of argument in the text – use information from the table in Activity 4 to help you.

Chowdhury (2006) argues that physical exercise is good for a person's overall health. He puts forward five points in favour of his argument. His last point that achieving a healthy body can ensure a healthy mind is considered the most convincing. In his study (2006) Chowdhury observes that participants of all ages who developed a habit of doing exercise regularly lost excessive weight and fat, and became slim; their muscles became stronger; and they achieved the body fitness they had wished for. Similarly, Banerjee (2004) from his study of teenagers' exercise habits maintains that weekly jogging can bring about a sound mental condition in young people. While Banerjee

(2004) may have a good point, at the same time it must be noted that there are many other factors that affect young people’s mental well-being.

In contrast, it is the view of Dey (2007) that teenagers’ sense of wellbeing is linked most strongly to having good peer friendships. Dey (2007) may be right in saying that teenagers who have a large circle of friends are more likely to have positive self-esteem. However, other factors, such as having a close supportive family and caring teachers are equally important.

Activity 7: Extension—avoiding weak arguments



This activity gives extra practice in identifying and avoiding weak arguments.

a) Match column A with B in the following table.

A	B
Hasty generalisation	Either you accept my proposal as it is or you reject it. There is no point in discussion.
Personal attack	Students should be allowed to look at their textbooks during examinations just as surgeons have X-rays to guide them during an operation.
Inappropriate comparison	50 per cent of the boys said that they are better cooks than girls. (Total number of boys in the survey was four).
Not taking into account alternative viewpoints	If you give excess money to your school-going children, they may be spoiled. So you should stop giving excess money to your children.
Misleading statistics	People will not accept Milton’s campaign against smoking ‘Leave smoking or die’. He is a chain smoker and was even caught drinking wine three years ago.

b) Rewrite the weak arguments in this activity to make them stronger.

Compare your sentences with a partner. Evaluate their sentences. Has he/she created strong arguments?

c) Complete the following examples by filling in the blanks. Then decide if they are weak or strong arguments.

1. Major premise: All birds are ferocious.

Minor premise: A dove is a bird.

Conclusion: _____

Strong or weak argument? Why?

2. Major premise: _____

Minor premise: Hilsa is a fish.

Conclusion: Therefore, Hilsa lives in water.

Strong or weak argument? Why?

3. Major premise: All girls are beautiful.

Minor premise:

Conclusion: Therefore, Mita is beautiful.

Strong or weak argument? Why?

Activity 8: Home task



All energy drinks should be banned!

- Decide if you should support or oppose this statement.
- Do some research on the Internet to find out some other writers' arguments both for and against energy drinks.
- Write your paragraph using some of the language of argument you learnt about in Activity 5.

Sources

Thematic image:

<https://blog.writecheck.com/wp-content/uploads/2012/12/argument-essay-2.png>

Unit 15 Argumentative Writing

Session 2

In this session you will learn how to do the following:

- Plan, organise and write an argument essay

Home task review



Work in small groups.

- Discuss the last Home task topic: 'All energy drinks should be banned.' Share your opinions. Don't forget to support them with evidence you found in your research.
- Evaluate each other's paragraph. Are the arguments strong? Does the paragraph contain the language of argument?

In the last session you learnt about how to create a strong argument and what sort of language to use in argumentative writing. In this session you will learn how to write an argument essay in an academic style.

Activity 1: Warm up



Work in small groups.

Unjumble the sentence to reveal a controversial issue.

be banned student should politics ?

- Write down three questions to find out what your classmates think about this issue.

- _____
- _____

3. _____
- b) Use your questions to conduct a mini-survey of the views of some of your classmates.

Activity 2: Collecting the arguments



Dealing with opposite arguments:

While gathering ideas and evidence, you must bear in mind that you have to present all aspects of the argument. You have to show that you understand both sides of your thesis in order to convince your audience. On the one hand, you must support your stance; on the other, you must first present and then intelligently refute the opposing arguments claiming that they are weak, wrong or unreasonable.

Work in small groups. List the ideas you collected in your mini-survey under the appropriate speech bubble.



Activity 3: Whose side are you on?



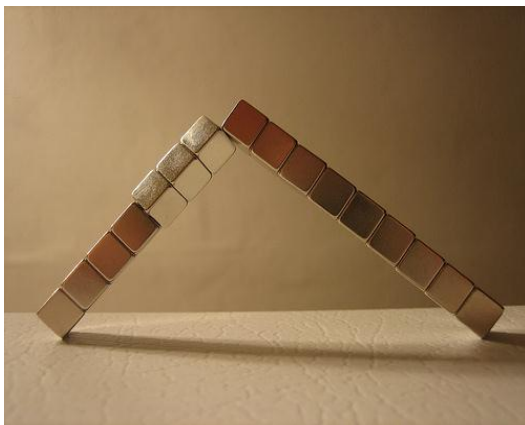
a) Tick the statement that best describes your feelings about this issue.

I feel **PASSIONATELY** that student politics should be banned in universities and colleges.

Student politics should **DEFINITELY NOT** be banned in universities and colleges.

I don't really have a strong opinion about this topic.

b) Read the text.



How to choose your side:

In an argument essay you may feel passionately about the issue, or you may not have any strong opinion about it. When you write an argument essay, you are trying to analyse the main arguments related to the issue. This shows your teachers that you can think and

write critically. Indeed, it may not always be the best idea to choose the point of view you agree with as it can be more difficult to write objectively and critically. It is more important to take a side that you can argue most effectively about with adequate evidence. In sum, you do not need to think so much about which side you like and believe; rather, you need to think about which side you can defend efficiently to write an effective argument essay.

Audience awareness:

Audience is a very important component of argumentative and persuasive writing because the main task of the writer is to put forward his/her arguments about the thesis and persuade the audience. You need to think of who your audience



is: their profiles (e.g. age, gender, educational and linguistic background,

socio-cultural background, political background); values and beliefs; and whether they are friendly, neutral or hostile to your point of view. Having a good awareness of your audience will help you decide what to argue, how much to argue, and in what way to present the arguments.

c) *Discuss in small groups:*

1. Do you agree with the points the writer makes in this text about choosing a side?
2. How does awareness of your audience affect how you write?
3. Do you usually think about your audience when you write?

Activity 4: Choosing a side



Work in small groups.

- a) *Look back at the ideas you collected in Activity 2. From the ideas you collected, which viewpoint could you defend most effectively?*
- b) *Write a thesis statement for the viewpoint you selected.*

- c) *On reading your thesis statement, what questions might the reader of your essay hope you will answer in it?*

Study tip

Creating potential reader questions will help you keep your argument on track.

Activity 5: Structuring an argument essay



Read the text about how to structure an argument essay. Then use the information to complete the table below.

An argument essay consists of an introduction, body and a conclusion. The introduction introduces the issue/topic and states the claim to be defended. The body begins with paragraph(s) that support the thesis statement and includes relevant, representative and adequate evidence (e.g. statistics, images). Subsequently, the most important opposing points of view should be analysed. This shows that you are aware of other people's opinions about the issue. This section of the essay is followed by a section where you refute other points of views and explain why yours is better. If you can refute the main opposing ideas convincingly, you will have a good chance to establish your point of view. The conclusion sums up the arguments and restates the thesis with a closing statement in order to persuade audiences.

Now complete the table:

Organising an argument essay	
Elements	What's in it
Introduction	Introduces the topic. States the claim to be defended (thesis statement)
Body	
Conclusion	

Activity 6: Mithila's argument essay



Work in pairs.

- a) Mithila has written her essay: 'Should Student Politics be banned?' Read her introduction and answer the questions that follow.

Should student politics be banned?

Student politics has been an issue in higher education institutions for many years. It comes into focus periodically when some students strike or demonstrate, resulting in violence, damage to public property or even death. This has led to a call for the banning of student politics on higher education campuses. However, historically student politics has had a positive influence on both the university environment and the wider society (Abbas, 2009). In more recent times it has been argued that student politics has been negatively affected by party political interests influencing student political activities (Zaman, 2011). Instead of focussing on aspects of student life that could or should be improved or negotiated, political parties seek to use student politics to serve their own party interests. This essay will argue that instead of banning student politics, all students should strive to make student politics a force for good.

1. Which viewpoint does Mithila support? Is she for or against banning student politics?
2. What is her thesis statement? (Find and underline it)
3. From the thesis statement, frame two questions you would like to find out the answers to as you read the essay.

b) Read the rest of Mithila's essay and answer the question that follows.

Student politics provides students with opportunities to develop personal qualities that can be beneficial to society. Getting involved in discussions, negotiations and collective decision-making within student political organisations will prepare them to take part in civic issues within their local community and in the national decision-making process (Zaman, 2011). This could lead to a new generation of active and socially responsible citizens who could have a positive impact on both the local and national communities.

Student politics in its non-party affiliated form can also be a platform for serving students' interests and ensuring their welfare. Students are often dissatisfied with aspects of their colleges and universities such as the quality of teaching, accommodation facilities, libraries and teaching aids (Talukder *et al*, 2009). Student politics that focuses on campaigns to address these concerns would vastly enrich student experience.

On the other hand, it can be argued that student politics has become so influenced by national party politics that it cannot be a force for good any more, and should thus be banned. Rahman (2012) puts forward the argument that student politics distracts students from their studies. A good classroom atmosphere is essential to enable learning (Pierce, 1994). In his study, Ahmed (2009) also found that the politics of both students and teachers have an effect on the learning environment. This suggests that student politics could have a negative impact on the learning environment and students' learning.

Many academics and even students believe that student politics is an activity that hampers educational activities and disciplines in their institutions (Talukder et al, 2009). For example, student politics can affect course delivery because of strikes and disturbances (Sengupta, 2010). It is not unusual for student political unrest to force higher education institutions to close, resulting in session jams and the loss of twenty or more tuition days in an academic year (Zaman, 2011). The resulting impact on students' education could also affect the economic development of the country, as achieving good education is vital for equipping Bangladeshis to compete globally.

Despite these problems, student politics should not be banned in higher education institutions. While many current complaints about student politics may be valid, history has shown that it can be a powerful force for good, protecting the interests of students and fostering protest against injustice within society (Abbas, 2009). Furthermore, the right to engage in politics is a basic constitutional right. Many of the problems and concerns that prompt the call for banning student politics stem from the pollution of the original aim of student politics, which was and should be to serve the interests of the student body and thereby improve the academic environment. There is also need for all types of students to participate in student politics, not just those who have political affiliations. Meritorious students should also get involved in politics to ensure healthy politics (BSS, 2013). If all students engaged in true student politics, this would develop both their academic and civic skills. This would in turn ensure that all students finished their education well-equipped to serve their community and contribute to good economic development.

In conclusion it can be said that, rather than banning student politics, steps should be taken to return student politics to its true purpose. Moreover, all students should be encouraged to participate actively in the right kind of politics. In this way student politics will become a force for good both within the academic environment and in the wider society.

1. Did you find the answers to your questions in Mithila's essay?

c) *Look carefully at each paragraph in the main body:*

1. Underline the topic sentences. Does the information in the paragraphs support the topic sentences?
2. Has Mithila used in-text citations properly to support her points?
3. Circle the language of argument. Has Mithila used the language of argument effectively?
4. Put a box around the cohesive devices* Mithila has used to link ideas. Which ones has she used?

d) *Look at the conclusion and discuss:*

1. Is it appropriate to the thesis statement and essay question?
2. Is it about the right length?
3. Read the revised conclusion to Mithila's essay in Appendix 4. Why is the revised conclusion a better one?

e) *Look at the bibliography and discuss:*

1. Is it correctly organised? (Check your answer by looking at the bibliography to the essay in Appendix 4).
2. Are the references up to date? Are they reliable?

Bibliography

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f) Look at the overall structure of Mithila's essay:

1. Find and label the different sections of the essay:

A. Statement of topic / thesis
B. Ideas that support the thesis statement with evidence
C. Recognition of arguments against the thesis
D. Reinforcement of argument for the thesis
E. Sum up Restating the thesis

2. Has Mithila followed the structure of an argument essay?
3. What is your overall impression of Mithila's essay?

Share your responses with the class.

Activity 7: Extension—can you write an argument essay?



In your small group:

- a) Write the outline for your argument essay about student politics. You can use the thesis statement and the ideas you collected in Activities 2 and 4.

Should student politics be banned?

b) Write the essay in your small group. Divide up the paragraphs between you. Each member of the group should write at least one paragraph. When you have written your first drafts, proofread each other's paragraphs and make sure that the paragraphs link together. Write the introduction and conclusion together.

Activity 8: Home task: Writing an argument essay



Write an argument essay for the discipline Public Administration and Governance:

Should the quota system be abolished in the job sector of Bangladesh?

You will need to research the topic to find some evidence to support your ideas. Follow the argument structure, use language of argument, in-text citations and a good academic style (500 words).

Activity 9: Critical reflection



What have you learnt in this unit? Reflect upon your experience.

1. What have you learnt about how to make an argument strong?
2. What have you learnt about the elements, structure and language for writing an argument essay?

Sources

Activity 3:

Image sources: magnets jessamyn

<http://www.flickr.com/photos/iamthebestartist/2293093422/>

seats: <http://www.flickr.com/photos/orkomedix>

Unit 16 Cause and Effect

Session 1

In this session you will learn how to do the following:

- Recognise cause and effect relationships
- Use cause and effect language to express a cause and effect relationship



Home task review



Work in small groups.

Use the arguments and research from your last Home task essay to take part in a debate:

Should the quota system be abolished in the job sector?

Writing about causes and effects is common in many disciplines. It is important to be able to express the causes and effects of a situation or event and show the relationships between them clearly. In this first session you will focus on developing your understanding of cause and effect relationships and the language you can use to express those.

Activity 1: What do you know about cause and effect?



Here are three situations you may find in Bangladesh.

1. High rate of school dropout
2. Unemployment
3. Political instability

Discuss in small groups:

1. Which one of these do you think causes the greatest concern for Bangladeshis? Why?
2. For each of the above situations, identify one possible cause and one possible effect.

Activity 2: Cause and effect – can you see it?



Read the sentences below. Put a tick mark (✓) beside the sentences which you think express a cause and effect relationship. Then underline the part which expresses the cause and circle the part which expresses the result.

1. Since many women are uneducated and do not earn, they do not have any deciding roles in their families. ✓
2. There is a close relationship between frustration and drug addiction.
3. Diarrhoeal diseases are responsible for the high child mortality rate in Bangladesh.
4. Our examination system encourages rote learning*; and as a result, many students rely on memorisation to pass the exams.
5. The handloom cotton industry is at risk because of factory-made clothing.
6. Lack of exercise among urban children may lead to physical and mental developmental problems.
7. Obesity can be caused by excessive consumption of junk food.

Activity 3: What language expresses cause and effect?



Work in small groups.

Look at the cause and effect sentences in Activity 2 again. How have cause and result relationships been shown in these sentences? Put the words which indicate cause or effect in the appropriate column.

Showing cause	Showing effect
since	

Share your responses with the class.

Activity 4: Cause and effect language



In academic study, you may often need to write sentences which are based on cause and effect relationships. Such relationships are usually expressed by using connective words.

- a) Read the text below to find out about these different techniques. Find out how many of these cause and effect words you are familiar with. Circle the words that are new to you.

Cause and effect language

Most often cause and effect relationships are expressed by using conjunctions.

Conjunctions* commonly used to express 'cause' are *because (of), since, as, due to, owing to, as a result of*.

Example: *Owing to early exposure to electronic gazettes, the reading habits of children are declining significantly.*

Conjunctions used to express 'effect' (e.g. *so, thus, therefore, for this reason, consequently, hence, as a result*) are mostly linkers between sentences.

Example: *There is a lack of reinforcement of traffic rules in Bangladesh. As a result, road accidents are increasing at an alarming rate.*

Verb phrases* such as *result in, lead to, cause, give rise to*, can also be used to express reason and result of actions.

Example: Excessive sound pollution in the streets of Dhaka city is giving rise to many ear and cardiac diseases.

Noun phrases* like *the reason for this, the foundation of this* can be used to express cause. And noun phrases such as *the result of this, the/a consequence of this, the outcome is...* can be used to express 'effect',

Example [cause]: [you write it] _____

Example [effect]: More and more people now migrate to city areas. One outcome of this migration is the worsening condition of public facilities in urban areas.

b) Now choose two of the words that are new for you from each of the groups (conjunctions, verb phrases, noun phrases). Check their meaning and use in a dictionary. Write an example sentence for each word that relates to your discipline. Show your sentences to another student. Evaluate each other's sentences – have you used the cause and effect language correctly?

Activity 5: Cause and effect language – can you use it?



Work in pairs.

a) Tick the areas where you think the situation in Bangladesh has improved considerably in the last few years.

- Ensuring health facilities for everyone
- Population control



- Workplace safety of industry workers
- Reducing poverty
- Minimising child mortality
- Proper sanitation in rural areas
- Increasing literacy
- Opportunities of employment
- Good governance

b) Now read the text below. Do you agree with the writer?



Bangladesh has reduced the number of poor people from 63 million in 2000 to 47 million in 2013. **[Example]** Because of this success, Bangladesh will reach its Millennium Development Goals two years ahead of the 2015 deadline. It is evident that Bangladesh has also created better health outcomes for its people a) _____ lower childhood mortality rates together with increased rates of vaccination for under-five year olds have been recorded. Now in Bangladesh 28.5% more poor people have access to electricity which b) _____ a general improvement of living conditions. Bangladesh has experienced rapid economic growth from 1994 to 2012. c) _____ this economic growth has been an improvement in the standard of living in many sectors. Incomes in sectors from agriculture to casual transport have been rising around 10% annually. And d) _____ fertility rates have been consistently falling for years, there is less pressure on resources and incomes. Many families have multiple earning members. e) _____ , solvency has increased in these families.

c) Fill in the gaps with appropriate words from the box.

~~Because of,~~ as a result, as, has resulted in, a consequence of,

- d) Now try filling the gaps with some of the other new cause and effect words which you have learnt in this session.
- e) Compare your choices with a partner and comment on each other's choices. Has your partner used appropriate cause and effect words?

Activity 6: Matching causes with effects



Work in pairs.

- a) Match the phrases in column A with the phrases in column B to indicate effective cause and effect relationships.

A	B
1) Heavy monsoon rain during the rainy season	Everyone should fight it together
2) Millions of Bangladeshis every year suffer from illness	The cyclones which have hit Bangladesh have been very strong
3) 36.3% of Bangladeshis who are poor now use mobile phones	Flooding in lowland areas
4) Millions of people have died in the last few decades	Consuming unsafe food
5) The extent of poverty is huge in developing countries	They now have more access to information and can communicate with less effort
6) The use of polythene bags has been banned	There is less possibility of pollution

- b) Now write them as sentences to express ideas using appropriate cause and effect language.

1. Heavy monsoon rain during the rainy season causes flooding in lowland areas.

2. _____

3. _____

4. _____

5. _____

6. _____

Activity 7: Extension – writing cause and effect sentences



Practice A

Complete the following sentences with phrases to show the effects.

1. Unawareness about AIDS may result in social stigma against the AIDS patient.

2. Student politics

3. Improvement of literacy rate among Bangladeshi women

Practice B

Complete the following sentences with phrases to show the causes.

1. Stage theatre has not lost its appeal

2. We will not be able to attract investment in our country

Share your responses with a partner.

Activity 8: Home task



- a) *Write a paragraph expressing the cause and effect relationship about a particular situation in Bangladesh of your choice.*

- b) *Write a paragraph expressing the cause and effect relationship about a topic that interests you in your subject area.*

Sources

Activity 1:

Image source: http://images.nationalgeographic.com/wpf/media-live/photos/000/607/cache/daylight-savings-time-facts-fall-2012_60777_600x450.jpg

Activity 5:

Image source: http://www.brac.net/sites/default/files/gender_slides/2.jpg

Unit 16 Cause and effect

Session 2

In this session you will learn how to do the following:

- Become familiar with cause and effect essay writing styles
- Organise and plan a cause and effect essay



Home task review

Work in pairs. Look at each other's paragraphs from the last session's Home task. Are they interesting to read? Are they logical? Do the sentences show cause and effect? Underline the parts of the sentences which show the cause and circle the parts which show the effect. Look at the cause and effect words your partner used – are they appropriate? Has he/she used a range of different cause and effect words? Choose the most interesting and well-written sentence to share with the class.

Using cause and effect language is very common in academic writing as this helps you to examine the reasons for and consequences of situations. See in this session how cause and effect language is used to write essays.

Activity 1: Cause and effect essays – what do they contain?



See below the titles of some essays. Suggest a cause and/or effect sentence for each of these essays.

1. The effect of satellite television on Bangladeshi culture.

2. The effects of traffic jams on people.

3. Why did I take this honours subject?

Share your responses with a partner.

Activity 2: Domestic violence



Domestic violence is a common social problem for Bangladesh. Read the text below taken from the introduction of an article on domestic violence against women. Discuss the answers to the questions which follow.

Violence against women (VAW), materialization of a historic unequal power relation between sexes, is a form of discrimination and mistreatment of women which results in physical, psychological, and socioeconomic costs to women and society as well. Termed as a global epidemic, VAW is as much fatal as any serious diseases or accidents that cause deaths of women of reproductive ages (World Bank, 1993); and is one of the most disgraceful expressions of human rights violation across the world. WHO multi-country

study (10 countries including Bangladesh) demonstrates that most of the women in the study areas experience physical and sexual spousal violence in their lifetime, ranged from 15% to 71% (WHO, 2005). In Bangladesh, VAW is a very common practice which denies women's equal opportunity, security, self-esteem, and dignity in the family and in the society as a whole.

Being in a patriarchal society, powerlessness and vulnerability is associated with women's lives where they are dominated and subjugated by the men. In Bangladesh, women face various forms of violence, ranging from wife abuse to rape, dowry killings, acid throwing, sexual harassment, and sexual slavery through trafficking in women (Zaman, 1999), among which domestic violence is widely prevalent both in urban and rural areas as an everyday matter of women's lives. Deeply rooted subordinate positions of women allow men to dominate and control not only their families and resources (Schuler et al., 1998 stated in Hossain, 2007) but also lives of women. Consequently, societal norms and traditional values associated with gender roles and supremacy within households and society tend to trigger, dictate and provoke domestic violence against women in Bangladesh (Koenig et al., 2003).

Article reference: Khatun, M.T. and Rahman, K.F. (2012) 'Domestic violence against women in Bangladesh: analysis from a socio-legal perspective', *Bangladesh e-Journal of Sociology*, 9(2), pp.19-30.

Discuss in pairs:

1. Why do you think women are victims of violence in Bangladesh?
2. Among the forms of violence, why is domestic violence widely prevalent both in urban and rural areas?

Activity 3: Domestic violence against women – flow chart



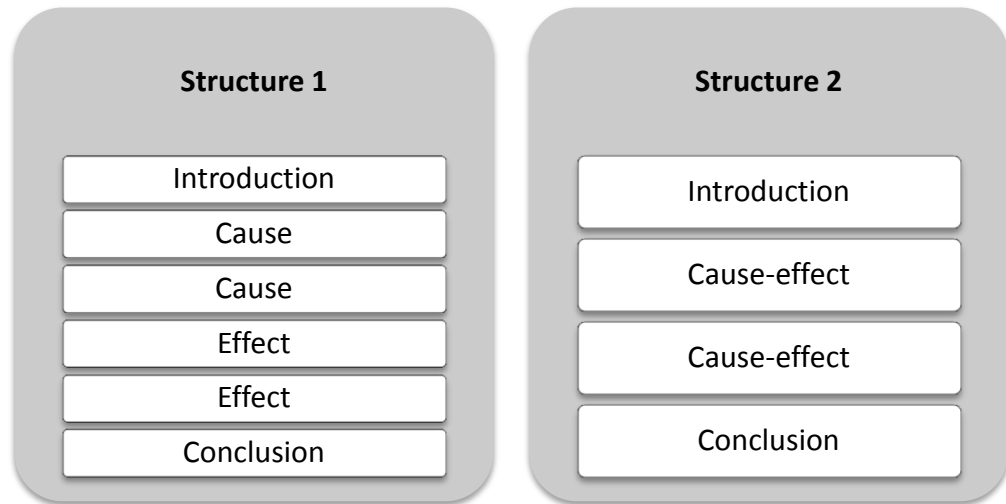
Work in pairs.

Fill in the flowchart with the causes and effects of domestic violence against women. Collect information from the text which you have read in Activity 2. You may also add any other causes and effects not mentioned in the text.

Activity 5: Structuring cause and effect paragraphs



An essay which involves cause and effect relationships can be developed in a number of ways. See below two common ways of developing cause and effect essays.



a) Read the example cause and effect essay in Appendix 5. Then discuss in pairs:

1. What is the topic of the essay?
2. Which structure (Structure 1 or 2 above) does the essay follow?
3. Why do you think the writer chose this structure for the essay?

Activity 6: Child marriage



Like domestic violence against women, child marriage is another common practice in Bangladesh especially in its rural areas.

Read the statistical information on child marriage. Then answer the questions which follow.

Marriage occurs early for women in Bangladesh. Among women of the age group 20-49, 74 percent are married by age 18, and 86 percent married by age 20. Men in Bangladesh tend to marry later in life than women. Among men of the age group 20-49, only 6 percent are married by age 18, and 18 percent are married by age 20. Overall, only 19 percent of men of the age group 25-54 are married at or before age 20, and more than half (56 percent) are married at or before age 25.

Urban women, age 25-49 tend to marry one year later than their rural counterparts (16.2 years versus 15.3 years).

Women's education shows a strong positive association with age at marriage. For example, women who have completed secondary or higher education marry five years later than those with no education. Similarly, the median age at marriage increases with household wealth. Women from the highest wealth quintile marry two years later than those from the lowest wealth quintile.

Statistics reference: National Institute of Population Research and Training (NIPORT), Mitra and Associates, and ICF International (2013) *Bangladesh demographic and health Survey 2011*. Dhaka, Bangladesh and Calverton, Maryland, USA: NIPORT, Mitra and Associates, and ICF International.

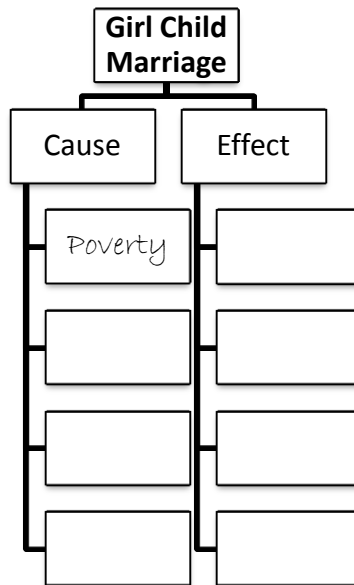
Discuss in pairs:

1. Why do you think women are married at a significantly earlier age than men in Bangladesh?
2. Why is child marriage more common in rural areas?
3. What happens when a girl weds at an early age?

Activity 7: Child marriage – mind mapping



Work in pairs. Based on the statistics and your discussion, now try filling in the mind map to help you plan a cause and effect essay on this topic.



Activity 8: Writing key sentences



Work in pairs.

Now match the causes with the effects to write four sentences which will form the main body of your essay.

<p>1. Since there is acute poverty in the family</p> <p>2. Early marriage</p> <p>3. Gender inequality in early marriage</p> <p>4. As girls become early wives and early mothers and take on the responsibility of looking after the groom's family</p>	<p>increases the likelihood of being victims of domestic violence.</p> <p>child marriages relieve parents of the pressures of taking care of their daughters.</p> <p>their psychological development is adversely affected.</p> <p>reduces access of girls to literacy, mobility and health facilities.</p>
--	---

Sentence 1:

Sentence 2:

Sentence 3:

Sentence 4:

Activity 9: Getting the right thesis statement



Work in pairs.

Look at the four cause and effect sentences which you have written in Activity 8. Which of the sentences below do you think can be the thesis statement of this essay?

1. This essay will argue that child marriages adversely affect the mental and cognitive development of girls.
2. This essay will argue that child marriages restrict the psychological and educational development of girls and increase their chance of being victims of domestic violence and suffering health risks.
3. Different issues of child marriages in the context of Bangladesh will be discussed in this essay to provide a general overview.

Share the outcome of your discussion with the class.

Study Tip

It is important not to overgeneralise cause and effect claims.
Use hedging to make your claims cautious.

Activity 10: Extension – organising the ideas for the essay



Work in pairs.

As we saw in Unit 3, topic sentences are important as they give the main idea of a paragraph. Look at the four sentences which you have written in activity 8. Try writing the topic sentences of the paragraphs where these sentences will be located.

Sentence	Topic sentence
1	Poverty of the girl child's family among several other factors seems to be responsible for child marriage.
2	
3	
4	

Activity 11: Extension – a closer look at a cause and effect essay



Look again at the cause and effect essay in Appendix 5.

- Underline all the words and phrases used to show cause and effect relationships.
- Discuss with a partner the features of academic writing style the writer has used in the essay e.g. academic vocabulary such as 'significantly', 'issue', 'factors'.
- Are there any other causes and effects of drug addiction that you would include? If so, decide where you would include them and add them into the essay.

Activity 12: Home task



Writing a cause and effect essay

Write an essay in the field of Gender Studies on the causes and effects of child marriages (350 words):

The causes and effects of child marriages in Bangladesh.

You can use the information and ideas from the session. You should also find 2 sources from an article or website that you can use to support the points. Don't forget to use references in the body of the essay and to include a bibliography at the end of your essay.

Activity 13: Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. Do you think that you are now familiar with the different ways in which cause and effect relationships are expressed in sentences?
2. Can you apply what you have learnt in this unit to write an effective cause and effect essay?

Sources

Activity 1:

Image source: <http://www.essaymojo.co.uk/blog/wp-content/uploads/2012/03/cause-and-effect-essays.jpg>

Activity 2:

Text source: Khatun, M.T. and Rahman, K.F. (2012) 'Domestic violence against women in Bangladesh: analysis from a socio-legal perspective', *Bangladesh e-Journal of Sociology*, 9(2), pp.19-30.

Image sources (from left to right): <http://www.theyoungmommylife.com/wp-content/uploads/2012/07/stop-domestic-violence-logo.png>
<http://static.guim.co.uk/sys-images/Society/Pix/pictures/2008/04/22/ThomondDomViolence01.gif>

Activity 6:

Statistics source: National Institute of Population Research and Training (NIPORT), Mitra and Associates, and ICF International (2013) *Bangladesh demographic and health Survey 2011*. Dhaka, Bangladesh and Calverton, Maryland, USA: NIPORT, Mitra and Associates, and ICF International.

Image sources (from left to right): <http://thebangladeshtoday.com/media/2013/05/240.jpg>
<http://static.guim.co.uk/sys-images/Society/Pix/pictures/2008/10/28/domestic-violence1.jpg>

Unit 17 The Problem-solving Mode of Writing

Session 1

In this session you will learn how to do the following:

- Become familiar with the problem-solving mode of writing
- Find and evaluate solutions to a particular problem



Home task review



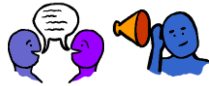
Work in pairs.

Read each other's Home task essay from the last unit:

The causes and effects of child marriages in Bangladesh

*Evaluate the structure of the essay and the use of cause and effect language.
Check whether sources have been consulted and cited properly.*

Activity 1: “A problem shared is a problem halved!”



Discuss in pairs:

1. What problems do you face in your daily life?
2. How do you solve those problems?
3. When you have a problem, do you think of a single solution or multiple solutions?
4. How do you decide which solution is the best?

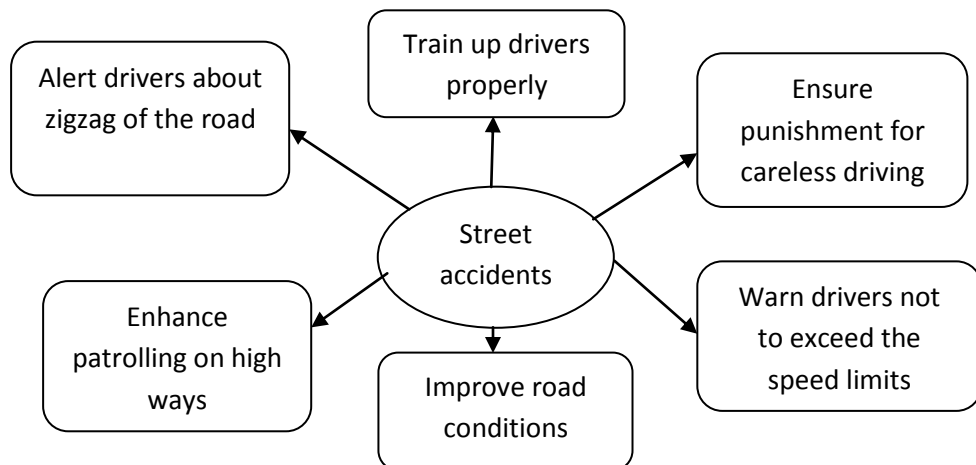
Activity 2: Understanding about problems and solutions



Read the following text.

Just as you may face problems in your daily life and have to try to find acceptable solutions you will come across different problematic issues in the academic contexts of different disciplines that you will have to try to solve. In academic contexts, problem-solution is an important mode of writing. In this mode, you need to find out a number of solutions to a specific problem. You need to state and explain the problem and discuss a detailed plan for its solution.

Imagine, for example, that you are assigned to write an essay on ‘How can the high incidence of street accidents in large cities be reduced? First you would need to state and explain that street accidents are a problem and then suggest a number of alternative solutions to overcome the problem. You may think of the following solutions:



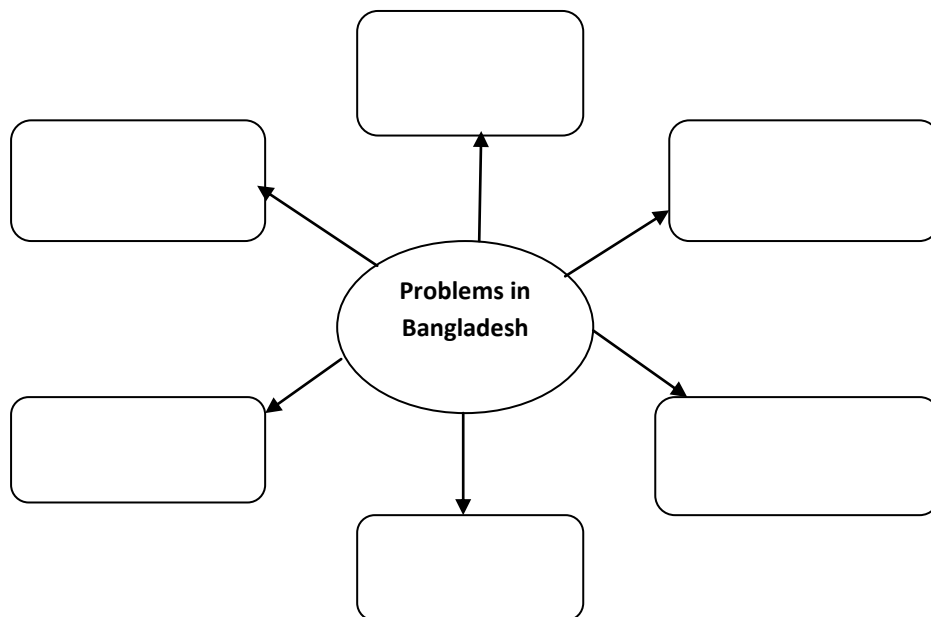
The first and the most important step in writing a problem-solving text is to understand the problem clearly. If it seems to be very vast, split it into manageable parts to help you understand it. Besides, you need to state and explain with evidence (e.g. statistics, facts, images, examples, precedence and experiences) why you think that this is a problem and why it is worth solving. After stating the problem, you will have to analyse it. While analysing the problem you need to consider its scope, impact, significance, and urgency. You need to think of whether the problem is controversial. In addition, you need to identify the causes of the problem and who are the sufferers or beneficiaries from the consequences of the problems.

Activity 3: Identifying problems



Work in pairs to complete the following activities.

- a) What are the main problems in Bangladesh at this time? Discuss together and write the most pressing problems on the mind map below.



b) Look at the list that Mithila and Abid wrote about problems in Bangladesh. Are they different from the problems you face? What specific problems do they mention? (Write them down below.)

- ~~1. Continued erosion by the Padma is threatening the Padma bridge site and therefore the design of the bridge will have to be partially altered.~~
2. The price of onions remains high in the city's retail markets due to a supply shortage.
3. Generally it takes 7 hours by bus from Khulna to Dhaka but my friend spent 12 hours on the road last time as the ferry service was suspended due to a labour strike.
4. A severe traffic jam was observed at Farmgate as cars were parked intentionally on the main road, although there was scope to park vehicles elsewhere.
5. While the whole nation is pressing for dialogue to resolve the severe political deadlock, the leaders of the major parties in Bangladesh refuse to budge from their respective stances.

1. Impact of river erosion _____
2. _____
3. _____
4. _____
5. _____

c) Which fields do the above problems belong to?

1. _____
2. business _____
3. _____
4. _____
5. _____

d) Why do you consider them problems in the context of Bangladesh?

1. River erosion causes damage to property every year.

2. _____

3. _____

4. _____

5. _____

Activity 4: Brainstorming solutions



Work in pairs.

You need to brainstorm to figure out what you know and what you want to explore. You need to find out as many solutions to a problem as possible. At this stage you do not need to make any evaluation about the solutions.

Propose five possible solutions to each of the problems you identified in Activity 3d) above.

Problem 1. <i>River erosion causes damage to property every year.</i>
Solutions: A. <i>We need to construct embankments properly.</i> B. C. D. E.

Problem 2.
Solutions: A. B. C. D. E.

Problem 3.

Solutions:

- A.
- B.
- C.
- D.
- E.

Problem 4.

Solutions:

- A.
- B.
- C.
- D.
- E.

Problem 5.

Solutions:

- A.
- B.
- C.
- D.
- E.

Activity 5: Evaluating solutions



- a) Discuss in pairs. How do you decide which solution is the most suitable for a specific problem?
- b) Read the following text.

When you are exposed to a specific problem, you look for solutions. You may find a number of alternative solutions but in the end you need to choose the best one. In order to choose the best solution from the available ones, you need to evaluate them after considering their strengths and weaknesses. The strengths and weaknesses are expressed using adjectives such as “ethical”, “legal”, “costly”, “logical”, “practical”, “feasible” and “achievable”. You also need to check whether any of the solutions were tried before for a similar problem. If yes, what was the result? Did they work?

Problem: Traffic jams in Dhaka

Solution A: Constructing more flyovers

Strengths: feasible, practical, logical, and achievable

Weaknesses: costly

Solution B: Not allowing rickshaws on the main roads

Strengths: feasible

Weaknesses: unethical and unachievable

Solution C: Training up drivers to keep to traffic lanes

Strengths: feasible, practical, logical, and achievable

Weaknesses: costly

c) Look back to the specific problems and the proposed solutions that you wrote about in Activity 4 (*Brainstorming solutions*). Evaluate the strengths and weaknesses of your solutions putting ‘√’ and ‘x’ in the corresponding boxes. (P = your problems and S = your solutions).

P	S	Evaluation	ethical	legal	costly	logical	practical	feasible	achievable
1.	A	Strengths	√			√	√	√	√
		Weaknesses			√				
	B	Strengths							
		Weaknesses							
	C	Strengths							
		Weaknesses							

	D	Strengths								
		Weaknesses								
	E	Strengths								
		Weaknesses								
2.	A	Strengths								
		Weaknesses								
	B	Strengths								
		Weaknesses								
	C	Strengths								
		Weaknesses								
	D	Strengths								
		Weaknesses								
	E	Strengths								
		Weaknesses								
	3.	A	Strengths							
			Weaknesses							
B		Strengths								
		Weaknesses								
C		Strengths								
		Weaknesses								
D		Strengths								
		Weaknesses								
E		Strengths								
		Weaknesses								
4.		A	Strengths							
			Weaknesses							
	B	Strengths								
		Weaknesses								
	C	Strengths								
		Weaknesses								
	D	Strengths								
		Weaknesses								
	E	Strengths								
		Weaknesses								
	5.	A	Strengths							
			Weaknesses							
B		Strengths								
		Weaknesses								

		Weaknesses						
C		Strengths						
		Weaknesses						
D		Strengths						
		Weaknesses						
E		Strengths						
		Weaknesses						

d) *Ranking solutions: Now use the information from the table above to rate the suitability of the above solutions.*

Place in order of suitability:

1 = least suitable

5 = for most suitable

Study Tip
Evaluating solutions according to their strengths and weaknesses will help you critically analyse which is the best solution to the problem.

↓	Rank	Problem 1: solutions
	1	
	2	
	3	
	4	[Example] A
	5	
↓		Problem 2: solutions
	1	
	2	
	3	
	4	
	5	
↓	Rank	Problem 3: solutions
	1	
	2	
	3	
	4	
	5	
↓	Rank	Problem 4: solutions
	1	
	2	
	3	
	4	
	5	
↓	Rank	Problem 5: solutions
	1	
	2	
	3	
	4	
	5	

Activity 6: Choosing the best solution



Read the text.

Don't forget your audience

You need to consider your audience because the acceptance of your solutions largely depends upon them. Therefore, you need to take into account factors such as: how far your audience is familiar with the problem; whether they care about it; whether you and your audience share common values and interests; if any of your audience will have any objections; whether your audience will have any suggestions regarding the problem; and what you want your audience to believe and do after reading your text.

Upon evaluation of the possible solutions and considering the audience, you need to choose the best solution. When you come up with the best solution you need to explain why you consider it to be the best one.

Look back at your ranking of solutions in Activity 5d).

Why do you think that the fifth solution for each problem is the most suitable?

Problem	The 5 th solution is most suitable because....
1	
2	
3	
4	
5	

Activity 7: Extension - identifying problems and solutions



Complete the following activities to practise identifying problems and solutions.

a) Which of the following sentences state problems and which ones state solutions? Write 'P' for problem and 'S' for solution in the boxes beside the statements.

	Statements	P/S
(a)	Political activities by students and teachers have affected the academic environment of universities.	
(b)	Effective implementation of family planning is necessary to check population growth in Bangladesh.	
(c)	There should be more interclub matches to enhance the performance of football players in our country.	S
(d)	It is difficult to think of getting a driving licence without giving a bribe.	
(e)	Border security should be tightened to stop cross-border smuggling.	
(f)	Many children are addicted to playing games on their mobile phones.	
(g)	Subsidies in the higher education sector can produce efficient graduates.	
(h)	Mass awareness can reduce the child marriage rate in our country.	
(i)	The price of rice and vegetables increased due to a nationwide strike last week.	
(j)	Satellite television programmes are often responsible for cultural aggression.	

b) Look at the table below, column 'A' contains 'Problems' and column 'B' contains 'Solutions'. Match statements in column 'A' with 'B' to indicate solutions to problems. (There may be more than one solution to a problem).

A	B
(a) Unwillingness to do physical exercise	(1) Provide a balanced diet
(b) Physical harassment of domestic servants	(2) Cook properly
(c) Journeying by train without a ticket	(3) Train up law enforcement agencies properly
(d) Overuse of pesticides	(4) Stop eating vegetables
(e) Violation of human rights	(5) Improving vigilance in compartments
(f) Obesity among young people	(6) Encourage people to take part in outdoor games
	(7) Develop social awareness

- c) *Work in pairs. Discuss why you think that obesity among young people is a problem. Propose two solutions to the problem and compare which solution is the better one.*

Activity 8: Home task



Work in small groups.

“...unless we act boldly and quickly to deal with the underlying causes of global warming, our world will undergo a string of terrible catastrophes...”
Al Gore (2006)

What do you know about global warming? Is it a problem that all nations should be trying to solve by working together?

Discuss why you think that global warming is a problem. What can you do in Bangladesh to solve it? Do some research to find out more – you can use the Internet, books, journals, newspapers etc. Propose five solutions and evaluate which one is the best.

Sources

Thematic image:

<http://knockallaconsulting.files.wordpress.com/2010/09/teaching-problem-solving-skills1.jpg>

Home task:

Quote (p.10): [Gore, A. \(2006\)](#) *An Inconvenient Truth: The Planetary Emergency of Global Warming and What We Can Do About It*. London: Bloomsbury Publishing PLC

Unit 17 The Problem-solving mode of writing

Session 2

In this session you will learn how to do the following:

- Identify and use appropriate language and structures for talking about problems and solutions
- Structure a problem-solution essay

Home task review



Work in pairs. Look at each other's answer from the last session's Home task. Check whether the problem has been stated properly and whether the proposition and evaluation of solutions are justified.

Activity 1: Language for problem-solution writing



- Discuss in pairs: Do you think that problem-solution writing requires the use of special words and phrases?*
- Here are some structures you can use for proposing and evaluating solutions.*

Proposing solutions

The problem could be solved ...

This may be an alternative solution to ...

In order to reach a solution, ...

The issue can be solved in the following ways ...

Here are some of ways of overcoming the problem ...

Evaluating solutions

This could/would/can/may/should/might/ + be + adjective ...

It could/would/can/may/should/might/ + be + adjective ...

This would/could/may/might + adverb+ verb ...

It is + adverb+ adjective ...

c) *In Session 1 of this unit, you learnt about some adjectives you could use for evaluating solutions. Can you remember them?*

Complete the gaps:

c _ _ _ _ _ l _ _ _ _ f _ _ _ _ _ l _ _ _ _ _
 e _ _ _ _ _ p _ _ _ _ _ a _ _ _ _ _

Here are some more adjectives you can use for evaluating situations:



d) *Some of these words can be used for discussing the strengths of a solution, and others for discussing the weaknesses of a solution. Put the above words in the appropriate column of the table.*

Evaluating solutions	
strengths of a solution	weaknesses of a solution

Can you add any more words to the table?

Activity 2: Using language for problem-solution writing



Now use the language from Activity 1 to complete the following activities.

a) Write five full sentences stating five potential problems about the law and order situation in Bangladesh.

1. _____
2. _____
3. _____
4. _____
5. _____

b) Write five full sentences stating solutions to the above five potential problems about the law and order situation in Bangladesh.

1. _____
2. _____
3. _____
4. _____
5. _____

c) Evaluate the above five solutions to the five potential problems about the law and order situation in Bangladesh.

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 3: Elements and structure of problem-solution essays

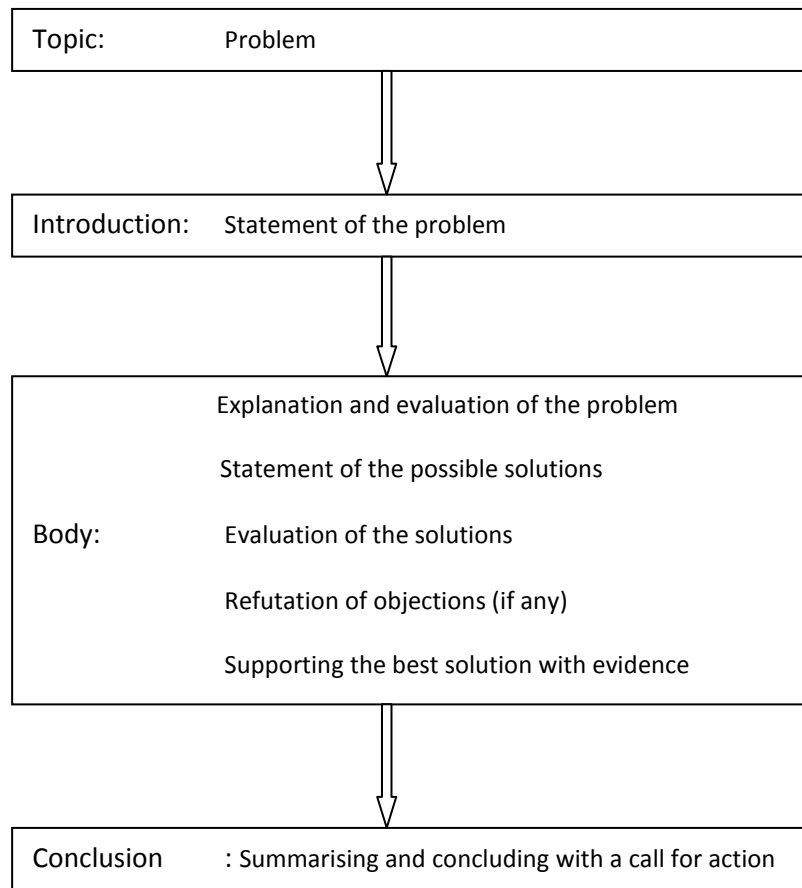


a) Discuss in pairs: Have you ever written a problem-solution essay? How do you organise your problem-solution essay?

b) Read the following text and study the diagram.

Like other modes of academic writing, problem-solution essays contain some specific elements which are organised following a particular structure. Such elements include statement, explanation, and evaluation of the problem, statement of the possible solutions and their evaluation, refutation of objections (if any), supporting the best solution with evidence, and drawing a conclusion. The following diagram shows how these elements are usually organised in the structure of a problem-solution essay:

Structure of a problem-solution essay:



**Activity 4: Elements and structure of a problem-solution essay
– can you see it?**



Work in pairs.

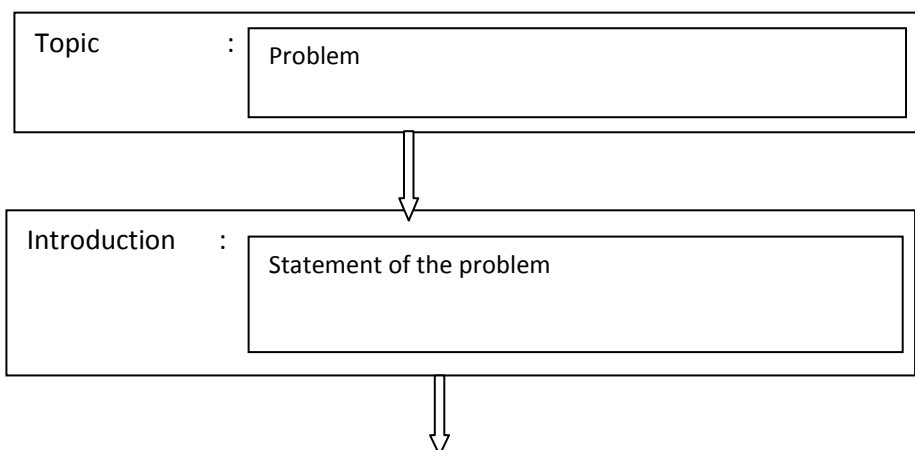
- a) Read the given paragraphs from Mithila’s essay: *Disparity in ‘Education for All’*. Identify the elements of the problem-solution essay structure in her essay and write them in the diagram below.

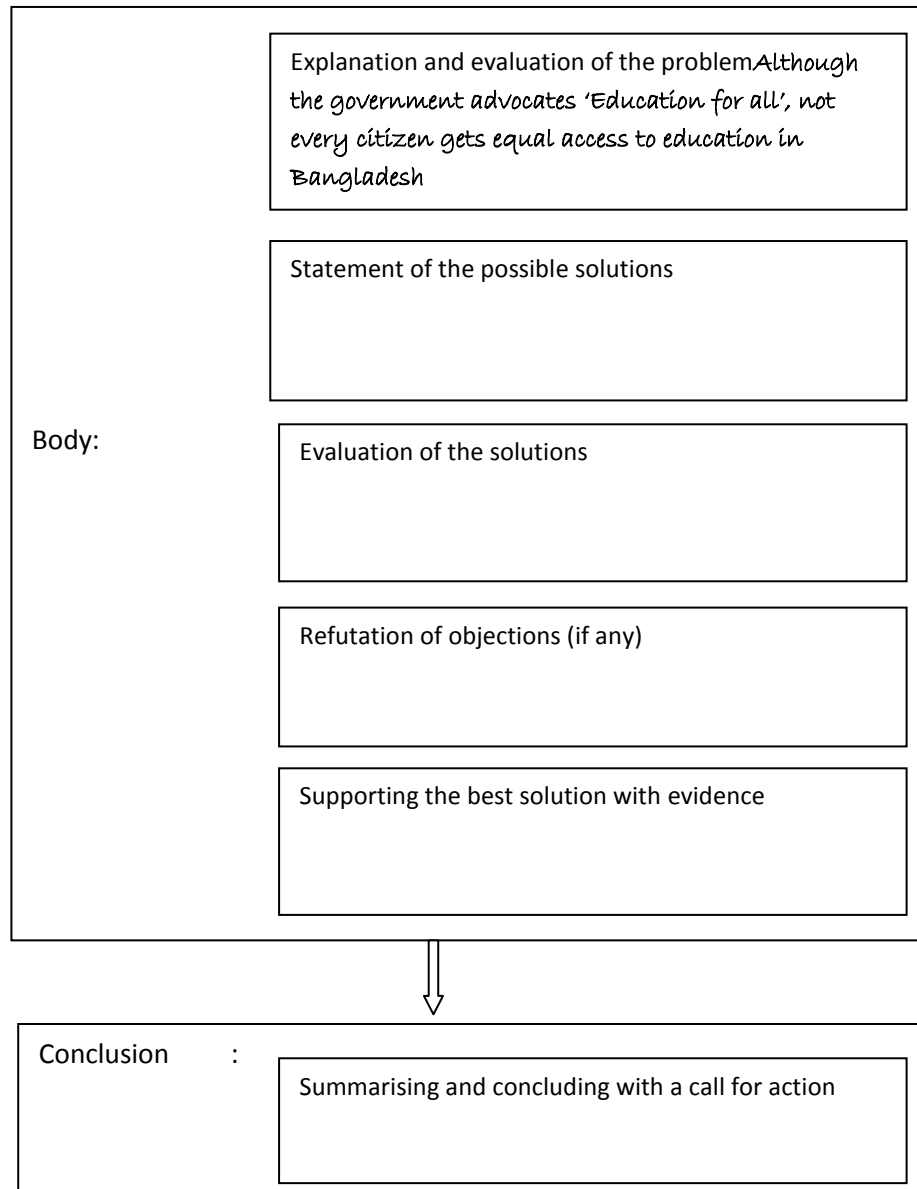
Education is a basic right for every citizen. It is the key to success. Although the government advocates 'Education for all', not every citizen gets equal access to education. Ethnic minorities and street children are deprived of educational rights. This is a great problem because the country cannot move forward without educating them. There are a number of causes behind this problem such as a lack of awareness of the importance of education, a lack of guardian/parental involvement, and the low salary structure of teachers in general.

In order to solve the problem the government and non-government organisations need to work together. Both government and non-government organisations can introduce different initiatives such as counselling, rallies and workshops for developing people's awareness of the necessity of education and to increase guardian/parental involvement. The government could revise the salary structure for teachers, taking into consideration their workload, the cost of living and drawing a comparison with teachers' salaries in neighbouring countries such as India, Sri Lanka, and Pakistan.

Though some people say that awareness building programmes require huge investment, there is, however, no alternative to them because no programme can be successful without making stakeholders aware of the issues and problems that need to be addressed. Although costly, awareness building programmes are practical, effective, logical, feasible and achievable. Therefore, the first and the most important action that needs to be done is to undertake several forms of awareness building programmes.

Structure of a problem-solution essay





- b) Share your answers with another student. Then discuss them together:
1. Has Mithila made good use of language for proposing and evaluating solutions? Underline some examples.
 2. What is your overall impression of Mithila's essay?

Activity 5: An example of a problem-solution essay



- a) Read the example essay in Appendix 6.
1. What is the problem?
 2. What solutions does the writer suggest?

b) Evaluate the example essay following the checklist below. Put '✓' for yes and 'x' for no.

	Statements	✓/x
1	Is the problem stated clearly?	
2	Is it analysed adequately?	
3	Is evidence used to support the writer's points?	
4	Is the evaluation of the solutions clear?	
5	Is the best solution justified with arguments and evidence?	
6	Is the conclusion convincing?	
7	Does the essay follow the problem-solution structure?	
8	Is the essay written in an academic style?	

Share your answers with the rest of classes.

Activity 6: Writing a problem solution essay – can you do it?



Work in pairs. Plan a problem-solution essay on:

Major problems faced by businesses in rural Bangladesh and how these might be overcome.

Brainstorm together. Then make an outline for your essay. Use the problem – solution essay structure you have learnt about in Activity 4 to organise your ideas.

Essay Plan:

Activity 7: Extension - problem-solution writing sum up



a) Fill in the blanks with the necessary information about problem solution writing.

1. In analysing problems you should consider...

2. The body of a problem-solving writing should contain...

3. While proofreading you should check for ...

4. The tone of a problem-solving writing should be ...

5. In problem-solving writing, you should consider the audience's ...

6. The best solution needs to be...

b) Sequence the steps for writing a problem-solution essay. (Number 1-12 in the boxes)

Write the first draft

Brainstorm and identify solutions

Write the final draft

Draw a conclusion

1

Understand and state the problem clearly

Evaluate solutions

Proofread

Analyse the problem

Map the ideas to the problem-solution structure

Consider the audience

Revise the structure and content

Choose the best solution

Activity 8: Home task



Work in pairs. Write an essay on:

Sanitation problems in rural areas in Bangladesh

Use the problem-solution language and structure for your essay that you have learnt about in this unit. (500 words)

Activity 9: Critical reflection



What have you learnt in this unit? Reflect upon your experience.

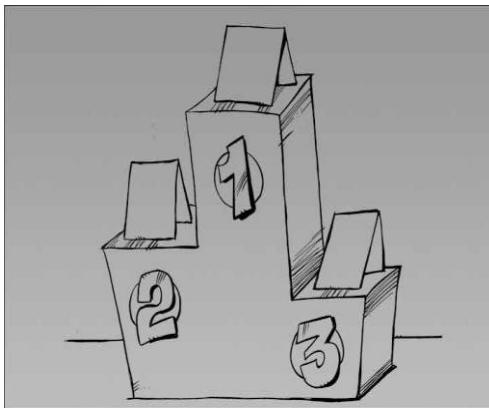
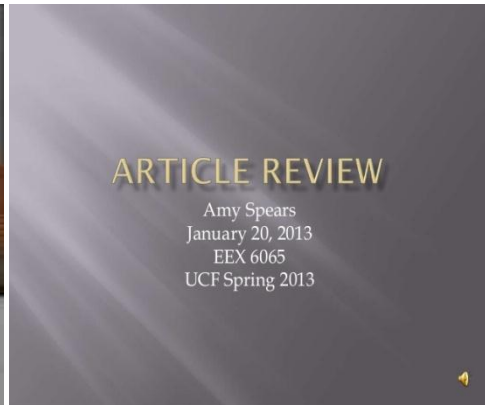
1. What have you learnt about proposing and evaluating solutions to a problem?
2. What have you discovered about the element and structures of a problem-solution essay?
3. What have you learnt about the process of writing a problem-solution essay?

Unit 18 Writing book and article reviews

Session 1

In this session you will learn how to do the following:

- Understand what 'reviewing' means at the higher education level
- Become familiar with the reading and note-taking process for reviewing
- Critically evaluate a text



Home task review



Work with another pair. Look at each other's essay from the previous Home task. Use the checklist from Unit 17 Activity 7 to help you evaluate each other's essay.

Activity 1: Reviews—warm up





A “Review” is a critical evaluation of a text, image, event, concept or a policy. It is an examination of the strengths and weaknesses along with a detailed description of the item being reviewed.

a) Discuss in pairs.

1. What sort of reviews do you read in your daily life? (e.g. film reviews, product reviews)
2. Tell about a review you read recently.
3. Why do you read reviews?
4. What types of words are often used in them?

b) Look at the pictures below. What adjectives* would you use to describe them?

A	B
 <p>atmospheric,.....</p>	 <p>.....</p>

c) Read the following words and explain when and why you might use them:

Words	Used to
crispy	<i>describes a food which is firm, fresh and easily breakable</i>
picturesque	
insightful	
superb	
appealing	
commendable	
charming	
entertaining	

d) *The following words are used to evaluate books. Match a word in column 'A' with its meaning in column 'B'.*

A	B
engaging	components properly sequenced
colourful	tiresome to read
boring	that stimulates readers
organised	that can attract readers throughout.
classic	which is worthy of mention
inspiring	full of images with a variety of colour
admirable	of highest quality and outstanding value

Activity 2: Understanding book and article reviews



Abid has a question:

I've written a book report before where I summarised the contents and gave my opinion about it; how is writing a book or article review in university different from this?

a) *Read the text below to find the answer to Abid's question.*

A book or article review is an important genre of academic writing. You may often be asked to review books/articles that you are familiar with which develops your skills of critical reading, evaluation and writing reviews. A review is not only a description of the book or article but a critical analysis and evaluation of it. It is in fact a communication between the reviewer and the author and his/her audience. It examines the book's and article's content, structure, purpose, and authority as well as identifying its strengths and weaknesses. Besides, it explains and justifies the strengths and weaknesses with evidence from the concerned book or article. A review may be positive or negative as it reflects the reviewer's opinion, based on his/her objective analysis and reasoned evaluation of the book or article. An academic review is typically brief and is written in a formal style.

Check your answer to Abid's question with another student.

b) Read the following statements and decide if they are true or false. Rewrite the false statements (if any) to make them true.

1. A review simply describes the contents of the book/article minutely.

2. A review is generally short.

3. A reviewer justifies his/her opinion.

4. A review doesn't explain the strengths of the book/article.

5. A review only praises a book/article.

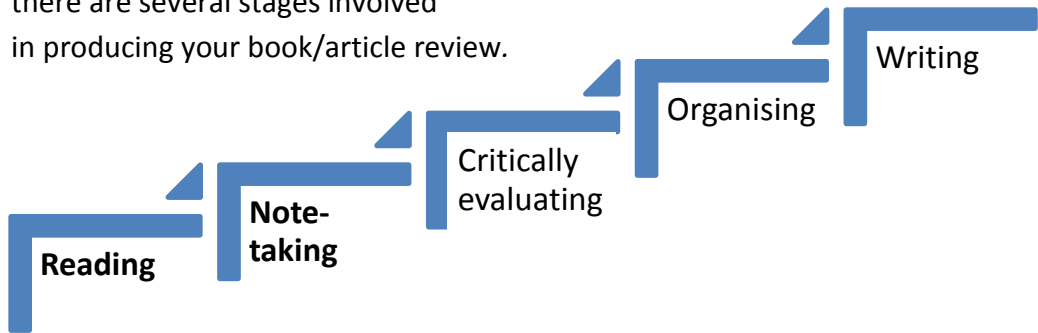
6. A reviewer uses colourful emotive language and an informal style.

Activity 3: Reading and note taking for writing a review



Work in pairs.

Just as in writing an essay or report, there are several stages involved in producing your book/article review.



a) Read the text.

For writing an effective review of a book/article, you need to read the whole book/article several times carefully and critically. You can follow different note taking methods and techniques which you have learnt in Session 2 of Unit 2. As you go on reading, you need to highlight the distinctive and quotable parts of the book/article and make necessary notes of your impressions. While reading you need to know a number of points such as the author(s), content, format, and bibliographical information of the text.

As I read the book what should I make notes about?

Abid has a question about taking notes.

b) Work in pairs. Unjumble the questions in **bold** to make a helpful checklist for Abid to use as he takes notes for his book review.

A checklist for note-taking	
1.	<p>? is genre What the (e.g. fiction, nonfiction, scientific)</p> <p>What is the genre?</p> <hr/>
2.	<p>content? does title What the the about suggest</p> <hr/>
3.	<p>contents are What main the?</p> <hr/>

4.	is the main What focus? idea or _____
5.	What to of evidence are idea or focus? used the main kinds support (e.g. figures, tables, images, illustrations etc.) _____
6.	quotable there parts? any useful Are _____
7.	If crafted? the text is , setting, characters, how are themes and plots fiction the _____
8.	are viewpoints What the the of author(s)? and purposes _____
9.	is style? author's What the _____
10.	and organised book/article is formatted? How the (e.g. layout, appendices, glossary, binding/ electronic copy) _____
11.	the is information? bibliographical What (e.g. author, title, publisher, no. of pages) _____

Study Tip:

Note down different information about the author(s) such as qualification, affiliation, reputation, influences, authority, philosophy and writing style as you read the book / article.

Activity 4: Critical evaluation of a book/article



Work in pairs.

a) *Imagine you found these sentences on a book jacket. What is their purpose?*

The book provides an introduction to sociolinguistics. It introduces students to all the key topics in the field. It contains discussion questions and a glossary.

Writing a review at the higher education level requires you to do more than describe the book or article, you need to evaluate it. Read the text below to find out more.

After taking notes through your critical reading of the book/article, you should analyse and evaluate them. During analysis, you need to separate the content and concepts of the book/article into their components and understand how they interact and influence each other. And while evaluating, you should not only assess the strengths and weaknesses of the content but also how effectively the purpose of the book/article has been achieved; how coherently the overall structure has been organised; and how the audience would react and appreciate the book/article.

b) Work in pairs. Below is a list of questions. Decide which questions you could use to help you evaluate the following:

- A. The strengths and weaknesses of the content.
- B. How effectively the purpose of the book/article has been achieved.
- C. How coherently the overall structure has been organised.
- D. How the audience would react and appreciate the book/article.

Study Tip:
Don't forget to justify your analysis and evaluation with evidence from the book/article.

Questions:

1. Is the title clear, adequate, suggestive and suitable?
2. From what **point of view** is the work written?
3. Is the author's main argument/thesis clear and convincing?
4. Are theoretical assumptions in the book/article discussed clearly?
5. To what extent has the author's aim of writing this book/article been achieved?
6. How well are the key terms of the book/article defined and developed?
7. How thoroughly and scholarly have the issues been covered in the book/article?
8. Is the scope of the book/article a comprehensive overview or a detailed analysis of the topic?
9. Is the structure of the book/article appropriate?

10. Is the conclusion justified?
11. Are the results valid and reliable?
12. Is the style of writing suitable for its subject, purpose and readers?
13. How accurate and reliable is the information of the book/article?
14. Are the layout and formatting of the book/article (e.g. index, appendices, and font) attractive, and useful?
15. Are the charts, graphs, maps, statistics, illustrations, photographs current, clear, convincing and related to the book/article?
16. What are the author's credentials and expertise in this field of study?
17. Is the book/article worth reading/ buying?
18. How useful might the book be to a specialist in this field, or to a student investigating the subject matter for the first time?

	Area for evaluation	Question numbers
A.	The strengths and weaknesses of the content	
B.	How effectively the purpose of the book/article has been achieved	
C.	How coherently the overall structure has been organised	
D.	How the audience would react and appreciate the book/article.	1,

Share your responses with the class.

c) Now read the following statements from a review and decide what area of evaluation they relate to. Rewrite any statements that are not sufficiently critical.

1. Certainly, this study of language behaviour makes a solid contribution to our understanding of how people choose language.

Area B.

2. The book will be welcomed by anyone interested in the complex interaction between language and society.

3. Next are forty-four appendices containing large portions of the data for this study.

4. The author has moved us closer to insights into the basic processes of language use, which will ultimately lead to better teaching.

5. Drawing on linguistic variation from a wide range of societies and their languages, the book is set to become a key text for all students of sociolinguistics.

6. Chapter 5 is the author's conclusions, followed by an extensive list of references.

7. The book will be welcomed by anyone interested in the complex interaction between language and society.

8. This book is not worth buying for your personal use but is a useful book for the library.

9. Allan A. Glatthorn is a distinguished Research Professor of Education (Emeritus) in the College of Education of East Carolina University. He has advised doctoral students, chaired close to one hundred dissertations, wrote numerous professional books, and taught courses in supervision and curriculum.

10. In general you should find it most useful if you read the chapters in order.

11. This book has been written for people who have never heard of sociolinguistics, but who would like to know what it is. At the end of it, I hope they will not only know what sociolinguistics does and why, but that they might also feel like reading further about some of the topics that have interested them.
-
-

Activity 5: Extension: reading and note taking for writing a review – can you do it?



Work in pairs. Read the journal article given by your teacher.

Use the check list from Activity 3 to help you make notes on the article.

Activity 6: Home task



Find a book or journal article review from your discipline. Read the review and note down what the reviewer has written about the following:

- | |
|--|
| A. The strengths and weaknesses of the content |
| B. How effectively the purpose of the book/article has been achieved |
| C. How coherently the overall structure has been organised |
| D. How the audience would react and appreciate the book/article. |

Sources

Thematic images:

http://fc08.deviantart.net/fs70/f/2010/165/a/b/Book_Review_Title_by_Tariq3D.jpg

<http://image.slidesharecdn.com/articlereview-130120141521-phpapp01/95/slide-1-638.jpg>

<http://www.phdontrack.net/wp-content/uploads/2012/03/evaluating.jpg>

<http://4closurefraud.org/wp-content/uploads/2012/10/justice.jpg>

Activity 1:

Image sources: (left) http://farm5.staticflickr.com/4090/5186606583_9756aeb68e_z.jpg

(right) <http://marlandphotos.files.wordpress.com/2013/03/day-71-1.jpg>

Unit 18 Writing book and article reviews

Session 2

In this session you will learn how to do the following:

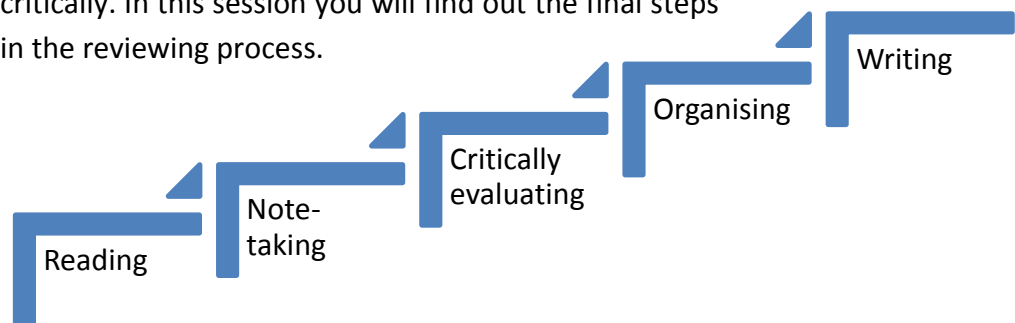
- Organise and write a review

Home task review



Work in small groups with other students from your discipline. Tell each other about the book/journal articles you found. Decide which of the reviewed books or articles might be useful for your study.

In the previous session you learnt about the importance of reading a book/journal very carefully, what sort of notes you need to take and some of the questions you can use to help you evaluate a book or journal article critically. In this session you will find out the final steps in the reviewing process.



Activity 1: Organising a book/article review



After analysing and evaluating the notes you have taken through your critical reading of the book/ journal article, you need to organise them. Whilst you may organise your review in ways that you feel are convenient, there is a common framework you can follow.

a) Read the text and answer the question that follows:

Generally a review starts with bibliographic information about the book/article. The information includes the title of the book/article, author(s) of the book/article, editor(s) of the book/article, publisher of the book/article, journal in which the article has been published, place of publication, year of publication, edition, copyright notice, number of pages, price, and ISBN number. For example,

Practical English Usage
Michael Swan
International Student's Edition
Oxford: Oxford University Press, 1997
654pp. \$35.70
0 19 442146 5

The author, Florian Coulmas, wrote a book titled *Sociolinguistics: The Study of Speakers' Choice*. The book contains 263 pages. It was published by Cambridge University Press, New York in 2005. Its ISBN is 0 521 54393 2 and the price is 50 USD.

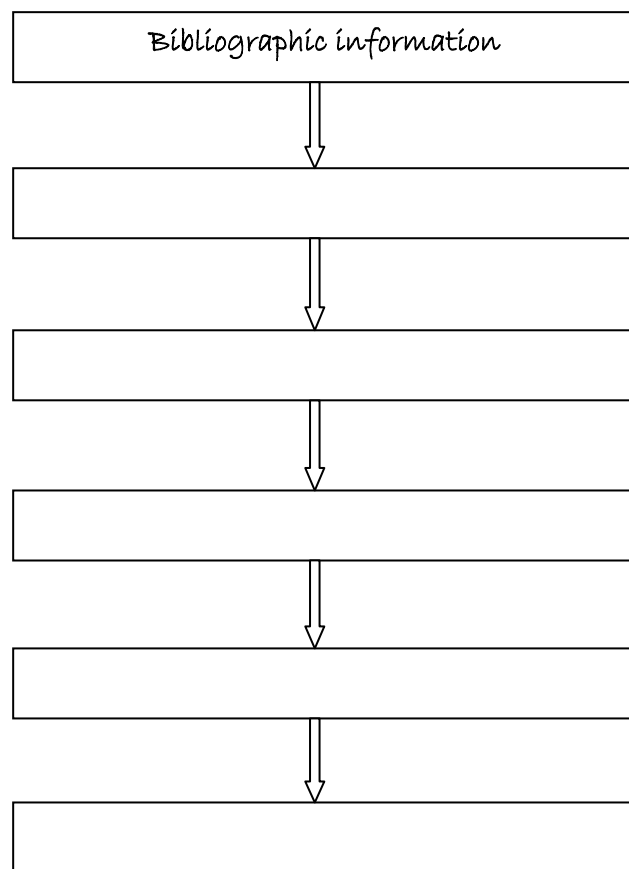
1. How can you write the bibliographic information of this book if you write its review?

- b) Read more about the framework for structuring a review. Then use the information in the text to complete the flow chart below to show a common structure used to organise a book/journal article review.

The bibliographic information is followed by an introduction. You may start the introductory paragraph with an anecdote. You should include the title and the author again; the main theme; the thesis; a brief overview of the content; the intended readers; the purpose; and a gist of your evaluation in the introduction.

Next to the introduction, you should provide background information, i.e. the context of the book/article and criteria for evaluating the text. This background information will be followed by a summary that contains the main points of the book/article.

After the summary, you should include a new section where you should analyse and evaluate the book/journal using the notes you have taken through your critical reading to help you. Finally, the review ends with a conclusion where you should summarise your arguments and evaluation and restate your thesis.



Activity 2: Abid's book review



Abid has written a book review for his mid-term assessment. Read his review and then answer the questions that follow:

Business Correspondence and Report Writing:
A practical approach to business and technical communication
R C Sharma and Krishna Mohan
Third Edition, Seventh Reprint
New Delhi: Tata McGraw-Hill Publishing Company Limited, 2007
322pp. Rs 315.00
ISBN 0-07-044555-9

Business Correspondence and Report Writing: A practical approach to business and technical communication is a complete book of business communication skills by two eminent professors R C Sharma and Krishna Mohan. The book covers a wide range of topics on verbal and non-verbal communication techniques, structure and layout of different types of business correspondence and report writing, basic language skills and grammar, usage and the mechanics of writing. The book is useful for university level students, business executives, government and non-government officials and interested general readers. The authors, R C Sharma and Krishna Mohan, are both former Professors of English at the Birla Institute of Technology and Sciences, Pilani, India. This book is grounded in their extensive teaching and research experience and aims to help readers to become acquainted with and exercise effective business communication skills. The authors have been successful in achieving their objectives as the book is worth reading for improving business communication skills.

Rapid industrial development and application of technology has increased the need for improved communication skills at all levels and this book is designed to meet these needs. In this book, business correspondence and report writing, the two major forms of professional communication, have been brought into a single volume. The book comprises thirty six chapters which are divided into seven parts. Part One discusses the nature of communication and communication technology; Part Two deals with business correspondence in which principles of letter writing, its structure and layout, planning and preparation, types of business correspondence such as quotations, orders, tenders, sales letters, claims and adjustment letters, credits and collection letters, along with social correspondence are discussed; Part Three accounts for report writing where features of business and technical reports, their structure and layout, planning and preparation, elements of styles, use of illustration, technical description, specimen reports and oral presentation are discussed; Part Four deals with other business communication such as technical proposals, memoranda, notices, agendas and minutes; Part Five deals with job-related communication such as application letters, employment interview and group discussion; Part Six focuses on reading comprehension, précis writing and effective listening; and Part Seven deals with grammar, usage and the mechanics of writing. This is

followed by appendices containing an extensive list of business terms and a self-assessment quiz.

What is remarkable is that all the topics are discussed with reference to local context. A direct and pragmatic approach has been used throughout the book and due emphasis has been laid upon the practical aspects of business correspondence and report writing. Specimen reports and adequate examples have been given to support the discussion. Questions and exercises have been carefully designed to discuss the principles which have been reinforced by illustrations. The book can serve as a ready reference to different grammatical and technical elements of composition. The passages in the book have been selected from different areas of knowledge and suitably modified and graded. Moreover, application and techniques of using modern technology and office equipments have been discussed in detail. Besides, the book contains practical suggestions for effective oral presentation and communication. However, the book is not free from criticism. With reference to memoranda (memo) writing, nothing has been discussed about how to reply to memos. Greater coverage of this topic by the authors, for example how to respond appropriately and to whom to respond would have greatly benefited the readers.

All in all, this book is worth buying for personal as well as library use. The overall structure of the book has been coherently organised. The chapters are adequately developed and carefully sequenced so that the readers can follow easily. It is easily portable and its cover page and layout are attractive. The book is useful for practical communication both oral and written. Indeed, it can be said that the authors have successfully accomplished the objectives of the book. Readers will enjoy reading this book as it is easy intelligible and will help them to develop their business correspondence and report writing skills.

Discuss in pairs:

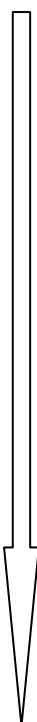
1. What is the title of the book?
2. What is the book about?
3. Does its organisation follow the common framework? (Mark the different sections of the framework in the margin).
4. According to Abid, what are the strengths and weaknesses of the book? Underline the language he uses to express these (e.g. strengths: 'a ready reference).
5. What is Abid's overall opinion of the book?
6. What is your overall impression of Abid's review? Based on his review, would you read the book? Why? Why not?

Activity 3: Writing a review: sum up



Work in pairs.

- a) You should now be familiar with the process of reviewing a book/ article. Check your understanding of the review process by sequencing the stages below. Be careful, two stages are missing: can you add them?



Read the book/article critically several times. 1

Write the first draft introduction, body and conclusion of your review.

Analyse and evaluate the book/article using questions to help you as per Activity 4, Session 1.

Take notes of your impressions as you read the book/article.

Highlight quotable parts of the book/article.

Justify your analysis and evaluation with evidence from the book/article.

Produce the final draft of the review. 9

- b) Read the following statements and identify what to do and what not to do in reviewing a book/an article. Put 'v' for what to do and 'x' for what not to do in the boxes.

	Statements	v/x
1	Be objective in your reasoning and opinions.	
2	Make the length of your review similar to that of the text you are reviewing.	
3	Write only about the strengths of the book/article.	
4	Use both formal and informal language.	
5	Read only selective parts of the book/article you are reviewing.	

Activity 4: Extension- getting a book review right



Work in pairs.

Can you identify five challenges for reviewing a book/article? Justify why you consider them challenges.

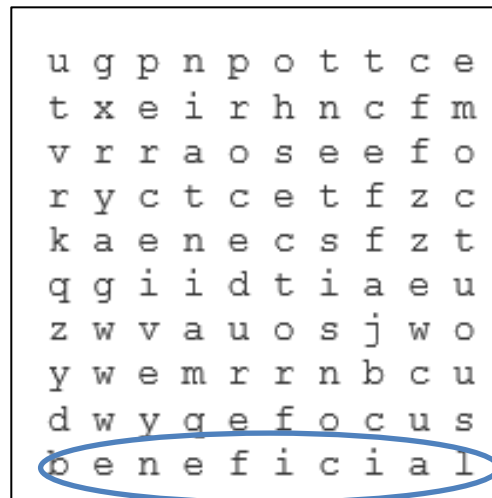
Activity 5: Developing academic vocabulary



Here are some useful academic words you have come across in the units:

consistent	outcome
beneficial	maintain
perceive	affect
focus	procedure

1. Find them in the word search
2. Check their meaning in a dictionary



Activity 6: Home task: Writing a review



Work in pairs. Write a review of the given article (Your teacher will give you an article to review).

Activity 7: Critical reflection



What have you learnt in this unit? Reflect on the experience.

1. What have you learnt about reading for reviewing?
2. What have you learnt about evaluation of a book/article?
3. What have you learned about strategies for writing a review?

Unit 19 Writing for Examinations

Session 1

In this session you will learn how to do the following:

- Recognise the difference between writing an assignment and writing for an examination
- Manage your time effectively in an examination
- Analyse essay questions during examinations



Home task review



Work with another student. Evaluate each other's review from the Home task. You can use the following questions to help you:

- Is the review positive or negative?
- Is it well-organised?
- Are all the appropriate sections included?
- Does it critically analyse and evaluate the article rather than just describe?
- Does it use evidence such as examples from the article to support the points?
- Is its content written in an academic style?
- Is it an appropriate length?

Activity 1: Writing an assignment and writing for the examination



I prefer writing for examinations as I love the challenge of working under pressure

I like writing assignment essays as I can take time to draft and revise my writing carefully.

Work in pairs. Each of you should complete one of the tables below. Then compare your responses.

Student 1

Write the advantages and disadvantages of writing an assignment.

Advantages	Disadvantages
1) I can draft and revise my work	

Student 2

Write the advantages and disadvantages of writing for an examination.

Advantages	Disadvantages
I work best under pressure.	

Activity 2: Assignment essays and examination essays – identifying the differences



Work in small groups.

See below the several stages of doing a piece of academic writing. Which of the following happen during writing an assignment and which happen during writing for an examination? Put a tick mark (✓) to indicate your response.

	Assignment	Examination
Thinking under pressure		
Getting evaluated by peers		
Getting feedback from the teacher		
Evaluating teacher and peer feedback		
Writing multiple drafts		
Brainstorming		
Organising your ideas		
Proof-reading your draft		
Analysing the question		
Taking notes		
Gathering ideas from various sources		

You can see there are both similarities and dissimilarities between writing an essay for an examination and writing an essay as an assignment. When you write essays for an examination, you need to be aware about the following issues:

- Planning the time
- Analysing questions
- Making an outline of your answers
- Answering questions

Activity 3: Time management



Work in small groups.



Ask each other in your group and fill in the following mini-questionnaire about time management in an examination. Put tick marks (✓) to indicate your group members' responses.

Statements	Never	Sometimes	Yes	Always
I answer all the questions according to the marks assigned to the questions.				
I answer all the questions, but I don't take any notice of the marks assigned to the questions.				
I am a poor time manager. I fail to answer all the questions.				
I finish all the answers, but do not leave any time for checking and revising.				
I take too much time for the first few questions, and leave too little time for the last few questions.				

Summarise your group's findings to share with the class.

Activity 4: How to make the most of time in an exam



Now read the text below about planning your time during an exam. Which of these strategies do you currently use?

Planning the time during the examination

1. Allow time for reading all the questions carefully before you start answering them.
2. Decide which questions you are going to answer and how you will go about answering them. Divide time for answering each of the questions and stick to your plan.
3. Plan your time wisely according to the marks given for each question. If a question carries 25% marks, you have to give 25% of the time to answer it. You must not spend 40% of the time on a question which carries only 25% marks.
4. Leave time to plan your essays.
5. Allow time at the end of the exam to revise, polish and proofread.

Activity 5: Analysing questions – finding the purpose of the question



Work in small groups.

What do you do when you see the questions or the essay titles in the examination? Do you analyse them carefully before you answer them? Effective analysis of the essay questions is one of the crucial components of writing well in an examination.



Read some essay questions below. What are they asking you to do? Write your responses.

1. Compare the contribution of behaviourism and innatism in explaining language learning with relevant examples.

To compare and contrast

2. 'A free market economy is essential for the economic growth of Bangladesh'. Discuss.

3. Describe the process of globalisation with particular reference to the neo-media as a key factor.

4. Why is the ethics of journalism important? What can happen when a journalist is inconsiderate of news ethics?

5. Do you think that Thomas Hardy is a pessimist? Substantiate your position in reference to the novel *Tess of the D'Urbervilles*.

6. What can be done to minimise the waste of irrigation water during the non-irrigation season?

Compare your responses with those of another pair.

Activity 6: Stages in analysing exam questions



There are several stages in analysing the question or the title of an essay. Read the text below to find out about these stages.

Analysing the question

- First identify the *topic*.
- Sometimes the question may ask you to *expand* or to *restrict* something. For example, the question may restrict your answer by asking you to include two case studies only. So make sure you identify any expansion OR restriction.
- Look for any specific *point of view* on the topic. For example, 'the relevance of', 'the significance of', 'the contribution of'.
- Notice the *instruction*. What does the question ask you to do? For example, is it asking you to *compare* or to *analyse*?

Activity 7: Understanding instruction words



Work in small groups.

In Unit 1 you learnt some instruction words, but there are many more. See below some common instruction words used in examination questions. Put those words in the right box according to what they are asking you to do. Use a dictionary to help you with any new words.

identify, estimate, compare, trace, give account for, discuss, critique, state, contrast, classify, describe, indicate, categorise, rationalise, in what ways, show, what, summarise, substantiate, argue, why, explain, how, differentiate, analyse, define, prove, validate, evaluate, assess, suggest, judge, justify.

Words asking you to do	Words
Present information	<i>identify</i>
Explain something	
Argue for something	
Compare and classify things/ideas	
Evaluate something	
Show process	

Activity 8: Can you analyse the questions?



Work in small groups.

In a group of five students, each of you should analyse one of the exam questions (2-6) listed in Activity 5. Follow the procedure of analysing questions that you became familiar with in Activity 6. First see the example below. Then follow the same procedure with your chosen question.

Example Question	Compare the contribution of behaviourism and innatism in explaining language learning with relevant examples.
Topic	behaviourism and innatism, language learning
Expansion/restriction	expansion (relevant examples)
Point of view	the contribution of
Instruction	comparison and contrast

Your Preferred Question	
Topic	
Expansion/restriction	
Point of view	
Instruction	

Now present your analysis of your chosen question to members of the group. Were you right in your analysis of the question? What do your group members think?

Activity 9: Extension – managing your time in exams



Work in groups.

Momtaz, a student from a higher education institution in Bangladesh has sent the following letter to the problem page of a newspaper. Read her letter and give suggestions how she can overcome her problems.

Problem	Solution
<p>I am Momtaz. I always feel very nervous during examinations. I always fail to answer all the questions. I know the answers, but just can't answer all the questions. I think I take too much time in answering the first few questions. How can I solve this problem? My teachers say that I am a good student, but not good at exams.</p>	

Activity 10: Home task



Working on an examination question from your discipline

Homework 1

Collect an examination paper from your discipline. Follow the procedure below:

1. Select the question which you prefer answering. Justify your choice.
2. Plan your time. What time are you going to allot for the selected question?
3. Analyse the question.

Homework 2

Read the extract below on high dropouts at the school level and make notes. Bring your notes to the next class.

It is clear that the number of children enrolled in school has increased over time. Nevertheless, a significant proportion of children who start primary school are not completing this cycle. There are many factors associated with drop out, some of which belong to the individual, such as poor health or malnutrition and motivation. Others emerge from children's household situations such as child labour and poverty. School level factors also play a role in increasing pressures to drop out such as teacher's absenteeism, school location and poor quality educational provision. The system of educational provision at the community level generates conditions that can ultimately

impact on the likelihood of children to drop out from school. Therefore, both demand and supply driven factors, are embedded in cultural and contextual realities, which make each circumstance different. Nevertheless, it is possible to make general points about the causes of drop out.

First, there is not one single cause of drop out. Drop out is often a process rather than the result of one single event, and therefore has more than one proximate cause (Hunt, 2008). Second, poverty appears to influence the demand for schooling, not only because it affects the inability of households to pay school fees and other costs associated with education, but also because it is associated with a high opportunity cost of schooling for children. As children grow older, the opportunity cost of education is even larger, hence increasing the pressure for children to work and earn income for the household as opposed to spending time in education. Third, distance to schools, poor quality of education, inadequate facilities, overcrowded classrooms, inappropriate language of instruction, teacher absenteeism and, in the case of girls school safety, are common causes for school dropout (Colclough, *et al.* 2000).

Text source: extract from Sabates, R., Akyeampong, K., Westbrook, J. and Hunt, F. (2010) 'School dropout: patterns, causes, changes and policies'. Paper commissioned for the EFA Global Monitoring Report 2011, *The hidden crisis: Armed conflict and education*. Available at: <http://unesdoc.unesco.org/images/0019/001907/190771e.pdf> (Accessed: 22 August 2013).

Sources

Cover photo:

Image sources (from left to right): http://www.thevoxbashmir.com/wp-content/uploads/2013/03/63001273_1-Pictures-of-KAYSONS-EDUCATION-Time-Management-Tips-For-IIT-JEE-EXAMINATION.jpg
<http://www.dandodiary.com/uploads/image/writing-on-paper.jpg>

Activity 3:

Image sources: (from left to right)
http://img.timeinc.net/time/2007/eating/makes_eat/makes_eat_time.jpg
<http://www.thesaleslion.com/wp-content/uploads/2011/05/blog-time-dedication.jpg>

Activity 5:

Image source: http://www.barcelona-apartments.pro/wp-content/uploads/2011/11/colorful_question_mark.jpg

Home task:

Text extract: Sabates, R., Akyeampong, K., Westbrook, J. and Hunt, F. (2010) 'School dropout: patterns, causes, changes and policies'. Paper commissioned for the EFA Global Monitoring Report 2011, *The hidden crisis: Armed conflict and education*. Available at: <http://unesdoc.unesco.org/images/0019/001907/190771e.pdf> (Accessed: 22 August 2013).

Unit 19 Writing for Examinations

Session 2

In this session you will learn how to do the following:

- Plan the examination essay
- Develop techniques for writing examination essays

Home task review:



Work in groups.

- Work with other students from your discipline, if possible. Compare the questions which you have selected from your discipline and your analysis of those questions in your group.*
- Share your notes on the causes of primary school dropout with each other. Discuss which of these causes are most applicable in the case of Bangladesh.*

Activity 1: Planning an exam essay – warm up



Work in pairs.

Discuss the answers to the following questions:

- In an exam, do you prefer planning your essay or do you start answering the questions straightaway?
- Is it a good idea to write an outline for an essay in an exam?

Activity 2: Essay planning in an examination



Read the text that follows to find out about essay planning during an examination. Check your ideas about essay planning. The text has some omitted parts. Try filling in those omitted parts. You may take help from the words in the box.

detailed	short	strengths	marks
examples	parts	outline	

Planning my essay

- As has already been discussed, planning your essays will be largely dependent on the _____ the individual questions carry.
- If a question demands a very _____ response, take only a few seconds to plan the answer.
- If the question requires you to write two/three paragraphs, write down the main ideas and some specific _____.
- For questions requiring you to write a longer and more _____ response, you need to plan your thesis, make notes and develop an _____ of your answer.
- If a question has several _____ to it, take notes of those in the outline so that you do not miss them.
- Finally, always focus on your _____, not on your weaknesses when you plan your answer.

Activity 3: Outlining the examination essay



Read the essay question below taken from the 'Education and Research Studies' discipline. Try making an outline within 8 minutes. Take help from the notes which you made in Home task 2 of session 1.

High dropout rate at the primary level is a major concern in Bangladesh. What can be done apart from the governmental initiatives already being taken to minimise the high dropout rate? (20 marks)



Thesis sentence:

Paragraph 1:

Paragraph 2:

Paragraph 3:

Conclusion:

Share your outline with a partner. Evaluate each other's outlines. Has the essay question been correctly analysed? Are all the important points covered?

Activity 4: Writing the examination essay



See the essay question below taken from the 'Television and Film Studies' discipline. Two students wrote answers to this question.

a) Read the two essays. Which one do you think is better written? Why?



The Bangladeshi movie industry, which once was very powerful, is now going through a difficult time. Why do you think the industry is in trouble? (20 marks)

Essay 1

The Bangladeshi movie industry which once was so popular among the people of all corners of Bangladesh is in serious trouble now. Whereas in the past nearly a hundred movies were produced in a year, now only thirty to forty movies are being produced. The decline in the quality of Bangladeshi movies, the drop in the number and condition of the movie halls and severe competition from the Indian film industry are putting the local film industry in this worsening situation.

The most important factor is the overall decline in the quality of Bangladeshi movies. There is a lack of both originality and depth in the storylines. What most of these movies have are cheap songs, group dances, vulgarity and routine violence. As a result, they fail to attract audiences.

Apart from the fall in the quality of the movies, the number of movie halls is also declining along with the hall environment. Many cinema hall owners are losing interest in this business. As a result, the total number of

cinema halls in 2010-11 was 742 compared to 1230 cinema halls in 1990-91 across the country. Moreover, most of the cinema halls have shabby seating arrangements, poor decor and imperfect visual and sound arrangements.

Finally, because of globalisation, piracy of videos and easy access to satellite culture, movies of other countries, more particularly India, are making inroads into Bangladesh. Indian movies are made on a big budget and are very popular among many Bangladeshis. Cinema hall owners of Bangladesh are now interested to show Indian movies in Bangladeshi movie halls which would definitely push the Bangladeshi movie industry into an unfair competition.

Movies are a powerful entertainment media and it is very important that a country has a well-developed movie industry. The factors described above are what have put the Bangladeshi movie industry into decline. It is important to enliven our movie industry and for that both governmental and non-governmental initiatives are needed.

Essay 2

There is intrusion of Bollywood movies in Bangladesh which along with some other factors is single handedly responsible for the present distressing condition of Bangladeshi film industry. Bollywood movies have high technological perfection and a big budget. Now the Bangladeshi audiences are keener to watch Indian movies. The amount of money invested in producing Bangladeshi movies is significantly decreasing. The total number of halls is alarmingly reducing. Many cinema halls are now being transformed into shopping malls. Standard of movie halls in the last one or two decades have deteriorated. Apart from a few movie halls, the environment of most the cinema halls are not suitable especially if you think of watching cinema with your family. Piracy of local movies is a major problem to consider. Vulgarity is another serious concern. As a result, the local movies are losing audiences particularly middle class audiences who once were the target audience of the Bangladeshi movies. It's good that some alternative movies are being produced, but they are often shown in a limited number of multiplexes and they do not target all types of audiences.

b) Now compare the two essays with the features of a good examination essay. Work with a partner.

Features of a good essay answer	Essay 1	Essay 2
Has an introduction		
Contains a thesis		
Has coherence		
Has several paragraphs		
Each paragraph has a topic sentence		
Uses evidence		
Uses linking words		
Has a convincing conclusion		
Is well-revised and proofread		

c) Read Essay 2 again. What can be done to make it a better essay? Work with a partner to improve it.

Activity 5: Extension – sum up



Work in groups.

Make a mind map on what you have learnt in this unit about how to do well in writing for examinations.

Study Tip

If you still run out of time while writing an exam essay, write down the main points from the outline. This will show the examiner that you know the answer.

Doing well in
examinations

Activity 6: Home task (or in-class timed examination essay practice)



Writing a timed essay

High dropout rate at the primary level is a major concern in Bangladesh. What can be done apart from governmental initiatives to minimise this high dropout rate? (20 marks)

Write the essay in 500 words within 50 minutes.

Activity 7: Critical reflection



Think back on what you have learnt in this unit and reflect on the experience.

1. Do you now understand the difference between writing an assignment essay and write an examination essay better? Make a list of the key differences.
2. Do you think that you are now more confident about writing essays within given time constraints? What makes you think so? Look back at your responses to the mini-questionnaire in Session 1 Activity 3 of this unit. Have your responses now changed?

Sources

Activity 3:

Image source: http://unicef.org/bangladesh/media_4972.htm

Activity 4:

Image source (left and middle):

<http://cosilikemakingstuff.blogspot.com/2013/05/bangladeshi-film-posters.html>

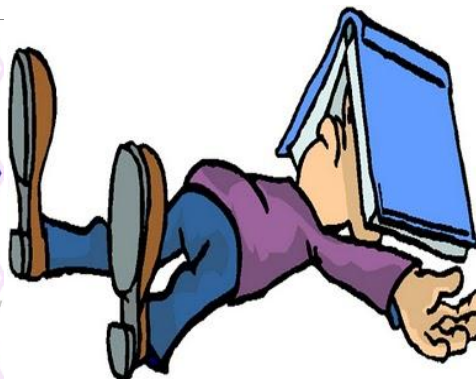
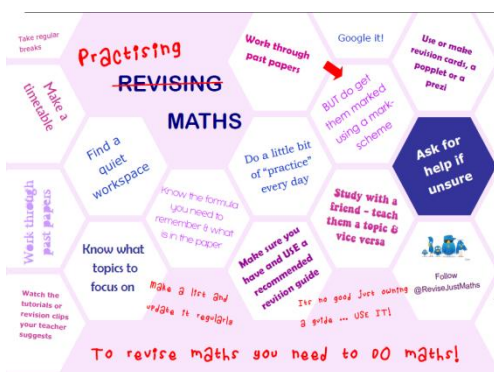
Image source (right): <http://www.banglatorrents.com/threads/27704-Matir-Moina-2002-Tareque-Masud-1-16-GB-MKV-REPOST>

Unit 20 Review

Session 1: Review of Unit 13, 14, 15 and 17

In this session you will:

- Review what you have learnt about writing for presentations
- Review what you have learnt about comparative and contrastive, argumentative and problem-solving modes of writing



Activity 1: Warm up



Discuss in pairs.

What do you know about the tourism industry in Bangladesh? Is it contributing to the country's economy? Does it have any negative effects?

Activity 2: Giving an effective presentation—the impact of tourism on Bangladesh



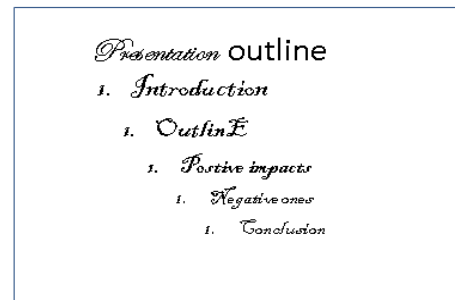
Work in small groups.

Abid is preparing a presentation on the impact of tourism on Bangladesh. He has created a PowerPoint presentation for this purpose.

a) Evaluate Abid's slides. Identify the weaknesses of each slide.



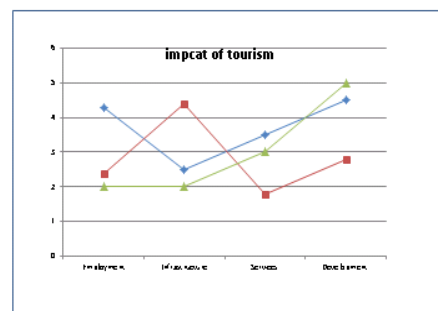
1



2



3



4

b) Do you have any other comments about his slides? Are there too many? Too few? Is anything missing from his presentation?

c) In groups of four, read Abid's notes about his topic (read a section each). Then use the information to design EITHER some effective power point slides OR create a poster for his presentation.

Impact of tourism on Bangladesh

1. Economic Impact:

- Can generate local jobs (in hotels, transportation, service sectors and producing & selling souvenirs), so better standard of living for local people.

- Quote from The World Travel and Tourism Council (WTTC):

"Travel & Tourism generated 1,281,500 jobs directly in 2012 (1.8% of total employment) and this is forecast to grow by 4.4% in 2013 to 1,338,500 (1.8% of total employment). This includes employment by hotels, travel agents, airlines and other passenger transportation services (excluding commuter services). It also includes, for example, the activities of the restaurant and leisure industries directly supported by tourists. By 2023, Travel & Tourism will account for 1,785,000 jobs directly, an increase of 2.9% pa over the next ten years."

("Travel and Tourism: Economic Impact 2013, Bangladesh", World Travel and Tourism Council, http://www.wttc.org/site_media/uploads/downloads/bangladesh2013.pdf)

- This enables local people to stay in their community rather than have to move to other cities for work. BUT jobs in tourism may be seasonal only. More job opportunities for women / enhanced role for women?
- Can benefit local businesses; however, it can also put a burden on the local community to build and maintain the tourism industry in its area. The local community may not actually get much direct income from tourists due to **leakage**. (The direct income for an area is the amount of tourist expenditure that remains locally after taxes, profits, and wages are paid outside the area and after imports are purchased; these subtracted amounts are called **leakage**.)

2. More economic impacts

- The opportunity for local people to earn income from tourists is often severely reduced by the creation of "all-inclusive" vacation packages which provide everything tourists need. In all-inclusive package tours, 50-80% of travellers' expenditures may go to the airlines, hotels and other international companies rather than to the local community.
- Increasing demand for basic services and goods from tourists can often cause a rise in prices in tourist areas. This negatively affects local residents whose income does not increase proportionately: (Cox's Bazar Study- Jones, Haven-Tang & Rahman (2010) Exploring the socio-economic impacts of tourism: a study of Cox's Bazar, Bangladesh, Thesis University of Wales)
<http://hdl.handle.net/10369/2564>

- Tourism development and the related increased demand for property may dramatically increase building costs and land values. Plus residents who sell their land for tourism development end up landless.

3. Environmental impact:

- Too many tourists can destroy the environment and the unspoilt natural beauty of an area: littering, damage to ecosystem, forest clearance, hill cutting.
- BUT tourism can improve the environment for locals, resulting in regeneration and improved infrastructure such as roads & services - electricity, water, sewage etc.
- Can provide opportunities to preserve heritage of Bangladesh e.g. regeneration of historic or religious buildings for the purposes of tourism (examples?- Ahsan Manzil)

4. Social & cultural impact:

- Can create understanding and the breaking down of prejudices as people experience other cultures and ways of living - this is good for tourists and the local community.
- BUT differences in lifestyle / wealth between locals and tourists may cause tensions.
- Can negatively affect traditional communities, threatening their traditional lifestyles and cultural products. Traditional cultures may

be abandoned as young people look to foreign cultures for their role models.

- Can lead to an increase in anti-social behaviour, erosion of moral values and increase in crime (Study: 'Impact of Tourism in Cox's Bazaar' Sheikh Saleh Ahammed. 2010. Master in Public Policy and Governance Program. Department of General and Continuing Education, North South University, Bangladesh.

http://fpd-bd.com/wp-content/uploads/2013/05/119_Saleh_Tourism.pdf

d) Give a mini-presentation using your slides / poster to another group.

Activity 3: The negative impacts of tourism - what are the arguments?



Too many tourists can destroy the environment and the unspoilt natural beauty of an area: littering, damaging the ecosystem, encouraging forest clearance and hill cutting.

Abid suggests in his notes in Activity 2 that:

a) Write a paragraph refuting Abid's claim. Use the following words in your paragraph:

on the other hand ..., another point is..., on the whole, prefer, because of, for instance, since, as, however

b) *Abid is also concerned about the potentially negative impact of tourism on local society and culture. Look back at his arguments related to this in Activity 2. Are Abid's arguments strong and convincing? How could he make them stronger? Can you add any more points to support his argument?*

c) *Do you agree with Abid's argument about the negative impact of tourism on society and culture? Write a note to Abid, explaining why you agree or disagree with him. Justify your position and use the language of argument.*

Activity 4: The negative impacts of tourism: can you solve them?



Work in small groups.

a) *Look back at Abid's notes on the impact of tourism on Bangladesh. Make a list of the problems he identified. Can you add any more?*

b) Choose one of the problems you have identified and brainstorm solutions. Decide between them to find the best solution.

Use the process you learnt about in Unit 17 to evaluate your potential solutions.

Problem	Solutions

c) Now write a paragraph about the problem you chose and your solutions. Use the language and structure of problem-solution writing.

d) Evaluate another group's paragraph.

Activity 5: The beauty of Bangladesh: Tourist attractions in Sylhet and Kuakata- compare and contrast



Work in small groups.

Look at the two pictures. Read the text carefully and carry out the activities.



Bangladesh is a land of natural beauty. There are many attractive tourist spots across the country such as the Sunderbans, Cox's Bazaar, Kuakata, Kaptai, Sylhet, and Paharpur. Sylhet and Kuakata are known for their natural beauty. Sylhet is in the north-eastern part of Bangladesh whereas Kuakata is in the southern part of the country. From Dhaka, Sylhet is about 260 km while Kuakata is about 320 km. Tourists can go to Sylhet by bus, train or air from Dhaka but they can travel to Kuakata only by bus or launch. Madhabkunda, Tamabil and Jaflong are famous spots in Sylhet whereas Fatrar Chor, Gangamati Reserved Forest and Jhau Bon are famous points at Kuakata. While flora and fauna, beautiful tea gardens, eye-catching orange groves and pineapple plantations, hills covered with lush green forests and haors form the attractive landscape for Sylhet; it is the evergreen mangrove forests, blue sky, sandy beach, huge expanse of water of the Bay and full view of the rising and setting of the sun in the water of the Bay of Bengal that constitutes the scenic beauty of Kuakata. As tourists can feast their eyes on the forest, boats with colourful sails sailing in the Bay of Bengal and surfing waves in Kuakata, at the same time they can also enjoy the eye-catching tea grounds spread like a green rug over the plains or on the sloping hills of Sylhet. Both the haors in Sylhet and the virgin beach of Kuakata are sanctuaries for millions of migratory winter birds who fly from Siberia across the Himalayas. Those who are bird-lovers can visit the sites and enjoy the chirping of birds. While a Buddhist temple of about a hundred years old at Kuakata indicates the ancient tradition and cultural heritage of the area, the shrine of Hazrat Shah Jalal at Sylhet glorifies the Islamic tradition of the region. The tourist can, on the one hand, enjoy the natural beauty of these two sites; on the other, they can go for a pilgrimage.

- a) *Make a list of the similarities and differences the writer describes between Sylhet and Kuakata.*

Similarities	Differences

- b) *Identify and underline comparative and contrastive language used in the paragraph.*
- c) *Having read the text, which tourist destination appears most appealing to you: Sylhet or Kuakata? Justify your reasons.*

Activity 6: Compare and contrast



Work in pairs.

- a) *Write two paragraphs comparing the place where you live with either Sylhet or Kuakata. How are they similar / different?*

- b) *Work with a partner and look at each other's paragraphs. Have you successfully used compare and contrast language?*

Activity 7: Extension—comparing and contrasting



Write a paragraph about two of your close friends. Consider the following points about them:

- Health
- Educational background
- Punctuality
- Attitudes towards religion
- Self-respect

Activity 8: Home Task



Identify similarities and differences in the comparative and argumentative mode of writing and problem-solution writing, taking into consideration the following points: elements, structures and use of language. Put your ideas in the table.

Modes of writing	Comparative and contrastive	Argumentative	Problem-solution
Elements			
Structures			
Use of language			

Sources

Image sources: (cover page)

<http://www.dealerrefresh.com/wp-content/uploads/2013/01/bigstock-Time-For-Review-Concept-33533546-650x400.jpg>

http://www.phd2published.com/wp-content/uploads/2012/05/peer_review_james_yang.jpg

<http://www.suffolkmaths.co.uk/pages/images/RevisionTips.jpg>

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h0x2qAgKK5s/TZ1_OEIf9I/AAAAAAAAAH8/pPMfEw2nuEk/s400/exams.jpg

Activity 2:

Quote: Impact of Tourism: The World Travel and Tourism Council (WTTC) "[Travel and Tourism: Economic Impact 2013, Bangladesh](#)", World Travel and Tourism Council,

http://www.wttc.org/site_media/uploads/downloads/bangladesh2013.pdf2013

Activity: 5

Image sources:

<http://www.kuakatatours.com/about-kuakata-sea-beach-barisal-patuakhali-bangladesh/>

<http://www.sylhet.tourcircle.com/wp-content/uploads/2013/04/teaplantationsrimangal.jpg>

Unit 20 Review

Session 2: Review of Units 16, 18 and 19

In this session you will:

- Review what you have learnt about cause and effect mode of writing
- Review what you have learnt about writing book / article reviews
- Review what you have learnt about writing for examinations
- Evaluate your learning of the module

Home task review



Work in pairs.

Look at each other's answers in the Home task activity of the last session. Highlight the three most notable points about the three modes of writing.

Activity 1: Language of cause and effect



a) Complete the following sentences with likely effects or possible causes:

1. The police arrested seven students from the campus last night_____.
2. As parents are sometimes reluctant regarding the personal freedom of their children_____.
3. The quota system for admission to higher education should be abolished_____.
4. Since my brother watches English TV channels such as BBC and CNN_____.

5. People have lost interest in going to the cinema
_____.

Compare your responses with a partner. Do you agree with your partner's ideas?

b) *Which of the following words are usually followed by a cause and which by an effect?*

as a result	therefore	as a consequence	because of
thus	so	as	since
			due to

c) *Now choose six of the above words and compose your own sentences. Leave a gap in each sentence for the word you have chosen. Show them to a partner - can he/she find the right words to fit the sentences?*

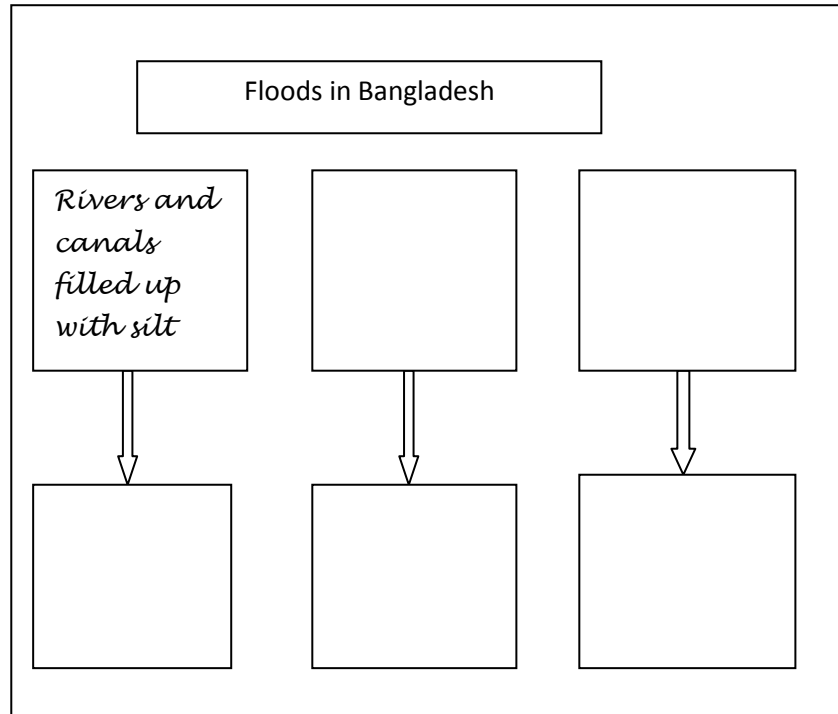
Activity 2: Thinking about causes and effects – annual flooding in Bangladesh



Work in small groups.

a) *Take part in a small group discussion about the most recent floods in your area/ a nearby region.*

b) Fill in the flowchart with the causes and effects of floods in Bangladesh. Write a paragraph based on the flow chart.



c) Write a paragraph based on the flow chart. Remember to use an academic style of writing.

Share the chart and the paragraph with another group. Evaluate the use of cause and effect language in the group's paragraph.

Activity 3: Is the book worth reading? — A review



Work in pairs

a) Rearrange the following sections of a book review according to the appropriate structure of a book review.

1. There is a comprehensive list of references and an all-inclusive index.
2. The book can be used as a textbook and is suitable for postgraduate students in Applied Linguistics, ELT and TESOL and for language teachers.
3. The cover page is attractive and the book can be easily carried.
4. The book contains four parts. Part I discusses the types of validation evidence; Part II examines frameworks for test-taking procedures around the world; Part III suggests a number of research activities; and Part IV provides links to different resources.
5. It is printed on high quality paper.
6. Cyril Weir, a distinguished professor in English Language Teaching and the Director of the Centre for Research in Testing, Evaluation and Curriculum at Roehampton University, has written the book, titled '*Language Testing and Validation: An Evidence-Based Approach*', from his practical experience of providing consultancy in language testing, evaluation and curriculum renewal in over fifty countries across the world.
7. This book provides a comprehensive and innovative approach to language testing.
8. The book is published by Palgrave Macmillan.
9. This book is worth buying for personal use and for library purposes

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b) What particular aspects of the book are reviewed?

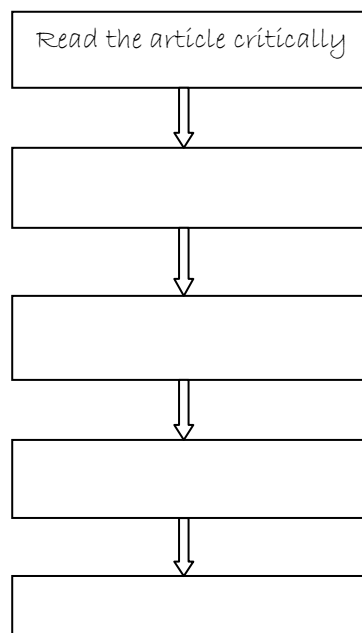
c) *From the review, how would you evaluate the author's credentials and authority in the field of study?*

d) *What adjectives are used in the above review to evaluate different aspects of the book? List them and give their meaning in the following table.*

Adjectives	Meaning

e) *Your course teacher has assigned you to review an article by Andrew Sanders (2006): 'Dickens and the Idea of the Comic Novel' from the Yearbook of English Studies, 36(2), pp51-64. What would you consider in reviewing the article?*

Fill in the flow chart to show the steps you would follow in reviewing the article.



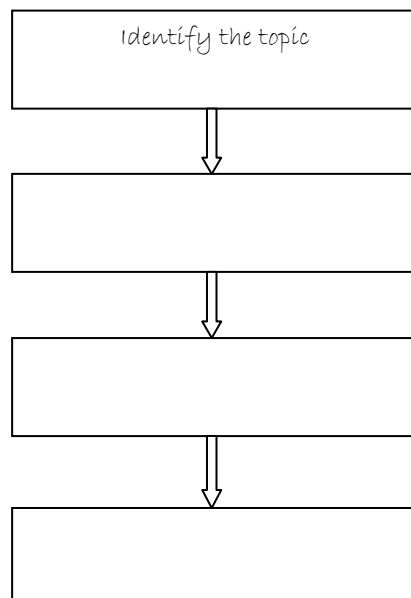
Activity 4: Exam techniques and strategies



a) Identify true and false statements about how to improve your exam technique. Put 'v' for true and 'x' for false in the boxes.

	Statements	v/x
1	An examinee should always take time to read the questions carefully.	
2	An examinee has opportunity for multiple drafts in the exam.	
3	Effective analysis of the questions is one of the crucial components of writing well in an exam.	
4	An examinee needs to divide time for answering each of the questions and stick to the plan.	
5	A successful examinee always keeps some time for revising and proofreading in an exam.	

b) Work in pairs and fill in the flow chart to show the stages of analysis of a question in the exam.



Activity 6: Drawing conclusions, celebrating and looking forward



You are almost at the end of the Essay and Report writing module. Hopefully you have enjoyed the module and have learnt a lot of about how to write essays and reports at the higher education level. You should now be able to answer all the questions from the quiz about academic writing in Unit 1, Session 1 much more easily!

Before you finish the module, it is important to take some time to evaluate your progress and think about how you can continue to improve your academic writing after the end of the course.

- a) Look back over the units in the module and think about what you have learnt. Make a list of what you have understood properly and what still seems difficult for you.*
- b) Discuss in small groups and talk with your teacher about how you can continue to improve in the areas you still find difficult.*
- c) Write an action plan of how you will continue improving your academic writing skills after the end of the module.*

My Action Plan

Appendix 1: Example essay, Units 1-9

The impact of Satellite TV on Bangladeshi culture and society

Satellite TV channels, which have experienced an unprecedented rise in popularity as a medium of entertainment across the globe, have similarly been embraced by Bangladeshi audiences as one of the most popular forms of entertainment. Since the introduction of satellite TV to Bangladesh in 1992, its appeal has gradually spread particularly amongst the more affluent urban society. With this spread, one concern often voiced and discussed is the possible impact that satellite TV is having on Bangladesh society and culture. This essay makes an effort to identify the possible influence of satellite TV on changing cultural traditions and societal behaviour in Bangladesh.

Bangladesh has a rich cultural tradition enriched by its history, rituals, values and heritage. Shamsheer and Abdullah (2012) suggest that through satellite TV the viewing Bangladeshi public is exposed to external norms and values that are in conflict with local values and ideals. In their view this is threatening the country's cultural heritage. The easy and early exposure to satellite TV, has the effect on some young people of leading them to adopt a more westernised culture and lifestyle which are not in harmony with the cultural values of Bangladesh (Shamsheer and Abdullah, 2012). This tends to result in a lack of interest in local music, food, dress, festivals, language and values. In addition to this it could be argued that because of satellite TV there is also gravitation towards western cultural practices. Evidence of this, such as increased fast food consumption, greater fashion-consciousness and heightened interest in music and movies produced outside Bangladesh, appears to be growing. The apparent disinterest in national heritage and the pervasive influence of western popular culture might be considered to undermine a sense of national identity, overriding existing local traditions (Shamsheer and Abdullah, 2012). Desai and Agarwal (2009), refer to a media-mediated cultural imperialism. They argue that satellite TV threatens the cultural traditions of developing countries. Huda (2004) also argues that Bollywood culture which has penetrated Bangladesh through satellite TV is causing changes to the formation of middle class Bangladeshi cultural identity. According to these authors, satellite TV appears to be having an adverse impact on the culture of Bangladesh.

However, alongside these valid concerns, other considerations need to be borne in mind. Firstly, we live in a fast-changing, technological world. Notions of the “world village” and “connected societies” have accompanied the communications and telecommunications revolution that has developed in the past century. In a world where news and the views of others travel through fibre optic cables and satellite communications, it might appear that becoming aware of how other societies live, along with their cultural outlook is a natural consequence of increased communication and contact with other nations.

The potential effect of satellite viewing on Bangladesh society also requires consideration. Some commentators suggest that many satellite channels broadcast programmes with unsuitable content. They contain vulgarity, sexually provocative images and obscenity. For many, such explicit exposure and the subsequent embarrassment felt by family members when watching a programme together has a negative impact on the practice of family viewing. Watching TV together can lead to a strengthening of family bonds, but this congenial pastime is diminishing as a result of the content of some programming. What is also interesting to note, is that this concern is not only evident in Bangladesh, it has been a topic of great debate and discussion within other countries including those where satellite TV programmes are produced.

There has also been an alarming increase in sexual violence in Bangladesh society. It could be argued that exposure to vulgarity and violence through watching satellite channels provokes people to become involved in sexual violence (Shamsher and Abdullah, 2012). This too is an issue of concern that has been discussed at length in other countries.



Bangladeshi TV



Bollywood TV



Western TV

Another area where the potential negative impact of satellite TV can be seen is in the spreading violence evident in society. Children in urban settings are often dependent on TV as their chief medium of entertainment because of a lack of playgrounds. A concern is that many satellite TV programmes contain violence, and bloodshed. Exposure to violence during childhood may indeed

have a significant negative impact on children's social behaviour. Finally, Shamsher and Abdullah (2012) found in their study that some respondents believe satellite TV may play a role in attracting young audiences to drug addiction and smoking. However, it should be recognised that other influences besides satellite viewing could affect young people in this respect as well. Nevertheless, there could be some justification in suggesting that satellite TV has had an impact upon attitudes and practices within Bangladesh society.

This essay has sought to discuss the effect of satellite TV on the culture and society of Bangladesh. It can be concluded that satellite viewing may play a part in affecting the cultural practices and social behaviour of the nation. The influence of satellite TV could also be considered to be a factor in the increased sexual and social violence now evident in society. However, in this age of globalisation, it is neither possible nor practical to stop the prevalence of satellite TV in society. The importance of satellite TV also should not be denied as far as its role in developing people's global awareness and connectivity to current affairs is concerned. Moreover, it is also true that many of the societal and cultural changes which are taking place are also the result of technological advancement, globalisation and greater social changes. However, given the popularity and spread of satellite TV in Bangladesh, its impact on the cultural identity and social behaviour of Bangladeshis should not be dismissed.

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Appendix 2: Example report, Units 10-11

Making higher education in Bangladesh English-medium: Students' attitudes

Abstract

The unparalleled spread of English as a language of academic studies and research raises one important question: whether English should be made the language of instruction where currently it does not enjoy this status. In the linguistic context of Bangladesh, this study attempts to find out what students in general think of any initiative to make English the language of instruction at the higher education level. Data for this research have been collected through semi-structured interviews among students of eight higher education institutions. The findings of the research show that most students welcome this possible change. However, the apprehension of some students that the use of English may hamper their performance in that subject has also been articulated. The report recommends a smooth transition between the present practice and the possible change of medium of instruction by improving the present standard of English literacy at the secondary and higher levels.

Introduction

The unprecedented global spread of English has resulted in English becoming an important language in higher education. As an international language, English clearly dominates in global research publications, academic communication, international conferences and information technology. Ammon (2003) shows that by 1995, 87.2% of journal publications in Natural Sciences and 82.5% of journal publications in Social Sciences were in English. This dominance of English language in education and research raises the question whether English should be made the medium of instruction in higher education institutions. The issue of the medium of instruction is very significant as this may have a substantial effect on the academic performance of the students and the professional performance of teachers (Tollefson and Tsui, 2008). In Bangladesh, there is currently no national policy on the medium of instruction. However, in the context of the prevalence of English in higher education research and publication, this study tries to explore the perceptions towards English being the medium of instruction in the higher education sector of Bangladesh.

Methodology

Data for this research have been collected through interviews which were semi-structured in nature (See Appendix A for the interview schedule). In total twenty students and ten teachers from eight higher education institutions have been interviewed to find out attitudes towards making English the medium of instruction. The oral data have been transcribed and relevant sections have been translated (see Appendix B). Collected data have been qualitatively content analysed (Silverman, 2006). Good ethical practices have been maintained by using pseudonyms of the participants.

Findings

Responses of the participants reveal that most students are in favour of making English the medium of instruction at the higher education level. However, there were participants who thought making English the medium of instruction would close the door of higher education for many students given their poor proficiency in English. In answering the question in what ways the use of English as the medium of instruction would be beneficial for them, the participants replied that this would help them to study abroad after their graduation. Participants also said that since most textbooks are in English and students are also assessed in the language, the use of Bangla as the medium of instruction would only complicate the situation. Participants also said that even though students would have difficulty at the beginning adapting to the use of English as the sole medium of instruction, they would be able to cope with the situation gradually. Ashfaque Shahid, a student from North-East University said that if English was made the medium of instruction at the higher education level, students would move one step forward in attaining global studentship since English is the predominant language of the academic world. Participants who objected to making English the medium of instruction did so on the grounds that since at the secondary and higher secondary level the overall standard of English proficiency was not very strong, students' academic performances would suffer greatly.

Discussion

The study attempted to find out what students think about making English the medium of instruction in the higher education institutions of Bangladesh. The findings mostly reveal the positive attitudes of students. However, their concerns regarding the risks of making English the medium of instruction were also voiced. Participants who position themselves in favour of English medium higher education appeared to be motivated by possible global employment prospects and overseas study opportunities which they thought English could create. Apart from the future benefits, participants' motivation can also be understood from a pedagogic perspective as they believe that

making English the medium of instruction will help them to read English textbooks and allow them to participate in English-based assessment systems. However, the data also present the negative attitudes of some participants to making English the medium of instruction. As the findings show, such negative feelings are based on their apprehension that use of English may deter them from understanding their subject fully. Similar apprehension among the students can also be noticed in the study conducted by Miller, Bardbury and Pedley (1998) in South Africa. The present study shows that, in the case of Bangladesh, such apprehension is grounded in the present poor condition of English literacy at the secondary and higher secondary levels.

Conclusion

This research attempted to find out the attitudes of students regarding making English the language of instruction at the higher education level in Bangladesh. The findings of the research reveal generally positive attitudes among the students although some of them have negative feelings about any attempt to change the language of instruction to English. Overall, an urge for the internationalisation of higher education can be seen among most students who are more pragmatically geared for future employment and overseas study opportunities. However, the negative attitudes of students should also be taken into account and the perceived unpreparedness among undergraduate students to switch to English be considered seriously before initiating the change. What can be recommended is the gradual strengthening of English literacy at the secondary and higher secondary level which will prepare the students more for English medium instruction at the higher education level. In addition, further research should be conducted regarding the perceived proficiency of the undergraduate learners and their actual proficiency. Finally, one limitation of the study is that it was conducted among a small group of participants in Dhaka city which therefore does not give a wider picture particularly about the attitudes of the students of rural higher education institutions. In conclusion, it can be said that the present hegemony of English in academic and research areas is undeniable. However, uncritical and hurried acceptance of this situation may be problematic. What is required is a gradual but sustained introduction of English as the medium of instruction with Bangla playing the role of 'support medium' for clarifying difficult matters and for tutorials with teachers.

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Appendix 3: Example comparative essay, Unit 14

Public and private universities in Bangladesh: A comparative analysis

Since the inception of the first private university in Bangladesh in 1992, private universities, along with public universities, have sought to help meet the higher education needs of the country. Despite public and private universities having their own distinct modes of operation and remits, they are often compared especially in terms of their roles within the higher education sector of the country. Currently, there are thirty four public universities and sixty nine private universities in Bangladesh (University Grants Commission-Bangladesh, 2013). Private universities were once thought of as an alternative to public universities for those students who could not gain a place at a public university. However, many private universities now have their own credentials, although it should be borne in mind that the quality of some private universities is less than impressive (Billah, 2013). Notwithstanding these differences, both types of university have a role to play in meeting the higher education needs of the young people of Bangladesh. This essay will seek to compare public and private universities in respect of the access to education that they provide; the teaching and learning facilities that they offer and the overall infrastructure that they have in order to evaluate their roles in the higher education sector.

In terms of tuition fees, public universities offer greater opportunity for access to higher education for students than private universities. Public universities are highly subsidised by the government and as a result they provide affordable access to higher education to all sections of society. However, since the number of public universities is limited, gaining a place in them is very difficult as competition is fierce. They can only accommodate a limited number of students. In comparison, places at private universities are more readily available but the tuition fees are many times higher than those of public universities. This makes them unaffordable for many poor but meritorious students who wish to enter higher education.

In terms of teaching and learning situations, public and private universities offer two different pictures, with both types of institution having some benefits and drawbacks. Public universities are usually more affected by national politics. Student politics are allowed in public universities and as a result political violence and bloodshed are common occurrences which often

cause session jams. In contrast, student politics are banned in private universities and consequently students pursue higher education in a relatively safe environment without the interference of session jam. Public universities are generally vast institutions with large numbers of students in one class. In contrast, private universities are smaller with concomitantly smaller class sizes. As a result, private university teachers can give more individual attention to students in the class, which can be beneficial for students' learning. However, if extracurricular and co-curricular activities are considered, public universities offer a wider platform and more opportunities for participation in sports and culture-related activities. As a result, public universities contribute more to sports and culture at national level. Finally, with regard to developing a research tradition and being research-active, which according to Patton (2002) is an essential element of higher education institutions, neither public nor private universities appear to place a strong emphasis on this aspect. Private universities tend to offer fewer openings for students and teachers to conduct research (Alam, 2009). On average, fifty four private universities spent 6,320,797 taka for research purposes in 2011 which presents limited opportunities for both students and staff (Billah, 2013).

Another area where private and public universities can be compared is infrastructure and technological advancement. Modern classroom infrastructure and state-of-the-art technological facilities are more widely available in private universities, while in public universities, the physical conditions for teaching and learning are often of a lower standard. Public universities tend to be based in regions across Bangladesh, therefore allowing for green and spacious campuses. These provide easily accessible facilities and congenial surroundings for students. However, most private universities are based in Dhaka which means some of them operate in cramped conditions in the midst of the busy and noisy traffic of Dhaka city (Alam, 2009). As a result of the varied university locations, public universities are able to provide accommodation facilities for students and teachers, which most private universities are unable to do.

In conclusion, it can be said that both public and private universities have their own distinctive roles in offering higher education opportunities to Bangladeshi students, and their own benefits and drawbacks. What is important for private universities is to seek to offer cost-effective education and to develop stronger research traditions. Public universities, on the other hand, should take steps to give priority to providing technological access and more updated infrastructural amenities. In this way the higher education

sector of Bangladesh, and most importantly Bangladeshi students, will benefit from the shared contribution of public and private universities.

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Appendix 4: Example argumentat essay, Unit 15

Should student politics be banned?

Student politics has been an issue in higher education institutions for many years. It comes into focus periodically when some students strike or demonstrate, resulting in violence, damage to public property or even death. This has led to a call for the banning of student politics on higher education campuses. However, historically student politics has had a positive influence on both the university environment and the wider society (Abbas, 2009). In more recent times it has been argued that student politics has been negatively affected by party political interests influencing student political activities (Zaman, 2011). Instead of focussing on aspects of student life that could or should be improved or negotiated, political parties seek to use student politics to serve their own party interests. This essay will argue that instead of banning student politics, all students should strive to make student politics a force for good.

Student politics provides students with opportunities to develop personal qualities that can be beneficial to society. Getting involved in discussions, negotiations and collective decision-making within student political organisations will prepare them to take part in civic issues within their local community and in the national decision-making process (Zaman, 2011). This could lead to a new generation of active and socially responsible citizens who could have a positive impact on both the local and national communities.

Student politics in its non-party affiliated form can also be a platform for serving students' interests and ensuring their welfare. Students are often dissatisfied with aspects of their colleges and universities such as the quality of teaching, accommodation facilities, libraries and teaching aids (Talukder et al, 2009). Student politics that focuses on campaigns to address these concerns would vastly enrich student experience.

On the other hand, it can be argued that student politics has become so influenced by national party politics that it cannot be a force for good any more, and should thus be banned. Rahman (2012) puts forward the argument that student politics distracts students from their studies. A good classroom atmosphere is essential to enable learning (Pierce, 1994). In his study, Ahmed (2009) also found that that the politics of both students and teachers have an effect on the learning environment. This suggests that

student politics could have a negative impact on the learning environment and students' learning.

Many academics and even students believe that student politics is an activity that hampers educational activities and disciplines in their institutes (Talukder et al, 2009). For example, student politics can affect course delivery because of strikes and disturbances (Sengupta, 2010). It is not unusual for student political unrest to force higher education institutions to close, resulting in session jams and the loss of twenty or more tuition days in an academic year (Zaman, 2011). The resulting impact on students' education could also affect the economic development of the country, as achieving good education is vital for equipping Bangladeshis to compete globally.

Despite these problems, student politics should not be banned in higher education institutions. While many current complaints about student politics may be valid, history has shown that it can be a powerful force for good, protecting the interests of students and fostering protest against injustice within society (Abbas, 2009). Furthermore, the right to engage in politics is a basic constitutional right. Many of the problems and concerns that prompt the call for banning student politics stem from the pollution of the original aim of student politics, which was and should be to serve the interests of the student body and thereby improve the academic environment. There is also need for all types of students to participate in student politics, not just those who have political affiliations. Meritorious students should also get involved in politics to ensure healthy politics (BSS, 2013). If all students engaged in true student politics, this would develop both their academic and civic skills. This would in turn ensure that all students finished their education well-equipped to serve their community and contribute to good economic development.

Student politics, its value and purpose remains a contentious subject. Many opponents of student politics argue that student politics has moved too far from its original aims and has become too influenced by party politics to be a credible voice for all students and that its on-going potential for creating serious strife and unrest on university campuses means it should be banned. However, as this essay has sought to show, there are many valid and important reasons for encouraging the right kind of student politics on campuses not least opportunities for personal development which will benefit both the individuals and society as students return to their local communities after their studies. Therefore, rather than banning student politics, steps should be taken to return student politics to its true purpose. Moreover, all students should be encouraged to participate actively in the

right kind of politics. In this way student politics will become a force for good both within the academic environment and in the wider society.

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Appendix 5: Example cause and effect essay, Unit 16

Causes and Effects of Drug Addiction

Drug addiction has in recent years significantly increased worldwide including in South Asian countries such as Bangladesh. It is frequently the young generation who fall victim to drug addiction, and its complexity as a social problem is immense. The estimated number of current drug users in Bangladesh is nearly 6 million with more than 70 million taka being spent every day on drugs (The Daily Star, 2013). This paints an alarming picture, and the severity and scale of this social problem is now beyond question. Factors such as curiosity, peer pressure, poor family environment and inability to deal with life's pressures seem to be some of the causes of drug addiction amongst young people which are leading to fatal consequences. This essay will explore these causes together with the potential effects of drug addiction on the young generation of Bangladesh.

Combined curiosity and peer pressure can cause the young generation to develop an interest in drugs. Curiosity is often aroused by being exposed to media that present drug-taking as a common even glamorous social recreation or by press coverage of celebrities who take drugs. Drug addiction can also evolve from peer pressure in social circles where taking drugs is considered to be an accepted practice to gain membership to a social group (Gray, 2011). In their research within Vietnam, Minar and Skinner (2009) found that peer pressure is the most significant cause of the young generation's addiction to drugs. Similarly, not trying out drugs can cause a young person to be regarded as less trendy by their peers and consequently a target of sarcasm and bullying. The perceived glamour of recreational drug taking combined with pressure from friends, may result in adolescent sections of society starting to experiment with recreational drugs which may later lead to a dependence on them. Conversely, positive peer influences and membership of traditional social groups may protect a young person from the temptations of experimentation (Spooner, 1999)

When considering potential causes of drug addiction, a young person's family environment is believed to play a significant role. Family life and background can be key determining factors (positive or negative) as to whether children become addicted to drugs in the future or not (Spooner, 1999). Her literature review (1999) found that ineffective family management techniques by parents, for example, poor discipline, negative patterns of communication such as criticism and blame and poor bonding in the family increase a young

person's predisposition to experiment with drugs. Sheridan (1995) suggests that if a child's parents are addicted to drugs, this may have a significant influence on the family dynamics and in turn may lead to drug addiction amongst their children. Therefore an unhealthy family environment needs to be taken into account as a potential cause for a young person's drug use.

Finally, pressures of life may incline young people to indulge in the use of recreational drugs in a bid to escape from reality. Personal and professional pressures, such as an unhappy conjugal life, instability in relationships with friends and lovers, unsuccessful career growth and economic insolvency, all these can cause young people to turn to drugs as a means of coping with negative feelings and depression (Shemul, 2009). They may view drug taking as a way of escaping to a new world where quarrels with partners, sadness of rejection from lovers and employment worries disappear, without realising that such escape does not help them deal with the underlying issues.

Addiction to drugs can lead to several serious physical and mental hazards (National Institute on Drug Abuse, 2012). The cardiovascular, liver and neural systems of the human body can become seriously affected, which can result in being more susceptible to stroke, brain damage, liver and heart diseases. The immune system of the body is weakened and it becomes more vulnerable to infection. Addiction to drugs can also significantly increase the risk of becoming a victim of AIDS, as drug users often reuse or share the same injection needle (United Nations Office on Drugs and Crime, 2005). Finally, young people who develop a drug addiction might lose their mental stability and can become susceptible to a range of mental health problems including depression, anxiety and mood fluctuations.

Apart from the physical and mental consequences, drug addiction can have severe socioeconomic effects. As a consequence of being addicted to drugs, the educational and professional capabilities of young people may be weakened (The Daily Star, 2013). In their quest to procure drugs, addicts may become involved in various criminal activities. Gray (2011) shows that in South Asia efforts to finance drug dependency can lead to social crimes such as hijacking, theft, kidnap and robbery. Furthermore, it is not only the individuals themselves who suffer, but the people who live with them are also part of this suffering (Begum, 1999).

This essay has sought to explore some of the underlying causes that might trigger drug taking amongst the young generation and to identify some of the potential effects of drug addiction that may subsequently occur. Addiction to drugs subjects addicts to considerable physical and mental turmoil and instability and can lead to severe health effects. Young people need to be

made aware of the dangers of drug taking and the disastrous consequences of addiction. Social awareness campaigns at both government and non-government level may help make young people more conscious of the factors which lead to drug addiction and the dangers. As a result, this may encourage them to refrain from taking drugs, even out of curiosity. Finally, creating opportunities where young people have greater access to positive recreational, sporting and cultural facilities where they can develop self-esteem and communication skills may also help prevent young people turning to drugs.

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Appendix 6: Example problem-solution essay, Unit 17

Road accidents in Bangladesh: How can these be reduced?

Worldwide over a million people die each year as a result of road traffic accidents. Urbanisation and the subsequent increase in the number of vehicles on the road has led to a rapid rise in the number of accidents and fatalities. In Bangladesh the incidence of road traffic accidents has reached epidemic proportions. Rahman (2011), referring to Bangladesh Road Transport Authority (BRTA), states that road accidents in Bangladesh claim on average three thousand lives a year with a further four thousand road users suffering non-fatal injuries. The World Health Organisation (WHO) estimate that actual fatalities may well be over twenty thousand a year, four times higher than the BRTA figures (WHO, 2009 cited in Rahman, 2011). As well as the terrible human consequences of road accidents, the economic cost (1–3% of the gross national product) for the country is huge (BRAC 2011). It is also stated that road accidents are to a large extent predictable and preventable (WHO, 2013). This essay will outline the key factors which contribute to the high number of road traffic accidents in Bangladesh and evaluate the efficacy of a range of solutions to address this problem.

There are multi-faceted causes of road accidents in Bangladesh. Lack of awareness of safe road use is the most significant factor. According to the 'Global Status Report on Road Safety' (WHO, 2009 cited in Rahman, 2011), pedestrians are the most vulnerable group in this regard. Many of them do not know which way to walk along roads or where and how to cross them, and therefore often cross carelessly. Poor urban planning and street design have further exacerbated this problem (Parveen, 2010). In Bangladesh a staggering 52% of accidents involve pedestrians (BRAC, 2011). Media, NGOs, students, civil society activists and the government need to work together to build mass awareness about road accidents and their causes. For example, rallies, human-chains, seminars and workshops could be organised to share information with the public about the statistics and risks of road traffic accidents and how to avoid them. In addition, traffic accident statistics, road safety posters, messages and articles could be displayed in newspapers, public places and on official websites (BRAC, 2011). Besides, learning about traffic and safety rules should be included in primary and secondary level education to teach young people from an early age about safe road behaviour. These cost-effective measures would develop people's awareness

about safe road behaviour and could significantly decrease the rate of casualties and deaths of pedestrians.

Unskilled drivers and their reckless attitudes are also responsible for a large proportion of road accidents. Drivers who drive whilst drunk, exceed the speed limit, overtake dangerously, overload vehicles or use mobile phones and audio aids whilst driving put themselves, their passengers and other road users at risk. These drivers should be made aware of the risk of such attitudes and activities through social awareness campaigns, counselling and training. This could help reduce the number of accidents to some extent. At the same time traffic laws should be strictly enforced and much stiffer penalties and fines given for careless and reckless driving. This would require legislative changes and has financial implications, for example more traffic police would be needed to enforce the traffic laws.

The poor condition of vehicles (use of defective parts, irregular maintenance of vehicles, and use of unroadworthy vehicles) is another contributory factor to road accidents in Bangladesh. The owners of vehicles need to be made aware of their responsibilities to maintain vehicles to meet recognised safety standards and at the same time vigilance should be increased to check the fitness of vehicles. This would be effective in lowering the number of fatalities in road accidents.

Poor road conditions are also a major cause of road accidents in Bangladesh. Narrow and under-construction roads, poor and slippery road surfaces and their irregular maintenance are responsible for road accidents to a large extent. In order to prevent road accidents, road conditions should be improved through regular maintenance. Traffic signs need to be installed at strategic points and should be clearly visible. Traffic signal systems and management should also be improved. Clearly there are significant long-term cost implications in implementing these measures.

As is evident, there are many contributory factors to the high number of road accidents in Bangladesh and a range of solutions for solving this multi-faceted problem have been explored. All of the solutions discussed have potential for reducing the number of accidents and the subsequent injuries and fatalities caused by them. However, developing people's awareness appears to be the most important and effective solution because it involves stakeholders. In addition, it is participatory, motivating, and achievable and may require less monetary investment.

In conclusion, the high number of road traffic accidents in Bangladesh is clearly a significant problem for the country. This problem can, nevertheless,

be resolved, or at least the number of road accidents significantly reduced by implementing some of the suggested solutions, in particular by raising awareness of road safety issues in all sectors of the community. Individuals as well as organisations and government all share responsibility for the problem. Similarly, all should be involved in embracing the solutions to create a safer and more prosperous environment for all people in Bangladesh.

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Glossary

adapt	To get and modify (if necessary) for a new context.
adjective	A word that describes a noun.
anaphoric	In the case of anaphoric reference, you refer back to someone or something that has been identified and stated already.
apposition	Where two noun phrases appear one after the other in a sentence and the second one tells you something extra about the first one (e.g. Abid, a student).
brainstorm	To quickly think of as many different ideas as you can about a topic and write them down in any order on a page.
caption	A short phrase that explains the content of the data /graphics.
cataphoric	In the case of cataphoric reference, a word /phrase that is used to refer to a word/phrase that is coming later in the text.
clause	A group of words containing a subject and a verb.
cohesive devices	Words which are used to connect or bind sentences.
component	A part of something that combines with other parts to make something complete.
concluding sentence	A sentence which sums up a paragraph by restating the main idea. It is usually the last sentence of the paragraph.
conjunction	A word that links two clauses together and establishes a relationship between them.
correlation	A mutual relationship or connection between two ideas
critical analysis	Careful, detailed and objective examination of an idea.
critical thinking	When you objectively question, analyse and evaluate an idea in order to make a judgement about it.

draft	The first version of a piece of writing.
ellipsis	Refers to omission of words/phrases, for example in a direct quote.
empirical research	Research that is based on observation or experiment.
fluctuation	Variation/changes in numbers, amounts, levels of something.
hedging	Using <i>cautious</i> or <i>tentative language</i> to avoid making statements that can be contradicted.
noun phrase	A group of words built up around one noun to express one idea. The whole phrase can be replaced with one pronoun. (e.g. 'the oldest living survivor' > he)
objective	Based on observable examination and analysis.
paragraph	A collection of sentences developing one main point.
paraphrase	To rewrite someone's ideas in your own way, but you retain the main idea, and you must also cite the original author.
participants	Respondents – the people who take part in a research study.
plagiarism	Using someone else's ideas without saying so, that is without citing the original author, as if they are your own original ideas.
pronoun	A word such as he, they, it used instead of a noun or noun phrase.
qualitative	Research focusing on in-depth analysis. Results are shown in words or pictures.
quantitative	Research focusing on number or quantities. Results are shown in numbers.
questionnaire	A list of questions used to gather information.
references	The sources e.g. the details of the books /articles from where you have got the information / quote you are referring to in your writing.

register	The type of language used (level and style) for a particular purpose or in a particular context.
rote learning	Learning by repetition and memorisation.
scope	The specific limits that a research paper tends to cover. It includes the ranges of theory, activity and experience of a study. Judging the scope of a research source will help you understand what you will be studying.
semi- structured	Not having a rigid structure, rather allows flexibility and introduction of new items (e.g. an interview).
slang	Non-standard language.
subjective	Based on personal beliefs, viewpoints and interpretations.
substitution	Replacing one word/phrase by another word/phrase to avoid repetition.
supporting sentence	Sentences which provide support for the main idea of a paragraph.
survey	Question- or statistics-based data collection method among a large group of participants.
synonyms	Words having similar meaning.
topic sentence	A sentence which introduces the main idea of a paragraph (usually the first sentence of a paragraph)
transition marker	Indicates a shift/change from one idea to another.
verb phrase	A verb that consists of two or more words.
wh-questions	Questions in English starting with wh-words such as 'why', 'when', 'where' that need an appropriate answer rather than 'yes' or 'no'.
word class	(also known as parts of speech) Categories of words according to their property and role in sentences, such as noun, adjective, adverb.

word order

Syntactic arrangements of words in sentences, for example, in English sentences, verbs are preceded by subjects and followed by objects (SVO).

My useful academic words:

(You can write here useful academic words you meet in the units).

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