

Companion Website Material

► 'MARKIN' ANNOTATIONS CUSTOMIZED FOR USE WITH READ, RESEARCH AND WRITE: ACADEMIC SKILLS FOR ESL STUDENTS IN HIGHER EDUCATION

'Markin'

'Markin' is commercially-available software that enables the user to import students' writing and insert annotations to indicate strengths or weaknesses in the writing.

See www.cict.co.uk/software/markin/index.htm

The annotations

The software comes with many *language* annotations, but fewer annotations that are related to *content* or *organization*. However, annotations can be customized to suit tutors' and students' needs.

The annotations supplied with the package may also be customized to assist students of *Read, Research and Write: Academic skills for ESL students in higher education*.

A suggested list is provided below but tutors using the software or applying the list below manually may wish to make their own customizations. The ability to customize is one of the strengths of the software.

In the list below, some annotations provided with the package have been deleted, e.g. 'spacing problem' and 'capitalization'. These are addressed instead under one annotation, 'punctuation'.

Conversely, several annotations are needed but not provided, e.g. 'express claim more cautiously'.

Organization of the customized annotations

The annotations below have been organized broadly according to whether they indicate a need for improvement, or a positive feature. Within these two areas, they have been further organized to indicate the category of annotation: content, organization/style, or language. Arguably, some annotations may be placed in a different category.

Authentic examples of each annotation in use, drawn from students' work, are supplied as illustration.

Useful text

The programme also allows 'useful text' to be saved and included in students' work at the click of a mouse. For example, grading schemes and band descriptors, and

references to useful websites or intranet documents may readily be inserted into students' work.

Using the annotations manually

In cases where students' work is handwritten, the codes listed below may be applied to students' writing manually.

► KEY TO ANNOTATIONS CUSTOMIZED FOR USE WITH READ, RESEARCH AND WRITE: ACADEMIC SKILLS FOR ESL STUDENTS IN HIGHER EDUCATION

- 1 Annotations have been assigned a code (e.g. QOT; SRCE). These codes can be used if manual marking is preferred.
- 2 An asterisk indicates that an annotation has been added. It is not included as standard with 'Markin'.
- 3 The abbreviation for the annotation is described in **bold** font.
- 4 Bullets show authentic examples (where possible) of students' work, marked using the customized version of 'Markin' described here.
- 5 *Italics* show the annotations inserted by the software 'Markin' which may (a) indicate where improvements are required or (b) indicate a positive feature of the student's work. Annotations are shown as they appear in students' work, but have been enlarged for convenience.

ANNOTATIONS INDICATING WHERE IMPROVEMENTS ARE REQUIRED

Content

QOT Inaccurate quotation

- ‘impact on them in how do they view themselves, how do they choose their career and how do they related to others’. [2]^{*Inaccurate quotation*}.

SRCE Mention the source of this information*

- In recent years, there has been no shortage of bright ideas to attract women to study engineering.^{*Source?*}

CAUT Express claim more cautiously*

- This made the facts in article [2] inaccurate and not reliable.^{*Express claim more cautiously*}

EVD Supply evidence*

- The solution is to increase the number of female advisors to encourage students to stay.^{*Evidence for this statement?*}
- Moreover, the socialization of women has an important impact on women’s future.^{*Evidence for this statement?*}

REL Relevance or logic unclear*

- There are many aspects of engineering such as chemical engineering, electrical engineering, mechanical engineering, petroleum engineering, petroleum geosciences and civil engineering. ‘If you want to save the world be an engineer.’^{*Relevance unclear*} [1]

DTL Insufficient detail*

- The right definition of engineering is the knowledge of mathematics and science.^{*Insufficient detail*}

BIAS Avoid bias*

- It affects his decisions and his perceptions in his ^{*Avoid bias*} life.

INCR Incomplete or inaccurate reference*

- References
Article [1].^{*Incomplete/inaccurate reference*}

REP Repetition of information or phrase

- The research was about women without men ... the articles were about women without men.^{*Repetition of word/phrase*}
- There are certain limitations in both of the articles which should be considered. The first limitation to be considered is that in both of the articles...^{*Repetition of word/phrase*}

EG Example needed*

- The first limitation is that neither article suggested some suitable fields^{Example needed} for women in engineering technology. These could attract women and show them that engineering can be a good career for them.

Organization and style

INFL More formal, academic, style needed*

- People think that engineering isn't^{Too informal} a good or suitable career for women.
- so how come^{Too informal} women aren't really^{Too informal} included in the industry of the future.
- Only a lousy^{Too informal} 15% of all engineering students are females [1].

NWS New sentence needed*

- Engineering is important^{New sentence needed} by helping your country and discovering new things it can lead to a better life.

CON Conjunction/transition error

- There is nothing in Articles 1 and 2 about the women working in engineering in the UAE or Arabian Gulf and however^{Conjunction/transition error} especially in the UAE we have the encouragement and support of our government.
- Faculty support is important as well in encouraging the students and giving them the motivation to work harder, also^{Conjunction/transition error} to give them confidence in their selves that they can succeed.
- It is a career which can appeal to both males and females,^{Conjunction/transition error} they work in team to find solutions to the problems that they face.

SBH Section needs subheadings*

(Used when the paragraph or section would benefit from headings)

PRG New paragraph needed*

(Used when the paragraph or section would benefit from being split into two)

REF Unclear reference

- In addition, the writers did not question men, only females, so we do not know their^{Unclear reference} real opinions.
- Women face difficulties and all these difficulties interfere with how women view or perceive themselves. Also, it^{Unclear reference} interferes with their studies.

Language

AGR Subject/verb agreement error

- the percentage of women choosing it are^{S/VAgreement} low.
- Peer and faculty support is^{S/VAgreement} equally important to women...
- ...people who surrounds^{S/VAgreement} them...

ART Article error

- they believe that engineering is^{Art} practical job.
- nurturing women from a young age will give them a^{Art} right idea about engineering.
- In spite of these efforts and approaches,^{Art} number of women in engineering remains stubbornly low.
- There is^{Art} lack of women in engineering fields.

COU Count/non-count error

- they also seek approval from others and try to build their selves-confidences
Count/Non-Count.
- Researches^{Count/Non-Count} show that...

CUT Cut – this text is not necessary

- which may negatively affect to^{Cut} achievement.

FRG Sentence fragment

- By taking into account the effort that faculty can make.^{Fragment}
- How to make women continue their majors.^{Fragment}

MIS Missing word or words

- Government in the UAE encourages women to study engineering by opening new institutes^{MissingW} as the Petroleum Institute.
- Why^{MissingW} women avoid mechanical engineering?

PAR Parallel construction problem

- I think they can do that by giving them a good salary, make^{Parallel} the work hours less and provide^{Parallel} them with attractive facilities.
- ...when talking about engineering, people always think of male engineers, and never thought^{Parallel} of women.

PREP Wrong or misused preposition

- you can work at^{Preposition} offices.
- engineers are responsible about^{Preposition} the safety of the world.

PLU Singular/plural error

- and solve some problems by using computer.^{Sing/Plu}
- That is because student^{Sing/Plu} have to study math and physics which are precursor^{Sing/Plu} to get into engineering.

PUN Punctuation

- How can women be attracted to engineering.^{Punctuation}
- On the other hand, People^{Punctuation} in the society...

SPL Spelling

- the environmental angel.^{Spl}
- Emirate^{Spl} women have...

VFO Verb form

- They think that an engineer have^{VForm} to work in a dirty place.
- Engineers are helping^{VForm} to protect the environment by...
- they tries^{VForm} as much as they can.

VTE Verb tense

- Women today knew^{Vtense} about engineering from their families.
- In the past, Emirati women don't^{Vtense} think about engineering as a career for women.

WCH Word choice

- they can complete their high^{WChoice} studies.
- To recap, the both articles showed^{WChoice} some suggestions to increase the number of women in engineering.
- They also trend^{WChoice} to relationships with others.
- The survey was made^{WChoice} amongst women only.

WFO Word form

- there are a lot of facilities that make their studying^{WForm} lives easy.
- Engineering^{WForm} are coming up every day with new solutions.
- These subjects need more work and effort from the students if they are to success^{WForm} at them.
- Schools do not arrange lectures or programs to educate female students about the significant^{WForm} of engineering.
- Engineers have the power to make a different^{WForm}.
- There are noticed^{WForm} efforts to encourage and attract Emirati women to the engineering field.

WO Word order

- It will affect negatively life.^{WOrder}
- Parents can give girls the right idea about what is engineering^{WOrder}.
- These programs also can^{WOrder} increase faculty awareness.

??? **Meaning unclear**

- There is a lack of other women in the engineering fields which should allow young women seekers behind engineering to inform more about engineering [2]. *Meaning unclear*
- A way to solve the problem in a phenomenon way faculty decided 5 solutions. *Meaning unclear*

POSS **Possessive form needed**

- Most people say that women *Possessive form* work is to take care of their families.

SLP **Slip***

- They also think that women should work with ale *Slip* peers ...
- Many engineers with different majors come up wit *Slip* different solutions...
- Women are welling *Slip* to contribute ...

O/U **Word/phrase overused***

- People can not live alone in this world and they need each other and need support and encouraging and *Avoid overusing this word/phrase* their families ...

AWK **Awkwardly expressed***

- We can attract women also by linking the environmental problems with working as an engineer like in [1] said that *Awkward* ‘if you want to save the world, be an engineer’.

■ ANNOTATIONS INDICATING POSITIVE FEATURES

Content

✓GD **Good point or points**

- The socialization of women, faculty and peer support, and encouraging females at a young age to study engineering, may all help to increase the number of women in engineering. *Good point(s)*

✓EVD **Appropriate evidence provided for point or points***

- Women can be attracted to this job by the environmental angle in which an engineer is responsible to save and maintain the environment. [1] ... observes that 'the hope is the environmental angle will particularly appeal to women'. *Good evidence*

✓DTL **Appropriate detail provided***

(Used when the right amount of detailed information has been included)

Organization and style

✓SIGN **Well signposted***

- Now I will describe the most important issues which affect women in engineering. *Well signposted*
- There are several key issues that we have to focus on. The first one is attraction. *Well signposted*

✓ORG **Well organized paragraph or text***

(Used when the ideas presented are organized for readability)

✓SBH **Appropriate use of headings or subheadings***

(Used when headings have been included that successfully guide the reader)

Language

✓CAUT **Appropriate level of caution expressed***

- It appears to be the case that women and men learn differently from each other. *Appropriate level of caution expressed*

✓DEF **Appropriate definition***

- Engineering is applying knowledge of science to real life problems and issues; this is what an engineer does. *Appropriate definition*
- Engineering is the practical application of scientific knowledge to commerce or industry. *Appropriate definition*

✓ACA **Appropriate use of general academic word or phrase***

- Engineering may be defined as *Appropriate use of core academic word or phrase* the...
- ... the activity of applying scientific knowledge to *Appropriate use of core academic word or phrase* the...

► KEY–

► CHAPTER 1

A.3

- 1 High intermediate/modest user/partial command. (lines 7–9)
- 2 Reading, language, writing, research and study skills. (lines 26–27)
- 3 Results of an international research project. (line 30)
- 4 Tutors had to have taught in at least two different international contexts. (lines 36–37)
- 5 Articles from the literature on EAP. (line 73)
- 6 In Chapter 7. (line 75)
- 7 To enable students to be more effective. (line 99)
- 8 Because students will learn about EAP, study the language used in academic articles about EAP, develop reading, writing, researching and study skills, and then apply the language and skills to their own subject areas.
- 9 You would study eight different types of writing: an introduction; a newsletter article; a discussion paper; a book review; a book chapter; a journal article; a research report; conference proceedings paper.
- 10 It will encourage you to make your own notes and to keep your work organized.

CHAPTER 2

A.3

- 2 (1) to avoid failing their courses; (2) to get better grades; (3) because they like it. (lines 7–8)
- 3 They allow students to familiarize themselves with the new environment and facilities of the institution before their main courses start. The students learn strategies and skills that will enable them to succeed in the UK HE system. (lines 18–22)
- 4 Credit-bearing. (line 30)
- 5 Planning essays. (line 39)
- 6 It is the way in which most students' work is assessed. (lines 44–45)
- 7 Language that 'points the way' or indicates the direction of the writing.
- 8 If there is a problem with organizing, students 'will get a big red question mark' in their work. (lines 57–58) 'In my opinion'.
- 9 Higher education.
- 10 Students will need to develop a willingness to accept responsibility for their own learning so that they are able to learn independently using initiative and self-discipline. They will need to develop the ability to think logically and independently, to be reflective and critical, to analyse, to synthesize and to be creative. They will also need to develop the ability to use IT, to mount well-presented arguments, to solve problems and to work as a member of a team.
- 11 Published texts.
- 12 The amount involved.

CHAPTER 3

A.3

- 1 **Problems:** ‘developing an appropriate identity; becoming socially integrated into the university; attaining learning and generic skills and qualities such as critical thinking and intellectual rigour.’ (lines 3–5)
Solutions: the introduction of a one-week orientation course for arts students; the development of a first-year introductory subject to enhance academic and social integration, improve retention rates and improve academic success; the implementation of a mentoring or peer tutoring scheme to provide guidance and advice to first-year arts students; or adaptation of the existing first-year arts curriculum. (lines 8–13)
- 5 Moving from primary to high school; graduating; entering the workforce; getting married; the birth of a child; the death of a relative; moving house; emigrating, etc. (lines 50–57)
- 7 ‘alienated’ (line 66)

B.1

<p>Group A – 1 with respect to (line 32) in this respect with regard to (line 38) regarding as for as regards as far as ... is concerned</p>	<p>Group B – 3 such as (lines 49, 213) for example (lines 51, 235) one example of ... is (line 265) namely to illustrate</p>
<p>Group C – 7 as a result so hence thus consequently accordingly therefore (lines 122, 330)</p>	<p>Group D – 4 in other words that is (lines 71, 231)</p>
<p>Group E – 2 as well as (lines 4, 227) moreover furthermore besides in addition (line 244) additionally (lines 163, 256)</p>	<p>Group F – 5 on the other hand (line 191) while (line 179) whilst (lines 131, 183) whereas</p>
<p style="text-align: center;">Group G – 6 however (lines 65, 193) nonetheless nevertheless (line 75)</p>	

B.2

- 1 It is a list of academic words available on a website.
- 2 The Academic Word List was developed at the School of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand.
- 3 It was developed to help teachers and the students in tertiary level to become familiar with the most needed words for study.
- 4 Words excluded from the Academic Word List:
 - words occurring in the first 2000 words of English
 - narrow range words
 - proper nouns
 - Latin forms.
- 5 It includes 570 word families.
- 6 10 sublists.
- 7 To demonstrate that it is the most frequently used member of the family.
- 8 They are the most common words in the AWL.
- 9 According to several principles:
 - range
 - frequency
 - uniformity of frequency.
- 10 Arts, Commerce, Law, and Science.
- 11 Corpus contained journal articles, book chapters, course workbooks, laboratory manuals, and course notes.
- 12 3,500,000.
- 13 My own idea is to keep a print of the AWL in my portfolio to refer to each time I encounter a new word. This will help me in two ways. First to know whether the word is academic or not and second to know how common is the word.

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C.1

- 1 such as, that is
- 2 while
- 3 therefore
- 4 in addition to
- 5 however
- 6 for example
- 7 therefore
- 8 on the other hand
- 9 nevertheless

CHAPTER 4

C.1

1 - i

2 - k

3 - n

4 - d

5 - j

6 - f

7 - g

8 - l

9 - e

10 - h

11 - b

12 - g

13 - m

14 - c

15 - a

CHAPTER 5

B.3

Table 1

Paragraph	Word or phrase	Synonym
1	student	class member
1	program	course
1	composition	student paper assignment (paragraph 2)
2	faculty	teacher instructor (x 2)
2	demonstrate	show
6	discipline	field
17	skill	ability technique (x 2)
18	making	constructing
21	article	text readings (x 2)
21	understanding	comprehension
22	directed to	asked to
23	development of an individual viewpoint	(in paragraph 24) establish a perspective on

Table 2

Paragraph	Superordinate	Hyponyms
1	discipline	biology, psychology, sociology
6	field or discipline	Second language instruction
6	issues that dominate discussion	Communicative competence
6	manuscript	Tesol Quarterly
6	name	Krashen; Carrell; Zamel
10	discipline	Social sciences
10	subdisciplines	sociology behavioral psychology anthropology
12	a finished product	A scientific report
20	techniques	marginal notes, note taking, working journals, response statements, summarizing, paraphrasing, quoting
24	skills	reading, note-taking, summarizing, paraphrasing, quoting, evaluating, comparing, agreeing, disagreeing

D.2

Three in red do not fit:

- To synthesize ideas
- To report on research methods used
- To appraise critically
- To identify areas of controversy
- To identify questions for further research
- To make recommendations

- To identify the gaps in the research
- To avoid reinventing the wheel
- To present results
- To locate relevant ideas and methods
- To build on the platform of existing knowledge.

CHAPTER 6

A.2

- 1 (Paragraph 1) “Other studies attempted to ascertain teaching methods to overcome the problem of plagiarism in student writing.”
- 2 (Paragraph 2) “students had differing notions of plagiarism which ranged from considering copying text as a legitimate activity to plagiarism as a moral wrong.”
- 3 (Paragraph 3) “each form of rhetoric reflects the cultural traditions in which it is developed.”
- 4 (Paragraph 7) (the) “view that Western notions of plagiarism are merely one way of viewing the issue has received widespread support from other academics.”
- 5 (Paragraph 18) “but lack of intentional wrongdoing by the student means plagiarism is not present.”
- 6 (Paragraph 19) “These teachers characterize plagiarism as only deliberate or deceptive acts of copying.”
- 7 (Paragraph 22) “He believes that plagiarism can occur where ‘sloppy paraphrasing to verbatim transcription with no crediting of sources’ is evident.”
- 8 (Paragraph 22) “They believe a closer examination of intention may reveal that cases classified as plagiarism, may not, in fact, be so.”
- 9 (Paragraph 25) “The teachers interviewed in this study reflect the general division in the second language community over the issue of intention in plagiarism.”
- 10 (Paragraph 28) “All interviewees propose that ‘minor’ cases of plagiarism should be handled by individual staff, although there is no agreement on what constitutes a ‘minor’ act of plagiarism.”
- 11 (Paragraph 29) “Where staff consider that the system fails them, and are creating a sub-system of dealing with cases on their own, the university runs the risk of allegations of inequitable treatment of individual cases.”
- 12 (Paragraph 30) “teachers operate collaboratively in the preparation and delivery of academic writing preparation programs, they approach issues of plagiarism within those programs individually.”

B.2 Suggested answers

- 1 Research shows that students, staff and organisations have very different views of plagiarism.
- 2 Plagiarism is a cultural issue.
- 9 Plagiarism is a complex matter, and not simply a question of finding out whether text was copied or not by students without correct citation.
- 22 Students do not necessarily set out to copy another’s writing with the intention of deceiving. Instead it may arise through ignorance of, or lack of facility with, the conventions.
- 25 Second language researchers generally view plagiarism as a serious offence.
- 27 Some tutors believe that addressing cases of student plagiarism through the correct channels is not worth the effort involved.

- 28 Tutors generally agree that it is difficult to achieve a satisfactory result when taking cases of student plagiarism further, and that it is also difficult to determine which cases of plagiarism are more serious than others.
- 29 To improve the situation, it is essential for all involved to have confidence in the policies and procedures that are in place to address cases of suspected plagiarism. This requires dialogue between all parties concerned.

CHAPTER 7

B.3

False sentences are underlined and in red italicized font.

- 1 The passive voice can be useful when you do not know the agent (the agent is the person who performed the action you are writing about).
- 2 *When using the passive voice, you must mention the agent if you know who the agent is.*
- 3 It is possible to overuse the passive voice in academic writing.
- 4 The passive voice can be useful when it is not important for the reader to know who the agent is.
- 5 *Both transitive and intransitive verbs can occur in the passive voice.*
- 6 Mentioning the agent at the end of the sentence can be useful if you want to write about the agent in your next sentence.
- 7 Using the passive voice is not the only way of avoiding mention of the agent in your writing.
- 8 Using the passive voice can help your writing to seem more objective.
- 9 The passive voice can be useful if you want to emphasize what was done rather than who did it.
- 10 *The passive voice occurs more frequently in spoken English than in written English.*

E.1

The 'right' order is:

Outline

- 1 Study the assigned task or identify your own task/topic. Highlight key words/phrases.
- 2 Brainstorm ideas.
- 3 Search for relevant articles.
- 4 Annotate and make notes from relevant articles.
- 5 Using your notes and annotations, prepare an outline.
- 6 Consult with your tutor: ask him or her to answer any questions you have and to check your outline.
- 7 Give yourself a break for reflection (24 hours if at all possible).

First draft

- 8 Evaluate, proofread and improve your outline.
- 9 Write a first draft of the main body of your text, the introduction and the conclusion, in that order.
- 10 Give yourself a break for reflection (24 hours if at all possible).

Second draft

- 11 Evaluate, proofread and improve your first draft; prepare a second draft.
- 12 Read your second draft aloud to another student.
- 13 Evaluate and improve your work; prepare a third draft.
- 14 Give yourself a break for reflection (24 hours if at all possible).

Third draft

- 15 Agree upon a subset of marking annotations with another student. Exchange your third draft with another student and mark his or her work using your annotation subset.
- 16 Evaluate, proofread and improve your third draft.
- 17 Give yourself a break for reflection (24 hours if at all possible).

Fourth draft

- 18 Check that your writing addresses the task and make any small final improvements.
- 19 Check that your writing conforms to presentation standards (font, spacing, front cover, etc.).
- 20 Agree upon a subset of annotations from Appendix 1 which you would like him or her to use when marking your work.
- 21 Submit work to your tutor.

Final version

- 22 Improve your writing according to your tutor's feedback and annotations.
- 23 Compare your final version with your first draft. Notice where you made improvements.
- 24 Exchange your improved writing with another student and read his or her work.
- 25 Select one annotation that appeared frequently in your work and find out more about that area. Ask your tutor for advice here. Make a particular effort to avoid this problem in your next writing assignment.

CHAPTER 8

B.1

1 **Categorical statements**

- n) The object of an EAP course **is** to help overseas students...
- f) There **are** deeper issues underlying such practices.

2 **Modal Auxiliary Verbs ('may', 'might', etc.)**

- i) ... the impact a given article **might** have on thinking and research in the field.
- m) Reluctance by academic members of staff to discuss student plagiarism openly **may** contribute to the often untenable situations.

3 **Modal adjectives, adverbs or adverbial phrases (e.g. 'certain')**

- d) It is **probably** true that most EAP lecturers ...
- h) **Perhaps** the most important skill English teachers can engage students in is the complex ability to write from other texts.

4 **Evaluative adjectives and adverbs (e.g. 'fortunately'; 'regrettably')**

- g) It is **inevitably** the case that...
- b) However, the results suggested that this is **unfortunately**...

5 **Reporting phrases (e.g. 'claim'; 'is reported to have said')**

- a) Caroline Baillie, in her study of engineering students, **noted** that when left to themselves, students...
- c) In addition to information literacy, a lifelong learner, they **argued**, has an inquiring mind...

6 **Verbs of knowledge, prediction, evaluation (e.g. 'believe'; 'appear')**

- e) ... the social nature of reading and the importance of interaction do not **seem** to filter through the Upton text until Chapter 9.
- l) It **seems** that only the rare individual teacher can learn another discipline...

7 **Generic statements (e.g. 'it is commonly stated that...'; 'it is true that...')**

- k) From the comments of staff **it is clear that** little confidence exists in current university procedures and processes.
- j) The same phenomenon **holds true** in L2 writing instruction...

CHAPTER 9

A.2

Critical thinkers employ **all** of the skills listed.

A.3

The students

- 1 describe what they understand by ‘critical thinking’ in an academic context.
- 2 read and consider a working definition of the term ‘critical thinking’.
- 3 think of some examples of the kinds of questions that might be important to pursue, and discuss others provided by their tutor.
- 4 get into groups of four, and are assigned a topic.
- 5 brainstorm the topic.
- 6 read ‘critically’ four text extracts about the topic that represent different perspectives and source types.
- 7 write their paragraphs on overhead transparency sheets and present them to their class.
- 8 orally evaluate the perspectives of the four authors and the nature of the sources from which the extracts have been taken.
- 9 discuss why they preferred the arguments found in certain extracts over those in others.
- 10 read a sample response to the question.
- 11 discuss the importance of purpose and context in academic writing.

B.1

Agreement or disagreement

- (b) This is in accord with Smith (1999), who observes that ...
- (p) This observation is consistent with that of Kirby, who stated that ...
- (c) Benesch however, refutes the notion of...
- (k) This idea is contentious, however...

Certainty, doubt or qualification

- (d) These conclusions must be qualified by the understanding that...
- (j) The implications of these results are unambiguous.
- (h) These results need to be understood in light of the fact that...
- (i) A cautious interpretation of these results might lead us to conclude that...

Assumptions

- (l) The assumption appears to be that ...
- (m) This interpretation is based upon the unfounded belief that...
- (g) The author appears to assume that...
- (o) Implicit in this article is the view that...

Evaluations

- (f) The research was successful to the extent that it has enabled us to gain insight into...
- (n) However, the experiment failed to show that...
- (e) This investigation successfully highlights the need for...
- (a) The study had a number of limitations, however.

E.1

Verbs classified according to Bloom's taxonomy

1 **Knowledge of facts**

arrange, categorize, comment on, consider, define, enumerate, label, list, match, name, order, outline, relate, show, state.

2 **Comprehension**

clarify, classify, describe, discuss, explain, identify, indicate, locate, review, select, specify, suggest, summarize.

3 **Application**

demonstrate, exemplify, illustrate, interpret, solve.

4 **Analysis**

analyse, categorize, compare, contrast, critique, differentiate, distinguish, examine, justify.

5 **Synthesis**

arrange, construct, develop, formulate, propose.

6 **Evaluation**

appraise, argue, assess, compare, evaluate, predict, select, support.

CHAPTER 10

B.2

Show similarity

Likewise

Just as

Similarly

Indicate a sequence of events

Next

Then

Finally

Indicate events over time

Currently

Recently

Subsequently

Emphasize

In fact

Indeed

Of course

Describe place or position

Adjacent

Nearby

Beyond

Summarize or conclude

In conclusion

In brief

On the whole

C.2

- 1 University X introduced interactive whiteboards. The next cohort of students achieved better results in their English courses. Therefore, interactive whiteboards can help students to learn more effectively. (false cause)
- 2 Compared to students at our institution, students at University X graduate with higher GPAs. University X gives its students laptops when they register. We should do this too at our institution. (red herring)
- 3 If we don't stop using up our supply of oil and gas, we'll destroy the planet. (slippery slope)
- 4 We have only met her once but we can tell that she will be difficult to work with as part of a team. (hasty conclusion)
- 5 Our director supports teamwork. Therefore, because she is a highly-qualified and respected academic, all our courses should involve teamwork. (appeal to authority)
- 6 Final examinations should be abolished. Performance should be assessed by course work alone. 70% of students agree. (because everyone else does)
- 7 Writer X has written several articles about how first-year students need to improve their communication skills. But no one likes her, so we shouldn't pay any attention to what

she says. (Using the poor character of the person offering the evidence to discredit the evidence)

8 If you don't believe in God, then you must believe in evolution. (false dichotomy)

9 We concluded that Washington University library was the best, because it had better facilities and resources than the other two we evaluated. (begging the question)

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