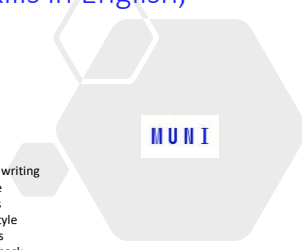## Slide 1

EMI Academic Skills in English, Writing Skills

English Skills for Higher Education Staff
Masaryk University Language Centre
Summer School, 18-22 July 2022
Tony Corballis, tony@corballis.com

MUNI

Todays objectives:
- ✓ Critical thinking for writing
- ✓ Academic discourse
- ✓ Constructing essays
- ✓ Academic writing style
- ✓ Referencing sources
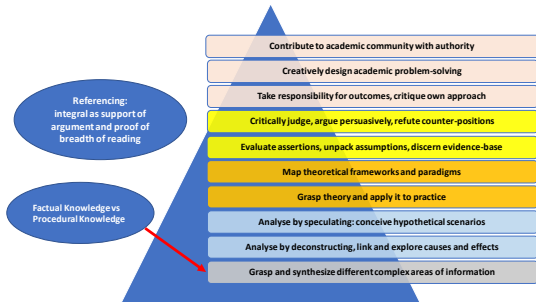- ✓ Assessing and feedback
- ✓ Editing work

1

Slide 2

Foundations for academic writing:
Critical Thinking

2

Slide 3

Typical typology for H.E. assessment: adapted from Blooms Taxonomy of Thinking

Referencing: integral as support of argument and proof of breadth of reading

Factual Knowledge vs Procedural Knowledge

- Contribute to academic community with authority
- Creatively design academic problem-solving
- Take responsibility for outcomes, critique own approach
- Critically judge, argue persuasively, refute counter-positions
- Evaluate assertions, unpack assumptions, discern evidence-base
- Map theoretical frameworks and paradigms
- Grasp theory and apply it to practice
- Analyse by speculating: conceive hypothetical scenarios
- Analyse by deconstructing, link and explore causes and effects
- Grasp and synthesize different complex areas of information

3

Slide 4

Barriers to critical thinking

Mistaking criticism with negativity
Mistaking information for understanding, reductive thinking, insufficient attention, disinterest
Past educational experience, teacher-centric methods, cultural values - avoiding critiquing experts
Lack of practical methods and strategies, lack of practice, lack of relevant meta-language

(Cottrell 2011, inter alia)

Failing to conceive of:
RHETORIC (thus objectives and bias),
PARADIGM (thus assumptions and perspective)
QUALITY OF THE LOGIC

How can we encourage awareness of these?

4

Slide 5

80+ (Distinction). A mark of 80+ will fulfil the following criteria: very significant ability to plan, organise and execute independently a research project or coursework assignment; very significant ability to evaluate literature and theory critically and make informed judgements; very high levels of creativity, originality and independence of thought; very significant ability to evaluate critically existing methodologies and suggest new approaches to current research or professional practice; very significant ability to analyse data critically; outstanding levels of accuracy, technical competence, organisation, expression.

70-79 (Distinction). A mark in the range 70-79 will fulfil the following criteria: significant ability to plan, organise and execute independently a research project or coursework assignment; clear evidence of wide and relevant reading, referencing and an engagement with the conceptual issues; capacity to develop a sophisticated and intelligent argument; rigorous use and a sophisticated understanding of relevant source materials, balancing appropriately between factual detail and key theoretical issues. Materials evaluated directly and their assumptions and arguments challenged and/or appraised; correct referencing; significant ability to analyse data critically; original thinking and a willingness to take risks.

60-69 (Merit). A mark in the 60-69 range will fulfil the following criteria: ability to plan, organise and execute independently a research project or coursework assignment; strong evidence of critical insight and thinking; a detailed understanding of the major factual and/or theoretical issues and directly engages with the relevant literature on the topic; clear evidence of planning and appropriate choice of sources and methodology with correct referencing; ability to analyse data critically; capacity to develop a focussed and clear argument and articulate clearly and convincingly a sustained train of logical thought.

50-59 (Pass). A mark in the range 50-59 will fulfil the following criteria: Ability to plan, organise and execute a research project or coursework assignment; a reasonable understanding of the major factual and/or theoretical issues involved; evidence of some knowledge of the literature with correct referencing; ability to analyse data; shows examples of a clear train of thought or argument; the text is introduced and concludes appropriately.

40-49 (Fail). A Fail will be awarded in cases in which there is: limited ability to plan, organise and execute a research project or coursework assignment; some awareness and understanding of the literature and of facts or theory, but with little development; limited ability to analyse data; incomplete referencing; limited ability to present a clear and coherent argument.

20-39 (Fail). A Fail will be awarded in cases in which there is: very limited ability to plan, organise and execute a research project or coursework assignment; fails to develop a coherent argument that relates to the research project or assignment; does not engage with the relevant literature or demonstrate a knowledge of the key issues; incomplete referencing; contains clear conceptual or factual errors or misunderstandings; only fragmentary evidence of critical thought or data analysis.

5

Slide 6

80+ (Distinction). A mark of 80+ will fulfil the following criteria: very significant ability to plan, organise and execute independently a research project or coursework assignment; very significant ability to evaluate literature and theory critically and make informed judgements; very high levels of creativity, originality and independence of thought; very significant ability to evaluate critically existing methodologies and suggest new approaches to current research or professional practice; very significant ability to analyse data critically; outstanding levels of accuracy, technical competence, organisation, expression.

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So, how can we help develop (and leverage for writing) the students' critical thinking

60-69 (Merit). A mark in the 60-69 range will fulfil the following criteria: ability to plan, organise and execute independently a research project or coursework assignment; strong evidence of critical insight and thinking; a detailed understanding of the major factual and/or theoretical issues and directly engages with the relevant literature on the topic; clear evidence of planning and appropriate choice of sources and methodology with correct referencing; ability to analyse data critically; capacity to develop a focussed and clear argument and articulate clearly and convincingly a sustained train of logical thought.

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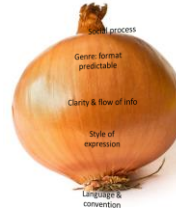
Basing everything in debate, e.g. "who might disagree, and why?" Writing is then just documenting the argument. Writing begins with critical thinking!

6

Slide 7

A starting point for academic writing:
Academic Discourse

7

Slide 8

Writing is an onion …

8

Slide 9

9

Slide 10

What is academic discourse?

Essays (descriptive → analytic → argumentative)
Reports, problem-solution reports, case studies
Research reports, lab reports, dissertations (and their parts)
Journal articles (research reports, critical reviews)
Reviews (critical, literary)
Technical journalism
Reflective writing
ESAP: legal, scientific, engineering, medical
Academic textbook chapters
Lectures

Text types → genre → discourse

The **arrangement** of ideas (structuring and idea development)

Each genre has its **text types** (parts) with associated language to show moves. What are they? **Attention can be usefully brought to these!**

Format-predictable … thus protocols on how to present research (and respond). Implicit rules: 'academic literacy', accessible and meaningful to 'academic cultures' and communities, who depend on subject (and thus epistemology shapes the genre)

10

Slide 11

Academic discourse:
What do all academic texts have in common?

Evidence-based (supported) claims
Criticality: ideas not just explained,
but examined and **contested**

Mostly implicit – how to make explicit for students to express in English. Ideas for practice?

11

Slide 12

Academic discourse:
What do they all have in common?

Style tends to be dry, precise (neutral and objective) BUT…

Academic **voice** and **referencing**
Concepts/theories central to 'discussion' (social process)
Writers and readers form communities so
Protocols for being collegial/adversarial , e.g. hedging

Implicit – how to make explicit for students to express in English. Ideas for practice?

12

Slide 13

Academic discourse:
What else do they have in common?

Drawing practical ←→ theoretical

Implicit – how to make explicit for students to express in English. Ideas for practice?

13

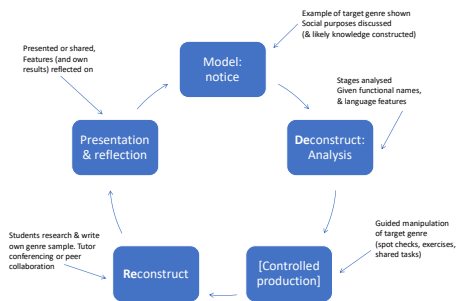## Slide 14

Genre as fundamental in language

Genre-based literacy (Halliday: Systemic-Functional Linguistics)

COMPARE focus (1970s) on sentence syntax, handwriting, spelling, grammar accuracy, punctuation, error correction and quality of isolated ideas.

⇕

WITH explicit teaching (1980/90s onwards) of genres such as recount/narrative, report, argument and discussion essay, procedures, processes, context description, etc.

14

Slide 15

Presented or shared, Features (and own results) reflected on

Example of target genre shown
Social purposes discussed
(& likely knowledge constructed)

Model: notice

Stages analysed
Given functional names,
& language features

Presentation & reflection

Deconstruct: Analysis

Students research & write own genre sample. Tutor conferencing or peer collaboration

Reconstruct

[Controlled production]

Guided manipulation of target genre (spot checks, exercises, shared tasks)

15

Slide 16

Considering techniques: Product approach or process approach?

Product Approach	Process Approach
Focus on the destination: final submission	Focus on the journey
May be one formative assessment (practice)	Informal, regular teacher feedback or input
Teacher gives formal feedback on both	At every stage or draft
	Also peer collaboration and negotiation
	Result is student-peer-teacher mediated effort

16

Slide 17

Genre: multi-media technology aiding in EMI

- o *Scaffolding all aspects of text from meaning to structure:*
- o colour coding for linguistic moves in the genre,
- o inserting bubbles, arrows, text boxes
- o flicking between similar slides to make things appear/disappear,
- o using animation in PPT,
- o eliciting from students and amending texts on-screen,
- o use of bold or italics, hyperlinking to sites, QR codes to send to sites,
- o collaborative writing and editing on shared documents

17

Slide 18

Mainstay of academic writing:
Constructing Essays

18

Argumentation

Logical **reasons** (deductive or inductive), objectivity, **evidence** to support
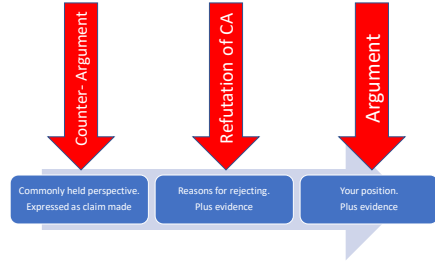
Quoting others with evidence already

And, most importantly, **refuting counter-argument**

• Take opposing arguments
• Then discredit them

Commonly held perspective. Expressed as claim made	Reasons for rejecting. Plus evidence	Your position. Plus evidence

19

Counter-argument

Counter-Argument	Refutation of CA	Argument
Commonly held perspective. Expressed as claim made	Reasons for rejecting. Plus evidence	Your position. Plus evidence

20

Showcasing language moves: counter-argument

'Miniaturized' example:

The monarchy certainly has no place in modern Britain as it is a categorically undemocratic institution, with the Queen unelected. Despite this fact, it is often argued that the Queen has no real power (Jones 1986). However, according Welsh and Bales (2004), Britain could go to war without even consulting the elected parliament (cited in Burns, 2009). Furthermore, while some would argue that the best democracies may be constitutional monarchies (e.g. Hereford 1999), the hereditary system is actively upheld by the monarchy and does not ensure individual merit; therefore it clearly goes against the democratic principle.

21

Showcasing language moves: counter-argument

'Miniaturized' example:

The monarchy **certainly** has no place in modern Britain as it is a **categorically** undemocratic institution, with the Queen unelected. **Despite** this fact, **it is often argued** that the Queen has no real power (Jones 1986). **However,** according Welsh and Bales (2004), Britain could go to war without even consulting the elected parliament (cited in Burns, 2009). Furthermore, while **some would argue** that the best democracies **may** be constitutional monarchies (e.g. Hereford 1999), the hereditary system is actively upheld by the monarchy and does not ensure individual merit; therefore it **clearly** goes against the democratic principle.

22

Showcasing counter-argument

It may have been observed that consecutive Australian governments have ostensibly lauded but patronised China, with opportunistic language like 'successful trading partner' and 'gold mine relations' frequently appearing in public and media rhetoric (Deans 2009). Indeed it appears to have been openly deemed by Canberra as little more than an exploitative relationship. In fact, the ongoing struggle for stronger US positioning by the Abbott government might have succeeded in sending signals to China in the first instance, and Indonesia in the second, that Australia remain the belligerent, non-inclusive, xenophobic, middle-power of the Asia-Pacific (Matthews 2012, p.34). As offensive as this may look, it has also conceivably allowed another negative message to be sent: unless a state overtly sides with the US, Australia will maintain a greater political distance.

Notwithstanding the damage to relations inherent in this, and conceding to the caveats outlined earlier, an alternative and less cynical perspective can also be gleaned from these gestures, if the following broader context is taken into consideration. …

Predict the DIRECTION this student will take next! Will she **defend** or **justify** Australia's gestures?

23

Showcasing counter-argument

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24

Writing introductions

- **Orientation to the topic**
  general topic or background
  show relevance or importance
  define or classify any terms
  explore previous literature
  raise a question or problem
- **Thesis or purpose**
  Spoiler! main argument/proposition to prove
  (descriptive essays just have purpose)
- **Outline**
  Previews essay structure/moves
- **Scope**
  Possible limits or special focus chosen

Showcase sample language in models
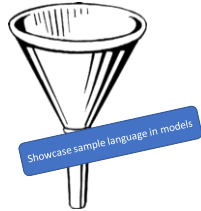
25

Testing your thesis statement

Does it offer a raw-form **answer** to the essay question?

Is it **challenge-able**? If it simply states facts, it's not a thesis.

Is it **specific** enough? If vague, it may not be a strong argument. Avoid words like 'good', 'enough' etc.

The "how and why?" test? If it provokes "how?" or "why?" it may be too open-ended.

The "so what?" test. Is it **important** or **relevant**? Does it link to my intended content?

26

Assessing 'strength' of a thesis statement: two samples

This essay will analyse the influence of Buddhist meditation techniques on Daoism in China during the Eastern Han to demonstrate its importance. It will be divided into three sections: the first will clarify the initial acceptance of Buddhism in China; the second will define the interaction between Buddhism and Daoism; and the third will determine the importance of Buddhist meditation techniques on Daoism during this period (25-220 CE).

The first section will analyse the debated European Union (EU) attitudes in dealing with migration and refugees, to show that it has not posed a concrete threat to national sovereignty. A brief evaluation of the political rhetoric and the inefficient development of EU policy will follow. In the second section, an alternative perspective will be offered to enable reflection on the challenges that migration struggles advance in contemporary political discourse, and how these could be usefully addressed.

27

Writing conclusions

- **Summary**
  Briefly outlines what the essay covered
- **Restating the thesis**
  Confirms your thesis, main logical conclusion

- **Justifying and/or applying**
- Sometimes, reference to relevant work
- Sometimes, limitations of the essay
- Final strong and general closure: identify any special relevant focus, implications (including speculation), or recommendations (for society, business, policy, or future research)

28

The risks to the health of national ec... practical labour market concerns ha... the need to protect and extend intel... rights. Industry scenarios and future p... clearly demonstrate this. This reflects deeper ethical issues regarding th... ...ing and maintaining of incentives for ... ...n and artists' rights to reven... ...lectual property legislation shou... ...cross all forms of broadcasting. In ... ...rke repor... this will be a particular... ...eting area o... the world continues to expand into ne...

FIRST: LOOK BACK!

THEN: CONCLUDE!

FINALLY: LOOK FORWARD!

29

Developing academic writing:
Academic Style

30

ACADEMIC ENGLISH - REGISTER: What is this?

Linguistic '**register**': 'appropriateness to purpose or social setting'
EAP teachers often simplify: **high(er) or low(er) register**

31

From the writer or student perspective, what is it?

CONCISE (usually!)
PRECISE (lexis)
NEUTRAL (seemingly)
FORMAL
SERIOUS

So, seven tendencies:

1. Remove redundancy, tighten syntax
2. Convert verbs to nouns (nominalise)
3. De-personalise (passive voice can help)
4. Choose precise (often Latinate) words
5. Use abstract nouns as synonyms
6. Use cautious language (modals, etc)
7. Distance yourself (reported speech, modals)

32

Step 1: Being Concise

"You can see there has been less research within education this year due to the fact that there really is a lack of public funding for it."
(27 words)

"Inadequate public funding has undermined educational research this year."
(9 words)

33

Step 1: Removing Redundancy

- postpone to a later date => postpone
- each individual person => each person
- divided into two equal halves =>
- really impossible =>
- absolutely perfect =>
- an extra added bonus =>
- reverted back to =>
- still in use today =>

34

Step 1: Tightening - manipulating syntax

- The riots are events which benchmark the discontent of the public youth with government austerity policies.

- The riots are events benchmarking the discontent of the public youth with government austerity policy.

- The riots, benchmarks of public youth discontent with government austerity policy, are ... ...

35

Step 2: Verbs → nouns

1. They will <u>consider</u> the issue at next week's meeting.
 Consideration will be given to the issue at next week's meeting.
2. They eventually <u>permitted</u> the site to be used ...
Permission was granted for ...
3. They did not <u>announce</u> the findings ...
The findings announcement was ...

36

6

Step 2: Verbs → Nouns

If the children are vaccinated, we will save so many lives. This also means that everyone will just generally live better.

Child vaccination programmes will cause reductions in mortality and assure greater quality of life.

37

Step 3: De-personalising

I believe that the entire work could have been executed that year. →
The entire work could have been executed that year.

If you consider the impact, you would never elect such an option. →
If the impact is considered, such an option would never be elected.

Banks and Wild pre-empted the debate with a critique on ..
Opponents have pre-empted the debate with critiques on ..
The debate was pre-empted through scholarly critiques on ..

e.g. elicit peer improvement of student sample

38

Or isolated examples? Replace the underlined phrases with nouns:

Many factors must be considered in explaining how fast the population has grown in the developing countries.
Menzel (1973) revealed they can convey where items are.
How big this group is varies in different centres.
The key issue is how much there was a significant threat to those supplies.
Yet, according to Harris (1997), he does not understand why he is going to be convicted.

39

Do lecturers need to explicitly treat/mention these features?

Presenting isolated from context, practising with exercises …
***versus** discovering within text, within subject, lexical field, genre?*

Arguments for isolating (more deductive):
• Optimum awareness through single focus – uncluttered learning objectives
• Autonomous learning: referring back to it when relevant
Arguments for allowing 'discovery' in-text (more inductive):
• Inextricably linked with meaning and 'life'
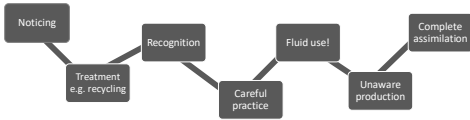• So more relevant and motivating for learner

40

Step 4: Choosing precise terms

"A lot of people think that the weather is getting worse. I think that they are quite right. Research tells us that we now get storms etc all the time." ☹

Latinate words tend to be more semantically precise, less general.

Best done as feedback to essay drafts by tutors?
Elicited in peer correction sessions?

41

go after	pursue, seek
go on	continue, persevere, persist,
make	construct, develop, create, generate
do	perform, undertake, act, execute
luckily	fortunately, auspiciously, favourably
need	require, necessitate
want	desire, aspire to, to be inclined towards
make up with	reconcile, accommodate, yield to
good thing	advantage, benefit, asset
get better	improve, advance, enhance, progress
good enough	satisfactory, adequate

42

Explicit or implicit? A continuum to explore

more conscious
Best 'noticed' in-context,
then 'treated' where possible ← ← ← ← → → → →
(noted, deconstructed forms,
verbalised, recycled)

more subconscious
Best achieved through
constant meaningful
exposure and immersion
- with genuine interest

Noticing → Treatment e.g. recycling → Recognition → Careful practice → Fluid use! → Unaware production → Complete assimilation

43

What lexis to give attention to?

Play about with synonymizing! (builds mental network of linked meaning)

literal ←→ metaphorical
informal spoken ←→ more formal written
loaded or emotive connotation ←→ no connotation

44

Literal	Metaphorical
someone wanting force or violence for solutions	hawk
someone wanting negotiation for solutions	dove
someone acting opportunistically without caring	vulture
implying terrific energy, fast-growing	tiger (economy)
white Anglo-Saxon protestant	WASP
a unexciting and older business with reliable revenue	cash cow
in market economies, the customer is correct, regardless	the customer is king
exemplar behaviour is better than simply making promises	actions speak louder than words
the more we postpone, the more costly it shall be	time is money
an intricately complicated but carefully balanced solution	a well-calibrated solution
dramatically fluctuating data	roller-coaster

45

Resources and wordlists for reference

Dictionaries and thesauruses
e.g. thesaurus.com

Averil Coxhead's Academic Word Lists (high v low frequency academic words)

Academic phrases and usage: Manchester University Academic Phrasebank

Corpora (linguistic): Lexchecker.org   just-the-word.com   wordandphrase.info
                      skell.sketchengine.eu   ludwig.guru

46

Step 5: Referring, cohesion & abstract nouns

As the world's largest manufacturing power, China's production of televisions and smartphones surpassed the **aforementioned** case country's output in 2012. **Such** an achievement now accounts for a fifth of global manufacturing. China's factories have produced so effectively that **they** have curbed inflation in many of **its** trading partners. Yet **this** era of may be drawing to a close, with **such** costs soaring, especially in the coastal provinces where factories have historically clustered. In **these** regions, land price increases and taxes contribute towards **this rise**. There are, however, two significant factors: environmental and safety regulations, and labour. While **the former** is gradual and in line with development goals nationwide, **the latter** is quite pronounced. Li (2014), analysing data from 200 Hong Kong-based manufacturers operating in the Pearl River Delta, highlights **this phenomenon** in reporting a 10% wage-rise on the previous year. Foxconn, a Taiwanese contract manufacturer that produces Apple's iPads in Shenzhen, put **theirs** up by 16-25% in the **same** year (Li 2015).

47

It is necessary to define Situational Theory and to explain Situational Theory. Situational Theory is an approach whereby the management style depends on the situation. The management style could vary from a directive management style with a less mature employee, to a guidance management style with a more mature employee, and so on. Management styles will be outlined here and compared to other leadership models. There are other leadership models which have been developed since Situational Theory. In summary then, the situation of the maturity of the employee affects the management style so that the leader can take the best management style course of action for the leader according to the situation.

48

It is necessary to define ~~Situational Theory~~ and ~~to~~ explain Situational Theory. ~~Situational~~ This theory is an approach whereby the management style depends on the situation. The ~~management~~ style could vary from a directive ~~management~~ one with a less mature employee to a guidance ~~management style~~ one with a more mature person and so on. These management styles will be outlined here and compared to other leadership models. There are other ~~leadership~~ such models which have been developed since Situational Theory. In summary then, the employee maturity affects the management style so that the leader can take the best ~~management style~~ course of action for themselves according to this situation.

49

The malnutrition in the rural population will not be addressed by the local government as the local government has not articulated that they acknowledge the malnutrition in the rural population.

50

The malnutrition in the rural population will not be addressed by the local government as the authorities have not articulated acknowledgement of the crisis.

51

Step 5: Abstract nouns

Approach, procedure, process, methodology
Shortcoming, problem, issue, challenge, difficulty, dilemma
Development, trend, change, progress, advance
Distinction, difference, comparison, contrast, disparity
Assumption, premise, basis, foundation, paradigm, principle
Description, outline, preview, overview, specification, plan
Recommendation, suggestion, proposal, opportunity, pitch

52

Usage

A **question** that needs to be asked is whether …
A serious weakness with this **argument**, however, is that …
One of the **limitations** is that it does not explain why…
One **criticism** of much of the literature on X is that …
The key problem with this **explanation** is that ….
The existing accounts fail to resolve the **contradiction** between …
However, there is an inconsistency with this **argument**.

Smith's argument relies heavily on **qualitative analysis** of …
It seems that Jones' use of this **framework** may be questionable.
One major **criticism** of Smith's work is that ….
Many writers have challenged Jones' **claim** on the grounds that …

53

Step 6: Caution

What is the *problem* with the following student claims?
To express love, females touch and care for others while males do so by providing for them.
Women focus on the journey in life but men think only about the destination.
The Chinese are a hard working people. The Dutch are candid pragmatists.

There is experimental work to show that a week or ten days **may** not be long enough and a fortnight to three weeks is **probably** the best theoretical period.
Conceivably, different forms, changing at different rates and showing contrasting combinations of characteristics, were present in different areas.
One possibility is that it is **likely to be** weaker than that produced by pre-exposure and thus is more **likely to be** susceptible to the effect of the long interval.
It appears to establish three categories: the first contains wordings **generally** agreed to be acceptable, the second wordings which **appear to** have been at some time problematic but are now acceptable, and the third wordings which remain inadmissible.

54

9

Slide 55

should would may	certain	always often	probably , possibly
might can could	absolute	sometimes usually	perhaps, maybe
must will	possible	frequently normally	absolutely
have to ought to	definite	generally as a rule	likely
seems to tends to	impossible	on the whole	clearly
appears that	extreme	occasionally	roughly
all every each	excessive	rarely seldom	certainly
no none any	intensely	hardly ever never	surely
most a majority (of)	unlikely	no doubt certainty	extremely
the (vast) majority	uncertain	possibility probability	totally
a great proportion of / a large number		likelihood	completely
many much some	most		definitely
a number (of) several	highest	Generally speaking,	undoubtedly
a minority (of) a few	least	In a manner of speaking,	presumably
a little few little		On the whole,	conceivably
		Put simply,	
		In general terms...	

55

Slide 56

Step 6: Caution – highlighting to raise awareness

Practise through identifying, raising awareness
- The secondary factors **tend to** exhibit this **more so than** the..

Practise through altering poor/inaccurate sentences
- Exploring space is a waste of valuable resources. (**is said to be**)
- Poor education leads to crime. (**is reported to be**)

Practise through discussing students' own work

56

Slide 57

Step 7: Distance – highlighting for awareness

It is clear that …
It is evident that …
… strong evidence to suggest …
There is a strong case that ..
The allegation is that …
It might be suggested that …
It is suggested that …
It might be claimed that ..
It can be / could be claimed that…
Jones (1999) has claimed that ..
Critics of this view may allege that…

There is, perhaps, some evidence that …
… is undoubtedly some truth in the idea..
In spite of the fact that …
It seems that …
It appears that …
It has often been observed that

Passive voice removes writer as participant
Reported speech
Modal verbs for caution
Sources – positioning as counter/distanced

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Slide 58

Step 7: Distance – eliciting on meaning

It has been reported that …
It may have been reported that …
It could be seen within this framework …
It can be seen within this framework …

Also, reporting verb semantics, choosing:

Allege, claim, suggest, deny, proclaim
State, declare, observe, note, report, describe

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Slide 59

Best practice for raising student awareness?

Correct or discuss their use of lexis, randomly and often, if you can? Keep it incidental and 'noticed'

Refer to language as street/spoken versus formal/written. Frame it as appropriateness.

Mention throughout courses and in essay feedback (or in a process approach if applicable)

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Slide 60

Authenticating academic writing:
Referencing Sources

60

Apart from *just understanding why*, looking for balance between:

1. Your own words to express your ideas and research
2. Other people's words/ideas to support your ideas (or be discredited)
3. Using 'metadiscourse' i.e. the language we use to refer to our writing

"The first of these two proposals is to be unpacked in greater detail…"
"The question arises as to how this finding should be dealt with."
"The inference that can be made from this will be …"
"It is necessary to illustrate this notion with a case study."
"The problem outlined in the above paragraphs will be …"

As arises incidentally
Voices in discourse community
Elicit understanding of why reference
Models to illustrate

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Calls for paraphrasing: demonstrate?

Overall sense of what is being said
Explain it to a 'sympathetic' listener.

⇕

Replace some words with synonyms.
Vary the grammatical structure.

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Reporting verbs

Stylistic variety, especially with seminal voices.
Be adventurous with reporting:

Models with reporting verbs highlighted – or mentioned as deconstructing texts?

state that	argue that	refer to it as
claim that	suggest that	pinpoint the issue by
define it as…	assert that	highlight several…
mention that	emphasise that	hold that
note that	point out that	believe
reported	explained	held the view
overturned assumptions that …		met some resistance in saying …
challenged the status quo by …		reached consensus with …
was of the Austrian school of thought …		raised the paradox in which …

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Referencing style: reasons for variety

Seminal thinkers often incorporated into sentence:
Smith (2009) triggered the debate by…

Incidental sources often in brackets:
There are four factors (Smith, 2009) that…

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Various researchers across a range of academic disciplines have discerned a rise of supra-territoriality in contemporary history without using that precise word. Already at mid-century, for example, the philosopher Heidegger proclaimed the advent of 'distancelessness' and an 'abolition of every possibility of remoteness' (1950: 165). Forty years later the geographer Harvey described 'processes that so revolutionize the objective qualities of space and time that we are forced to alter, sometimes in quite radical ways, how we represent the world to ourselves' (1989: 240). The sociologist Castells has distinguished 'a network society' in which a new 'space of flows' exists alongside the old 'space of places' (1989: 348; 1996). In the field of International Relations, Ruggie has written of a 'nonterritorial region' in contemporary world affairs (1993:172).

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The quality of academic writing:
Assessing & feedback

66

Methods of informal formative assessment

Check lists

e.g. word forms, format, spelling, tense, precise and expressive, etc
or key areas e.g. thesis, counter-argument, CA refuted, evidence, plagiarism,
summary, conclusion, coherence and linking, in-text referencing
– can be self-assessment or peer-assessment?

Verbal discussion, ad-hoc? Instant (process) or delayed (after submission)?
Incidental and alongside formative assessment on content?

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Giving feedback

1-1 tutorials
Recorded video or audio feedback (incl. in platforms like Turnitin)
Correction on paper
Comments inserted into documents
E-mail feedback (pasted proforma)
Peer-to-peer feedback from formas or shared work

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Refining academic writing:

Editing Skills

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Slide 71

STREET LANGUAGE	ACADEMIC LANGUAGE
More personal language and personal pronouns	More passive voice
Instructions (you should, you need to, they must, do it!)	More reported speech
Attempts to appear neutral and objective	The feeling that writer & reader are participants
Personal anecdotes	Attempts to appear relevant anywhere
More phrasal verbs	Fewer but clear verbs (causes, results in, is, leads to)
Contractions (can't, won't, they're, I'm)	Nominalising verbs/phrases into nouns / noun groups
Wider use of emotive language	Avoiding emotive language
Sayings and expressions	Quoting 'experts'
Sentences beginning with linkers (and, but)	No sentences beginning with linkers (and, but)
Occasional syntax and grammar errors	Syntactically accurate sentences
More precise words	More general words
More friendly sounding choice of words	Status-raising language (invoking authority)
'Street' neologisms (invented words)	Academic neologisms (invented words) only
Colloquial language and swear words	Abstract nouns

Which are on the wrong side of the table?

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Slide 72

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Which are on the wrong side of the table?

Opportunities for language deconstruction and improvement

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EMI Academic Skills in English, Writing Skills

English Skills for Higher Education Staff
Masaryk University Language Centre
 Summer School, 18-22 July 2022
Tony Corballis, tony@corballis.com

M U N I

Todays objectives:
- ✓ Critical thinking in academic writing
- ✓ Academic discourse
- ✓ Writing essays
- ✓ Academic writing style
- ✓ Referencing sources
- ✓ Assessing and feedback
- ✓ Editing work

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