# The development, implementation and evaluation of English for Academic Purposes (EAP) materials for a London University

By

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## Abstract

The materials used to teach academic writing on an English for Academic Purposes (EAP) course should consider the course assessments, the background, age and linguistic competence of the students, together with the pedagogic approach to academic writing most suited to the learners.

This academic year, first year undergraduate students studying EAP at the University of Westminster (UOW), London had to produce a discursive essay as their principal written assessment. The materials proposed for use did not address this essay type in sufficient detail. Therefore, after consideration had been given to principles of language acquisition and language learning, the current approaches used to teach academic writing and more specifically, the needs of the students, materials for a total of four voluntary sessions were developed which adopted the genre-informed approach to academic writing pedagogy (Tribble 2010, Tribble & Wingate forthcoming) and were implemented on a small group of seven students.

The materials aimed to help the learners write a successful discursive essay by supporting them until they gained ownership of the genre and text type in question. Three main stages were performed with this in mind: deconstruction, joint construction and independent construction of the genre (Rothery & Stenglin 1994). The materials also aimed to:

a) help the learners develop skills which they could then use in their own disciplines,
b) assist the learners in the development of their critical thinking and problem-solving skills,
c) encourage learners to become members of the specified discourse community and,
d) increase the confidence of the learners with regards general essay writing.

To evaluate the materials, two research questions were proposed to find out the ways in which the materials can be improved and the extent to which the materials helped the learners write discursive essays.

A mixed method approach underpinned the evaluation of the materials, enabling the results from one method to aid the development of the other (Dörnyei 2007). A set of two High-Scoring (HS) and two Low-Scoring (LS) draft and final essays were collected from students and, following each session, field-notes were written, whilst-use questionnaires were carried out, and, one week after the final session, post-use interviews took place with three of the participants. The data collected from each of these methods was analysed, with the deepest level of analysis being performed on the student essays, which were examined both manually and using the concordance software programme, AntConc (2011), to identify changes in the surface and lexical features, and also modifications to the themes or theme/rheme relationships within them. Having concurrently triangulated the data (Creswell et al 2002), the findings revealed that the materials can be improved by following more rigidly the principles of language acquisition and language teaching outlined and, that the materials had successfully helped the learners write their discursive essays, with the most significant changes coming from the two LS essays. The results of the evaluation indicate that the materials can be improved and that their use on an undergraduate EAP course can potentially benefit students.

# Contents

# Chapter 1: Introduction

## 1.1 Academic Writing

For more than half a century, the teaching of writing in an English for Academic Purposes (EAP) environment has been a key topic in applied linguistics (Hyland 2002). To date, there has been little agreement amongst linguists concerning the most effective way to teach academic writing and, as a result, numerous approaches have developed. Currently, some of the most commonly employed approaches in higher education are: General EAP (Leki & Carson 1994), Writing in the Disciplines (WID) (Monroe 2003), Academic Literacies (Lea & Street 1998) and genre-based approaches (Swales 1990; Hyland 2004). The approach used to teach academic writing needs to be chosen meticulously by the practitioner, considering the context and needs of the learners (Hyland 2002).

## 1.2 The context and student needs

At the University of Westminster (UOW), London, EAP04 is an elective module for first year undergraduate non-native students. During the academic year, which began in October 2011, there were a total of 284 students enrolled. The students were aged between 18 and 24, originated from an assortment of different countries and were studying a variety of disciplines. The most common disciplines were Business Management, Biomedical Sciences and Human and Health Sciences. Some of the enrolled students were accepted onto their undergraduate courses with an IELTS[1] score of 5.5[2] and others with a 7[3]. There were also students that had not taken the IELTS examination but had obtained other certificates in English, for example, the Cambridge First Certificate in English (FCE)[4] or the Cambridge Advanced in English (CAE)[5]. The module had a duration of 23 weeks and students were placed into classes

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[1] IELTS stands for International English Language Testing System. The test is used "to set the standard for English language testing today" (IELTS 2012). The Academic module of the IELTS examination is usually required by non-native English speakers if they intend to study a degree at undergraduate or postgraduate level (British Council 2012). Generally speaking, each faculty within a university sets their own IELTS requirements in line with the linguistic needs of the course.

[2] An IELTS score of 5.5 equates to level B2 of the Common European Framework (CEF) (University of Cambridge ESOL Examinations 2012).

[3] An IELTS score of 7 equates to level C1 of the CEF (University of Cambridge ESOL Examinations 2012).

[4] FCE is aligned with B2 of the CEF (University of Cambridge ESOL Examinations 2012).

[5] CAE is aligned with C1 of the CEF (University of Cambridge ESOL Examinations 2012).

according to their availability.  Consideration was not given to the linguistic level of the students or the core degree subject they were studying.

The EAP04 module comprises three assessments.  Assessment 1 is an 800 word discursive essay which counts for 40% of the total end of course mark.  A draft of the essay is submitted in Semester 1.  Students modify their essay in accordance to the general comments generated by their tutor, and submit the final essay in Semester 2, Week 6.  Assessment 2 is a 'Portfolio of evidence of learning' which constitutes 30% of the module mark and Assessment 3, which counts for 30%, is an 8 minute oral presentation, which the students prepare on a topic related to their discipline.

This academic year, instead of using an eclectic range of materials from EAP coursebooks, as has been the case in previous years, with the aim of gaining uniformity across the course, the materials were developed by the module leader.

## 1.3 The problems

Three problems were identified with the current module.  The first problem is that within each class there are students studying an array of disciplines and, thus, the module tutors (of which I am one) are forced to foster a General EAP approach.  As Hyland (2004:3) states, "disciplines are defined by their writing" and within each discipline, there are variations in norms and expectations.  Therefore, to gain understanding of the writing expectations of a specific academic discipline, one has to understand how knowledge in that discipline is stated, discussed and constructed (Wingate & Tribble 2012).  A consequence of using a mixed discipline approach is that students are not able to gain an understanding of the requirements of their own specific discipline.  A possible solution to this problem could be to offer academic writing instruction embedded into the learning of the discipline (See WID, Chapter 3.1) or to divide students on the module according to their discipline.  With both options, the classes could then focus, in detail, on gaining knowledge of the texts that are

common to the particular discipline.  Nonetheless, this, at the time of starting the research project was not possible at the institution in question[6].

The second problem is connected to the diverse linguistic abilities of the students in each class.  As mentioned, there are students with levels ranging from B2 to C1 of the CEF.  Therefore, there have been times, during the academic year, when linguistically competent students have shown frustration at having to collaborate with students of a lower ability.   Ideally, students could be placed into classes according to their level.  Unfortunately, although the institution is aware of this issue, this concern could not be dealt with during the last academic year[7].

The third problem is that the materials used on the module do not cater fully for the needs of the students.  Assessment 1 requires the students to write a discursive essay.  The newly developed materials do not, nevertheless, analyse this text type in depth.  The materials focus more on introductions (Week 3), summarising (Week 4) and referencing (Week 8), giving the lessons a study-skills approach to academic English.  The solution to this problem is to create materials that are exclusively relevant to the genuine needs of the learners (Tribble 2009).

For the purpose of this study, materials were developed for a total of four voluntary sessions.  The materials considered the needs and the context of the students, together with my principles of language acquisition and language teaching, and the genre-informed pedagogic framework currently used by Tribble (2010) and Wingate & Tribble (forthcoming).

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[6] Although since finishing the study, this is still not an option for EAP04, it is an option for PAE.  PAE is a module for non-native postgraduate students and has identical issues.  In October 2012, all of the Life Science non-native postgraduate students will be grouped into one class.  I will be involved in the re-development of the scheme of work and writing the materials.  I will work together with the Director of Postgraduate Studies for the School of Life Sciences and the PAE module leader to develop discipline specific materials.

[7] Even though this problem can still not be overcome on the EAP04 module, being aware of the issue has meant that students on the current pre-sessional courses, which started in July and August 2012, were placed into classes according to their IELTS scores.

## 1.4 Aim of the research

The primary aim of the study was to create materials that help learners write a successful discursive essay. To evaluate the materials, it was essential to investigate the extent to which the materials enhanced the discursive essay writing skills of the students in the study, thus, the main questions regarding the materials were:

1. To what extent do the materials help the learners write a discursive essay?

2. In what ways can the materials be improved?

Other aims included:

- helping learners develop skills which they can use in their own disciplines,
- assisting learners in the development of their critical thinking and problem-solving skills,
- encouraging learners to become members of the specified discourse community and,
- increasing the confidence of the learners with regards general essay writing.

A mixed-method approach was adopted to evaluate the materials which employed both qualitative (field-notes, post-use interviews, student essays) and quantitative (whilst-use questionnaires) data. A retrospective evaluation was performed using both impressionistic and empirical data (Ellis 1997) which involved both the teacher and learners in the evaluation. To reinforce the research design, 'methodological triangulation' (Denzin 1978 in Patton 1990), which uses different methods of data collection, and 'concurrent triangulation' (Creswell et al 2003), which uses the different methods to confirm and support the findings, were applied.

At this stage, it is important to note the limitations of the materials developed. The materials will have a limited lifespan as they are restricted to the context and needs of the students in questions (Barnard & Randall 1995). In subsequent years, the module will inevitably develop, and the 'discursive essay' may be replaced with a different essay type. It is hoped that once the materials have been developed, trialled and evaluated, they will be deemed successful, and will be used, until the essay type is changed on the current module, and on the summer 2012 pre-sessional course, which

follows almost the same syllabus and addresses the same text type for the written assessment.

## 1.5 Structure of the dissertation

This dissertation is divided into seven chapters. Chapter 2 will present the principles of language acquisition and teaching that were used to develop the materials. Chapter 3 will give an overview of the current approaches used to teach academic writing. It will detail why the genre-informed approach influenced the development of the materials. Chapter 4 will present and discuss four pedagogic techniques which were incorporated into the materials. Chapter 5 will give a detailed account of how the materials were evaluated. In Chapter 6, the results will be presented and discussed. Finally, in the concluding chapter, a summary of the study will be given, together with the conclusions, further research proposals and the limitations of the study.

# Chapter 2: Principles used to design materials

Many ELT authors depend on their intuitions when developing L2 language learning materials, and assume that effective presentation and relevant practice can lead to Second Language Acquisition (SLA) (Tomlinson 2003a). My position differs somewhat to that of many linguists, since, like Tomlinson (2010), I believe materials need to have a theoretical justification, and this should be based on principles of language learning and language teaching. In this chapter, I will give a brief overview of the literature that supports the principled development of materials. I will then introduce eight principles of language acquisition and three principles of language teaching that were used during the development of the materials.

There are countless linguists that favour a principled approach to the development of materials. Among these: Nunan (1988) lists six principles he believes should be considered; Jolly & Bolitho (1998) promote a framework which involves seven steps; and Tomlinson in 1998 proposed 15 principles which he maintained should be followed, which in 2010 he reduced to six.

Having compared the principles of both Nunan (1988) and Tomlinson (2010), it is evident that Nunan's six principles, although worded differently, are re-stated 22 years later, in Tomlinson's principles of language acquisition and language teaching (see Table 2.1). What this tells us is that, despite the fact that there have been new theories over the past 22 years relating to SLA and language teaching (see for example, the Input Hypothesis (Krashen 1982, 1985, 1998), the Interaction hypothesis (Long 1981, 1983), the Output Hypothesis (Swain 1995, 1998), and the socio-cultural theory (Lantolf 1994), to name just a few), the fundamental principles behind the design of materials, have remained predominantly the same.

**Table 2.1 A direct comparison of the language teaching and language acquisition principles outlined by Nunan (1988) and Tomlinson (2010)[8].**

| Nunan (1988) | Tomlinson (2010) |
|---|---|
| 1. Materials should be clearly linked to the curriculum they serve. | **Principle of language teaching No. 1**<br>• The content and methodology of the teaching should be consistent with the objectives of the course and should meet the needs and wants of the learners. |
| 2. Materials should be authentic in terms of text and task. | **Principle of language acquisition No. 1**<br>• A prerequisite for language acquisition is that the learners are exposed to a rich, meaningful, and comprehensible input of language in use. |
| 3. Materials should stimulate interaction. | **Principle of language acquisition No. 2**<br>• In order for the learners to maximize their exposure to language use, they need to be engaged both affectively and cognitively in language experience.<br>**Principle of language acquisition No. 6**<br>• Learners need opportunities to use language to try to achieve communicative purposes. |
| 4. Materials should encourage learners to focus on formal aspects of the language. | **Principle of language acquisition No. 5**<br>• Language learners can benefit from noticing salient features of the input. |
| 5. Materials should encourage learners to develop skills, and skills in learning. | **Principle of language teaching No. 2**<br>• The teaching should be designed to help learners to achieve language development and not just language acquisition.<br>**Principle of language teaching No. 3**<br>• The teaching should be designed so as to provide the learners with learning opportunities that will help them to develop educationally in the sense that they become more mature, more critically astute, more creative, more constructive, more collaborative, more capable, and more confident as a result of the course. |
| 6. Materials should encourage learners to apply their developing skills to the world beyond the classroom. | **Principle of language teaching No. 3**<br>• The teaching should be designed so as to provide the learners with learning opportunities that will help them to develop educationally in the sense that they become more mature, more critically astute, more creative, more constructive, more collaborative, more capable, and more confident as a result of the course. (This principle has already been used previously, but it also relates to Nunan's sixth principle).<br>**Principle of language teaching No. 4**<br>• The teacher needs to be able to personalize and localize the materials and to relate them in different ways to the needs, wants and learning-style preferences of individual learners. |

[8] Please note Tomlinson's principles are not in the order they were originally stated.

However, It is evident that two of Tomlinson's principles do not directly relate to Nunan's (see below). Tomlinson's additional principles seem to be rooted in recent SLA theories. For example, principle of language acquisition No. 3 seems influenced by the affective factor of language attitude, and the idea that the attitude the learner has towards the target language plays a positive or negative role in a student's success or lack of it (Mitchell & Myles 2004). Principle of language acquisition No. 4 stems from research started by Soklov in 1972 and investigated in depth by a number of linguists (see De Guerrero 1994; Cohen 1998, etc.) on the 'inner voice' and mental imaging employed with L1 language acquisition, which Tomlinson appears to believe can be taught to L2 learners.

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**Principle of language acquisition No. 3**

- Language learners who achieve positive affect are much more likely to achieve communicative competence than those who do not.

**Principle of language acquisition No. 4**

- L2 language learners can benefit from using those mental resources that they typically utilize when acquiring and using their L1.

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## 2.1 Principles of language acquisition and language learning

Having considered the principles of both Nunan (1998) and Tomlinson (2010), the context and needs of the students, I established the following principles. These principles were used to create the materials. They are based on my theories of language learning and teaching which derive from 25 years of being a language learner, 8 years of being an EFL teacher, and theories expressed by diverse linguists.

### i. Principles of language acquisition

1. **Language learners that are motivated by the subject, the teaching style employed, and the materials used, are more likely to acquire language than those that are not.**

In 2003, Masgoret and Gardner found there to be a strong relationship between student motivation and achievement. For example, the more motivated a student in a classroom setting, the higher his/her achievement. Levels of motivation can vary and

the reasons, according to Dörnyei (2002), can be attributed to: the language classroom, the language course (techniques and activities used), the school offering the class, and the language being targeted.  Crookes & Schmidt (1991) identified numerous areas where research found increased levels of motivation in students. The areas were: the teacher being enthusiastic at the start of the class about the content and aims of the lesson; ensuring the activities were related to the learning outcomes and that students were made aware of the relevance of each activity; considering the age and culture of the learners when choosing the topics for the lessons; and, finally, incorporating group work into each lesson, as it is believed that a collaborative group effort makes achievement easier.  These areas were all considered when developing and subsequently using the materials.

2. **Each language learner has their own style of learning and if the materials cater for an eclectic range of learning styles, a greater number of learners will benefit.**

In 1983, Gardner suggested a theory of Multiple Intelligences (MI) whereby he claimed there were seven types of intelligence: kinesthetic, musical, interpersonal, linguistic, logical-mathematical, intrapersonal and spatial.  Ten years later, in 1993, an eighth intelligence, 'naturalistic', was added.  According to Gardner (1983:28), everybody possesses "core abilities in each of the intelligences" but each individual has at least one that is more prominent.  Research carried out by Billington in 1990 found that intelligences are not inflexible, and they can develop with time, if learners are exposed to suitable materials and opportunities.  Therefore, if teachers are familiar with MI, and they apply their knowledge to the activities used in the classroom, they will enhance the learning potential of the students (Berman 1998).  In effect, language learning materials that cater for MI may be more successful, due to the strengths each learner will have in at least one of the different intelligences (Christison 1995).  The materials developed tried to accommodate a number of different intelligences[9].

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[9] For example, 'logical' was dealt with by asking students to notice patterns in the texts; 'intrapersonal' was dealt with by asking students how they felt about the Activities and so on.

**3. Once a student consciously notices a form in input, s/he can acquire it.**

Numerous linguists support the 'noticing' hypothesis (Schmidt & Frota 1986; Schmidt 1995; Fotos 1993; Skehan 1998) which states that if learners in a second language learning environment consciously notice a particular language feature or item in input, they are more likely to acquire it. In practice, Tomlinson (2010) believes that instead of directing the learners' attention to a particular item or feature and providing detailed information about its form or use, "it is much more powerful to help the learners (preferably in collaboration) to make discoveries for themselves" (ibid:93). When creating the materials, this principle was put into practice, by asking learners to discuss questions collaboratively about a particular language feature or item as it arose in each Activity/Exercise and, from the discussion, the students made their own inferences which were then confirmed or refuted.[10]

**4. If linguistic concepts like lexis, grammar, notions, etc. are recycled, they are more likely to be learned.**

The benefits of repeated exposure to linguistic items in different contexts have been portrayed by Bygate 1996; Lynch & Maclean 2000; Webb 2007 and Schmitt, N. 2008. Although there is disagreement about the precise number of repetitions needed for acquisition to occur, the overall consensus is that repetition and recycling linguistic features are extremely important. Schmitt, N. (2008:348) highlights this when referring to the learning of lexical items by stating "recycling is necessary, and if it is neglected, many partially learned words will be forgotten". Webb (2007) emphasizes Schmitt's point even further by presenting his research findings. He found that the number of words a learner gained correlated to the number of times the learner met the word in different contexts. For a materials developer, it is clear that new concepts need to be repeated in consecutive lessons[11].

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[10] Session 4 introduced students to the technique of 'Reformulation' (this will be discussed in Chapter 4) which relies on students noticing salient linguistic, structural and contextual differences between their own texts and that of the reformulator.

[11] Although this was difficult to carry out in only four sessions, one of the key Activities used in Session 1 which drew students' attention to the contextual and linguistic features of texts was recycled in Session 3.

**5.  The materials used should be authentic in text and rich in input.**

As a language teacher who follows the Communicative Language Teaching (CLT) approach to teaching, it can be said that my role is "to produce learners who are able to communicate effectively in the target language of a particular speech community" (Gilmore 2007:98).  Consequently, I need to consider carefully the materials I expose my students to in order to achieve this aim.

Authentic materials, which Nunan (1988:38) defines as "those which have been produced for purposes other than to teach language" are preferred by many linguists who follow CLT, as they expose learners to "rich" and "varied" input (Tomlinson 1998:13) and they are context specific which means they only demonstrate language that belongs to a particular speech community.  Little et al (1989) link their use to higher levels of motivation in students, as they bring the learners closer to the target language.   An additional advantage found by Gilmore (2007) was that students found them to be more interesting than those contrived for language learners.  He found the reason to be that, instead of highlighting a particular grammatical or lexical form, they have a communicative purpose.  It is for the reasons mentioned above, that authentic texts, which were rich in varied and uncontrived language, were incorporated into the materials for the L2 learners under consideration.

**6.  Materials that have communicative purpose and which stimulate interaction have a positive effect on language learning.**

Communication is a major part of our everyday lives (Breen 1980).  The act of communicating requires more than linguistic competence, it also demands communicative competence (Larsen-Freeman 2000).  Supporters of CLT, commonly believe that students learn more when they are given ample opportunities to practise the language (Littlewood 1981).  Therefore, creating materials that stimulate interaction amongst students and which promote genuine communication are imperative to language learning (Breen 1980; Nunan 1987; Larsen-Freeman 2000).  Larsen-Freeman (2000) also points out that students are often more motivated when they feel they are learning something useful with the language, and as we have seen in the Principle 1 of language acquisition, motivation can have a positive impact on

language acquisition.  During each session, students were asked to discuss topics and reflect on the purpose of each Activity[12].

7.  **Whilst a learner's discourse is under construction, it is essential the teacher provides continual support.**

Applebee & Langer (1983) maintain that the process of learning requires the steady internalization of procedures and routines which the learner has access to from the social and cultural context of their language learning.  To increase a learner's competence, a temporary support or 'scaffold' can be put into place.  The term 'scaffolding' refers to the "process in which a more knowledgeable (or expert) speaker helps a less knowledgeable (or novice) learner" (Lightbrown & Spada 2006:131).  This process has been used by a multitude of linguists.  In practice 'scaffolding' can be supporting a learner with a new task (Applebee & Langer 1983), simplifying the language for the less knowledgeable speaker (Ovando et al 2003) or helping a learner develop their interlanguage (Donato 1994).

With the aim of helping novice academic writers, Rothery & Stenglin (1994), proposed the 'Teaching-Learning Model' which includes three main steps to guide and support (scaffold) apprentice academic writers until they gain ownership of a particular genre/text type.  This model was used to develop the materials and will be discussed in depth in Chapter 3.

8.  **Corrective feedback is an essential part of language learning.**

Although there has been dispute over the past decade (See Ferris 1999; Truscott 2007) on the effectiveness of corrective feedback (CF) on L2 student writing errors, some recent studies value CF as an important language learning tool (Bitchener 2008; Sheen 2007).

CF is an ubiquitous pedagogical tool.  When students produce errors, teachers typically correct them either directly or indirectly.  As tutors, "The underlying assumption for giving feedback is that it will help learners to notice their errors and, subsequently, to

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[12] 'Time to reflect' questions were asked after each Activity.  The questions asked the students to discuss what they had learned and how they could use what they had learned in the future.

produce the correct forms" (Storch & Wigglesworth 2010:304).  With reference to the learners, Ferris (2002:4) claims they "need distinct and additional intervention from their writing teachers to make up their deficits and develop strategies for finding, correcting, and avoiding errors".

There is another debate amongst linguists on the most efficient CF technique.  The technique included into the materials for this study was the reformulation technique which it is believed "promotes learning because it induces noticing and noticing-the-gap" (Sheen 2010:170) (more information in 3.2).

## ii.    Principles of language teaching

The following principles of language teaching were adhered to during the development of the materials.

1. **The course syllabus and materials employed should relate directly to the needs of a particular group of students.**

In other words, a learner-centred approach to materials writing should be followed, whereby teachers thoroughly consider the desired outcomes of the course, together with the language difficulties of the target learners and their different learning styles and design the course syllabus and materials with these in mind (Jolly & Bolitho 1998). If the learners feel involved in the development of the syllabus and materials, they are more likely to perceive the course and materials as relevant (Nunan 1988), which will, in turn, enhance levels of motivation in the classroom (Gardner, R. 1985).

Even though the learners were not involved in the development of the syllabus, their needs were considered at every stage.  The learners were made aware, throughout each session, of the relevance of each Activity/Exercise[13].

2. **The teacher should react to his/her students and not stick to the material just because they think they have to.**

The idea behind incidental focus on form is that a variety of linguistic features can be focused on spontaneously during the context of meaning-focused instruction (Farrokhi & Gholami 2007).  It is believed that reacting to the linguistic needs of the learners

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[13] Again, the 'Time to Reflect' questions were incorporated for this reason.

gives them the opportunity to develop linguistic accuracy (Long & Robinson 1998). By focusing on form, learners are given the opportunity to notice linguistic items and also 'notice the gap' (Schmidt & Frota 1986) between the target language and their own language production.

3. **Learners should be given opportunities to develop educationally, for example, to develop their skills in critical thinking and problem-solving and to develop the ability to work collaboratively.**

The activities and exercises incorporated into pedagogic materials should help learners develop transferable skills, in other words, skills they can use in the outside world and in this context this means, in other modules/areas of study (Tomlinson 2010, Edge & Wharton 1998). Research carried out by Haigh & Kilmartin (1999) at Oxford Brookes University in the UK looked at student perceptions of transferable skills. They found that students place great importance on the type of transferable skills that university modules seek to enhance. The materials were written with this aim in mind.

This chapter has given detailed information regarding the principles used to develop the materials for the sessions.

# Chapter 3: Approaches to teaching Academic Writing

This chapter will give an overview of some of the most current approaches used to teach academic writing. It will detail why the genre-informed approach is most suitable for the students in this study.

## 3.1 Current approaches

### i.   General EAP

In General EAP, the focus is on the general linguistic and cognitive needs of non-native speakers of English in an academic setting (Benesch 2001; Leki & Carson 1994). EAP tutors are expected to help learners transfer skills they have in their L1 into English, ensure students gain new skills at the suitable level for the discipline they are studying, and also develop their language proficiency (Jordan 1997). According to Jordan (1997), this involves teaching learners general academic English register, how to develop a formal academic style, and study skills. The focus on study skills is prominent with many coursebooks devoting units to paraphrasing, summarising and referencing (see Oshima & Hogue 2006; Bailey 2011). It is hoped that what is taught and learned in General EAP classes will help non-native speakers with their writing across the curriculum (Leki & Carson 1994).

As seen in Chapter 1, the main issues with this approach are that students in a typical EAP classroom are becoming increasingly diverse. Often, in each class, there are learners studying different disciplines with a variety of linguistic backgrounds. Thus academic teaching staff are presented with the challenge of what to teach, and what level to use in class (Hyland 2006 & Jordan 1997). For this reason, students are seldom given the opportunity to understand how knowledge in their own discipline is "presented, debated and constructed" (Wingate & Tribble 2012:1), as a mixed discipline approach is fostered. Some students also become frustrated with their colleagues because of their superior or inferior linguistic level. Additionally, EAP courses normally follow predetermined coursebooks or materials, which focus on teaching study skills, and which do not necessarily engage the learners, as they do not cater fully for their needs (Tomlinson 2003b).

For the reasons mentioned above, and because this approach goes against my Principles 1[14] & 2[15] of language acquisitions, and my Principle 1 of language teaching[16], it was not contemplated when developing the materials that I used.

### ii.   Academic Literacies

Research reported by Lea & Street (1998) exposed the shortcomings of academic writing instruction at universities in the UK (Wingate & Tribble 2012) and, consequently, the linguists proposed a new framework.  The Academic Literacies framework, which is allied to New Literacies Studies (See Street 1984; Barton 1994; Baynham 1995), cultural anthropology, Systemic Functional Linguistics (SFL) and critical discourse analysis, views literacy from a cultural and social perspective.  It acknowledges that within higher education, there is not just one singular literacy practice, but several, as students find themselves in situations where they need to change both writing styles and genres from one setting to another (Lea & Street 1998). The framework drawn up considers the diverse writing practices that exist across higher education at degree level, and contemplates the issues students have with identity and power relationships, which are implanted in student writing practices.

While Academic Literacies has become an influential model in the UK, the framework has been criticised, as the findings are based on small scale case studies, and the main founders, Lea & Street, do not offer practical suggestions as to how it can be integrated into higher education (Wingate & Tribble 2012).  It would, for these reasons, have been impractical to use this approach in the current study.

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[14] 'Language learners that are motivated by the subject, the teaching style employed and the materials used, are more likely to acquire language than those that are not'.  (For more information see Chapter 2)

[15] 'Each language learner has their own style of learning and if the materials cater for an eclectic range of learning styles, a greater number of learners will benefit'. (For more information see Chapter 2)

[16] ''The course syllabus and materials employed should relate directly to the needs of a particular group of students'.  (For more information see Chapter 2)

### iii.  Writing in the Disciplines (WID)

Discipline-based writing instruction builds on the research carried out by Street in 1995 and Lea & Street in 1998 on Academic Literacies.  The idea behind the teaching of WID is that writing should be embedded into the degree programmes of the students studying in higher education as "all meaningful acts of writing are unavoidably complex negotiations with particular contexts, purposes, and audiences" (Monroe 2003:5).  In WID, the subject experts teach both non-native and native student the conventions of their discipline (Deane & O'Neill 2011).

WID is not without its drawbacks.  For example, the main problem is getting each discipline within a university to commit to this approach (Monroe 2003).  Then when a university is on board, often the lecturers find it difficult to find the time to focus on discipline specific conventions in conjunction with teaching the course (Deane & O'Neill 2011).

Even though WID addresses one of the problems mentioned in Chapter 1 and adheres to my principles of language acquisition and language teaching, it cannot be used at the UOW.  It would require all of the faculties in the university to join together.  This is something that would take time, effort and money and is not an option at present[17].

### iv.  Genre-based approaches

Genre-based approaches to academic writing have been used since the early 90's (see Swales 1990, Hyland 2004).  According to Hyland (2003), there are three schools of genre theory: The New Rhetoric approach, The English for Specific Purposes (ESP) approach and the SFL approach.  Genre theorists understand that people write texts to fulfil different purposes and in different contexts, and, thus, variations exist in the way language is used.  Genre-based pedagogies seek to provide learners with a contextual framework for writing, which gives an explicit understanding of why texts are written in a specific way, how they are structured, and also help learners recognise the lexico-patterns within (Hyland 2003).

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[17] This would also mean that the EAP tutors at the UOW would have to teach on different modules or would be in the situation where they would no longer be required.

Recently, Tribble (2010) & Tribble & Wingate (forthcoming) proposed a pedagogic approach founded on genre theory, which can be referred to as 'the genre-informed approach'. The approach aims to expand students' writing capacities by exploring the genres they are required to write at their level of education (Tribble & Wingate forthcoming). The approach is inspired by 'The Teaching – Learning Model' offered by Rothery & Stenglin (1994) in Martin (1998) and 'The Teaching-Learning Cycle' created by Feez (1998) (see below) where the goal for the apprentice writers "is explicitly oriented to both control of and a critical orientation to the discourse under consideration" (Martin 1998:130).

| | |
|---|---|
|  The Teaching-Learning Model (Rothery and Stenglin 1994 cited in Martin, 1998:131. |  The teaching-learning cycle (Feez 1998:28) |
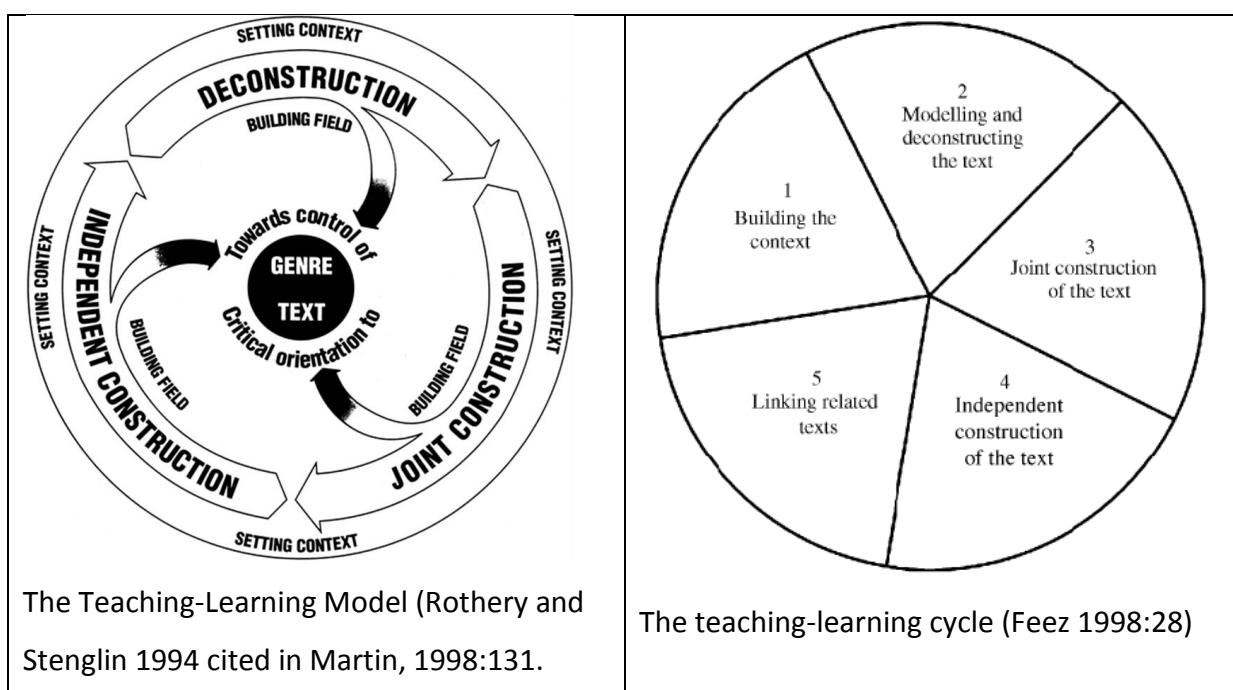
The first stage in the approach sees the 'deconstruction' of the genre/text type in question. This is performed by selecting model text(s) written in the specified genre, and focusing on the principal contextual and linguistic features. Tribble (2011) recommends a number of questions learners can be asked to make them consciously aware of the salient contextual features (see Figure 1). Then, to unpack the linguistic elements, Scott & Tribble (2006), promote the use of corpus tools to identify common lexical bundles and key words which can then be relayed to the learners. Tribble (2011) also calls on further pedagogical techniques, for example, lexical density, theme and rheme and reformulation. Finally, when students start demonstrating an

increased control of the genre/text type, the responsibility is shifted to the learners as they move onto stage two, which is 'joint construction' of the text, and finally stage three, 'independent construction'.

During the initial stages, the approach promotes the Vygotskian learning theory of scaffolding.  The teacher supports (scaffolds) the learners until they feel sufficiently competent to reconstruct the genre independently.  At this stage, the scaffolding is removed.

For some critics, the explicit teaching of genres is deemed neither necessary nor useful (Freedman 1993), whilst others maintain that genres should not be detached from their original contexts and taught in the classroom, because of their overriding complexity and diversity (Lave & Wenger 1991).  That said, learners need to be able to manipulate the genres they wish to use before they can exploit them (Hammond & Macken-Horarik 1999; Hyland 2003).  Genre-based pedagogies are a step in the right direction as through the collaborative deconstruction of the genre, learners develop the necessary knowledge and skills needed for independent control, and so, once these skills have been internalised, they can be transferred to other genres (Hyland 2003).

As this approach successfully tackles the two main problems identified in Chapter 1 and follows all of my principles of language acquisition and language teaching, it was used to create the materials.  The first problem concerning the fact that in the class there are students studying different disciplines can be dealt with by presenting the generic, instead of the subject specific linguistic features of discursive essays.  The second problem concerning the diverse linguistic levels within each class can be overcome by, during stage one, presenting learners with several techniques to use (these are presented in 4.1) and depending on individual differences, i.e. linguistic level, each learner can adopt their preferred tools.

This chapter has reviewed the current approaches to academic writing pedagogy and it has explained why the genre-informed approach was considered during the development of the materials.

## Chapter 4: The Materials

Having incorporated the genre-informed pedagogic framework into the design of the materials, four strategies were drawn on: contextual and linguistic analysis, theme and rheme and reformulation.  In this chapter, a brief description will be given of each of the techniques, paying more attention to reformulation and theme and rheme, which are the strategies that interest me the most.

## 4.1 Pedagogic strategies

### i.    Contextual and linguistic analysis

In Session 1 (see Appendix 1 for Session 1 materials) with the aim of making the learners consciously aware of the specific contextual features of discursive essays, once they had read a model discursive essay, they were asked various questions (see below for a few examples[18]).

**Figure 1 – questions to learners**

| | |
|---|---|
| c) What is the **communicative purpose** of this text? | |
| d) What is the **role of the writer** in this type of text? | |
| e) What is the **role of the reader** in this type of text? | |
| f) What **shared cultural values** might be required of writers and readers in this type of text? | |
| g) What **knowledge of other texts** may be required of writers and readers of this type of text? | |

---

[18] This Activity was adapted from class material written by Tribble (2011) for the EAP module on the MA in ELT and Applied Linguistics at King's College, London.

To draw attention to the typical linguistic features used in discursive essays, following the advice of Scott & Tribble (2006), an analysis of 70 discursive essays from the BAWE corpus was performed using the concordance software programme AntConc (2011). The results from the analysis were incorporated into the materials for Session 2 (see Appendix 2).

In this session, students were first introduced to the most frequent linking words (see below), and to make students aware of when and how they are typically used, they were directed to concordance lines made using AntConc[19]. After that, the students were asked to reproduce the linking words in context. The same process was carried out with the most frequent three-word clusters.

**Figure 2 – Instructions to learners**

---

### Activity 1: The language used in discursive essays

Using the concordance programme *Antconc*, I have identified the most frequent words and clusters of words used in a selection of 70 undergraduate discursive essays. In the first part of the lesson, we are going to examine the findings.

**1. From a collection of 70 undergraduate discursive essays, what do you think the 10 most frequent words were? Discuss with your partner and write your answers.**

_____

_____

_____

---

[19] The concordance lines represented the frequent linking words and three-word clusters in context and can be seen in Appendix 2.

21

**Figure 3 – Introduction to most frequent linking words[20]**

**Linking words**

**2. Here is a list of the most frequent linking words used in the discursive essays in order of frequency:**

1. However          (frequency 277 - average of 3.9 times per essay)

2. therefore        (frequency 153 – average of 2.2 times per essay)

3. however          (frequency 112 – average of 1.7 times per essay)

4. Although         (frequency 88 – average of 1.2 times per essay)

5. although         (frequency 86 – average of 1.2 times per essay)

6. Therefore        (frequency 67 – average of 0.9 times per essay)

7. Thus             (frequency 63 – average of 0.9 times per essay)

**With a partner, discuss the different uses of each linking word.**

**Figure 4 – Concordance task**

**4. Examine the concordance lines given to you by your teacher and answer the following question for each linking word.**

| Linking Word | What is the linking word typically proceeded by? | What is the linking word typically followed by? |
|---|---|---|
| However | *N/A as linking word starts the sentence* | *Comma + subject pronoun (I, it, etc)* |
| therefore |  |  |
| however |  |  |
| Although |  |  |

---

[20] Students were drawn attention to the fact that 'therefore', 'however' and 'although' are not just frequently used at the beginning of a sentence, and that they can be used in the middle of sentence to link ideas.  Many students were surprised by this as they had only ever used linking words like 'however' and 'although' at the start of a sentence.

### ii.    Lexical density

To be able to cope with academic writing assignments, L2 students need a background which is lexically rich (Spack 1984).  According to Engber (1995), one way of increasing the lexical richness of a text is by studying lexical density.   This term was first used by Halliday (1985b) to explain the difference between a written and spoken text.  Halliday (1985b:62) states "relative to each other written language is dense, spoken language is sparse".  The linguist offers two methods to discover a text's lexical density, and this study used the method where the total number of content words in the text is divided by the total number of clauses.  Usually, the lexical density score of written English is between 3 and 6 (Halliday 1985a), with the higher end of the spectrum being adopted by more formal levels of writing (Clerehan & Buchbinder 2006).

Although focusing on lexical density can improve a student's lexical richness, Engberg (1995) maintains that "the percentage of lexical words has little, if any relationship to quality" (1995:148).  In other words, by introducing students to this strategy, it is not expected that the students will improve their writing considerably.  What is hoped, is that they will think more cautiously about their choice of lexis and the correctness of lexical form which will, in turn, unquestionably have a positive effect on the reader.

Activity 2, below, was also used in Session 2, it was created with the aim of introducing the students to the concept of lexical density.  The Activity asks the learners to identify the number of clauses and content words in the given text[21].  Once done, the students are asked to work out the text's lexical density.  Following this, the students compare the lexical density of the leaflet with a spoken dialogue and a section from a discursive essay, and discuss the differences.

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[21] Although ELT authors are typically advised not to refer to alcohol in their materials (Macmillan Publishers Ltd 2010), in the context of the study, the topic was considered appropriate.

**Figure 5 – Introduction to lexical density**

## Activity 2: Lexical density

Written English is different from spoken English in that there is typically a much denser pattern of words. For example, written English often contains more 'content' words per clause than spoken English.

**Before we go any further....**

1. **What is a clause?**

_____

2. **Look at the extract from an information leaflet, how many clauses are there?**

# How much is too much?

It's important not to drink too much in a single day.

- **Men should not drink more than 4 units in any one day, and drinking 4 units or more a day every day increases the risk of harm;**

- **Women should not drink more than 3 units in a day, and drinking 3 units or more a day every day increases the risk of harm.**

**For more on units visit www.knowyourlimits.info**

(extract taken from 'Focus on alcohol: a guide to drinking and health' 2008)

### iii.    Theme and rheme

Halliday defines theme as "the starting point for the message: it is what the clause is going to be about" (1985a:39) and rheme as the rest of the message, in effect, where the theme is developed.  Characteristically, we find familiar or 'given' information in the theme, in other words, information that has been previously mentioned in the text or, that is familiar from the context, and unfamiliar information in the rheme (Halliday 1985a).

Failing to control theme and rheme structures is a common problem among non-native users of English (Bloor and Bloor 1992).  Research performed by Witt & Faigley (1981) found that once students had developed the ability to use theme and rheme, they were able to enhance the text's flow, cohesion and coherence.  As the marking criteria for the EAP04 module (see Appendix 26) awards higher scores to student writing which demonstrates enhanced cohesion and textual flow, this strategy was employed.

Eggins (2004), understanding that the communicative effect of a text's message depends on what is set to be the theme, suggests three strategies (the first two were used in the materials for Session 3 (see Appendix 3) and it is hoped the third will be used in the future) to help L2 students develop the themes in their written texts.  The first is 'theme re-iteration', which requires the writer to repeat the theme at stages throughout the text.  For example[22]:

|          | Theme              | Rheme                                                                                              |
|----------|--------------------|----------------------------------------------------------------------------------------------------|
| Clause 1 | Patients           | requesting cosmetic surgery are usually normal individuals, but with a heightened consciousness about their looks. |
| Clause 2 | A proportion of them | may seek advice on what, to them, seems an unsatisfactory appearance.                              |
| Clause 3 | They               | deserve the same professional approach and empathy as patients seeking help for clinical disorders. |

Extract taken from Hoeyberghs, J. L. (1999:514-515)

---

[22] Example taken from the materials developed for Session 3.

As we can see from the example above, 'patients' is the theme of the first sentence and variations of the theme, 'a proportion of them' and 'they', are reiterated in the subsequent sentences.  Eggins believes that "having the same participants made Theme on a **regular** basis provides the text with a clear focus" [emphasis added] (2004:303).

The second pattern, 'the zig-zag pattern', is when the rheme of one clause becomes the theme of the next.  Cohesion in this pattern is achieved by building on information that has recently been presented.  The text is given a sense of cumulative development which is something that perhaps the 'theme re-iteration' method does not proffer (Eggins 2004).

This can be observed in the following example[23]:

|  | Theme | Rheme |
|---|---|---|
| **Clause 1** | Sagging eyebrows and forehead creases | can be corrected through **keyhole incisions in the scalp**. |
| **Clause 2** | **This approach** | has become the standard for many surgeons, and insights into facial movement have enabled more functional surgery to be performed. |

Extracts taken from Hoeyberghs, J. L. (1999:514-515)

The third pattern, 'the multiple-Theme pattern' is where different pieces of information are introduced in the theme of one clause and which are then made theme in succeeding clauses.  Eggins (2004) believes this approach commonly supplies the fundamental organizing principle for a text.  See the diagram below.

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[23] Example taken from the materials developed for Session 3.
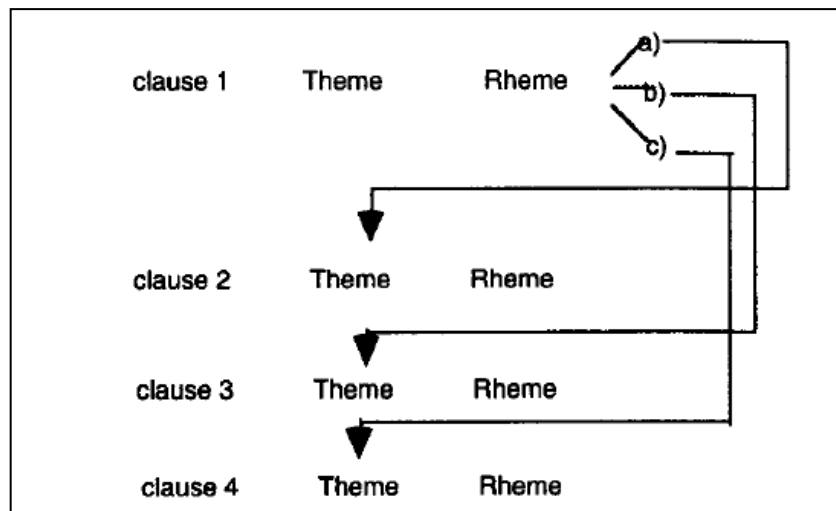
Eggins 2004:304

### iv.    Reformulation

Errors are frequently made by non-native writers of English.  In 1978, Levenston proposed 'reformulation', as an error-correction feedback technique.  The principal idea behind a reformulation is that a native speaker rewrites a student's essay, "preserving all the learner's ideas, making it sound as native like as possible" (Cohen 1983:6).  In 1988, Allwright et al proposed a multi-step reformulation process which was followed to develop the materials in this study.  An example of a reformulated text used in Session 4 can be seen below (see Appendix 5 for all of the materials used in Session 4).

**Figure 6 – A sample of the reformulation of a student's discursive essay[24]**

| Version 1 (original) | Version 2 (reformulation) |
|---|---|
| We live in a world where appearance is very important. Newspapers, television and advertising people underestimate the average self-promoting plastic surgery, expensive cosmetics and treatments to ensure eternal youth. It is no wonder that teens are obsessed with their appearance, and a lot of them are able to pass the most severe tortures just to look beautiful. In the UK the number of teens who have undergone plastic surgery, during the year increased by 150%. According to the President of the British Association of Aesthetic Plastic Surgeons, Douglas | We live in a world where appearance is very important. Newspapers, television and advertisements endlessly sell the benefits of plastic surgery, expensive cosmetics and treatments that promise eternal youth. It is no wonder that teens are obsessed with their appearance and many are willing to undergo painful procedures just to look beautiful. In the UK alone, the number of teens who have undergone plastic surgery this year has increased by 150% (Source). According to McGeorge (????) (the President of the British Association of Aesthetic Plastic Surgeons), this increase is not only due to a |

Numerous linguists (Cohen 1983; Allwright et al 1988; Johnson 1988; Ellis 1995) believe the reformulation tool can aid non-native learners improve their writing skills. From the class discussion that follows the reformulation, students reflect on and compare the original and reformulated versions, and each learner is guided to consciously notice the differences between the two texts and, more importantly, to notice the 'gaps' in his/her own interlanguage (Thornbury 1997). Regardless of linguistic level, the students are given the opportunity to take away their own ideas as to how their writing might be improved (Allwright et al 1998).

Attempts have been made to link the role of 'noticing' in second language learning to SLA (Schmidt & Frota 1986; Schmidt 1995). In 1986, for example, having monitored Richard Schmidt's language development in Portuguese, Schmidt & Frota concluded that an L2 learner will start to acquire a form "only if and when it is present in comprehended input and "noticed" in the normal sense of the word, that is,

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[24] Please note the reformulation was carried out by a reformulator who followed the 'Reformulation Guidelines' (See Appendix 4).

consciously" (1986:311).  The 'noticing' hypothesis has been adapted and supported by other linguists too namely: Ellis 1995; Fotos 1993 and Skehan 1998.  Ellis, for example, when talking about students performing language tasks, states "no noticing, no acquisition" (1995:89).

The idea of noticing has been challenged by a number of researchers.  Truscott, for example, states that "the hypothesis is not based on any rational theory of language" (1998:104).  In addition to this, there is the argument against using native speaker competence as a linguistic target.  Cook, commenting specifically on comparing the characteristics of native speakers with those of L2 users, likens the act to "comparing tomatoes and apples" (1999:195).  Rampton (1990) argues that if native-speaker competence is set as the target, then "the learner is left playing a game in which the goal-posts are being perpetually moved by people they cannot often challenge" (1990:199).  Nonetheless, numerous L2 users have the aspiration of becoming native L1 speakers.  Therefore, in these cases, the reformulation technique would be considered and is considered acceptable (Cook 1999).

This chapter has presented and discussed the four pedagogic strategies that were incorporated into the materials.

# Chapter 5: Evaluation of materials

This chapter will begin by justifying the methodological approach and the research design adopted. Following this, an overview and justification of the evaluation methods used will be given. Then, information will be provided about the participants, a few of the issues that arose during the study and how they were overcome. The chapter will conclude with a summary of the methods used to analyse the data.

## 5.1 Mixed method approach

A mixed method approach incorporates both quantitative and qualitative data in the same single empirical investigation (Dörnyei 2007). Due to the strengths of this approach, it is actively encouraged in the field of education (Moran-Ellis et al 2006). Firstly, the results from one method can aid the development of the other (Creswell 2002), as they can add depth to the research findings (Chapelle & Duff 2003). Secondly, each method can be utilized to provide insight into varying levels of analysis (Creswell 2002, Dörnyei 2007), which Chapelle & Duff (2003) and Dörnyei (2007) claim increases the reliability and credibility of the findings. It was for these reasons that a mixed method approach was adopted in this study.

## 5.2 Triangulating the data

Combining and comparing different data sources and/or using multiple data collection methods, to discover if they support one another, is referred to as 'data triangulation' (Silverman 2001). Many researchers namely: Patton (1990); Chapelle & Duff (2003) and Creswell (2002) argue, that by triangulating data you are enhancing the strength of the research design as "all methods of data collection have limitations [and therefore], the use of multiple methods can neutralize or cancel out some of the disadvantages of certain methods" (Creswell et al 2003:211).

In 1998, Freeman listed three ways in which research can be triangulated. Researchers can triangulate: (1) the data sources used, (2) the research or data collection methods and (3) the way in which data is analysed. Denzin (1978 in Patton 1990) elaborates on this and specifies the following four types of triangulation:

1. 'data triangulation' which involves the use of a selection of data sources,
2. 'investigator triangulation' which incorporates a number of researchers or evaluators,
3. 'theory triangulation' which employs several viewpoints to decipher a single data set and,
4. 'methodological triangulation' which utilizes various methods to investigate one research problem.

My research project used 'methodological triangulation' (Denzin 1978), as it employed various data collection methods to evaluate the materials developed. Then, when analysing the data, 'concurrent triangulation' (Creswell et al 2003) was carried out, which is when "a researcher uses two different methods in an attempt to confirm, cross-validate, or corroborate findings within a single study" (ibid 2003:229) (more information on this in 5.8).

## 5.3 Retrospective evaluation of materials

Retrospective evaluation is commonly used to evaluate classroom materials (Ellis 1997). It involves "observing and reflecting on one's thoughts, feelings, motives, reasoning process and mental states" (Nunan 1992:115). It can be employed to ascertain whether materials work, if the materials are worthwhile using in the future and the ways in which they could be altered to enhance their future effectiveness (Ellis 1997). As Nunan (1988:138) indicates, "it is crucially important to study the classroom and the interactions which occur within it because for the majority of learners, and also for many teachers, the classroom represents reality".

Retrospective evaluations can be performed impressionistically or empirically (Ellis 1997). Impressionistic retrospective evaluations involve a teacher measuring whether specific activities work by looking at the level of enthusiasm and degree of involvement of the students, whereas empirical retrospective evaluations incorporates how the students feel about the overall effectiveness of the teaching and materials utilized (ibid). In this study, both impressionistic and empirical retrospective evaluations were performed. The retrospective impressionistic evaluation employed field-notes and the retrospective empirical evaluation used whilst-use questionnaires and after-use interviews.

### i. Field-notes

When writing field-notes, the researcher observes what is going on and makes a record of the things observed and learned (Emerson et al 1995). While impressionistic retrospective evaluations have been criticised, in that the inferences made sometimes go further than the task, and the data can be considered subjective (Silverman 2001; Nunan 1992), it is important to involve the teachers in the evaluation process and this is highlighted by The British Association of Applied Linguistics (2006:10) who state that "Courses should be evaluated by both staff and students". By writing retrospective field-notes, I have included myself in the evaluation process.

The field-notes, which were written at the end of each voluntary session (See Appendices 6-9), recorded the students' reactions to each task, specific comments students made, the general mood of the class and areas or exercises that, as a teacher, I thought could enhance the materials.

### ii. Whilst-use questionnaires

Questionnaires are considered a versatile data collection method, as, from them, you are able to collect vast quantities of data rapidly (Dörnyei 2007; Nunan 1992). They can be used to discover the feelings and beliefs of the participants (Dörnyei 2007).

Whilst-use questionnaires can be used to assess the achievability of tasks, the practicality of the material, its general impact and its effectiveness in facilitating learning (Tomlinson 2003). Whilst-use evaluations have been criticised because they only really determine the short-term memory on learner performance, in other words, the immediate response of the learner to the materials, and they "cannot measure durable and effective learning because of the delayed effect of instruction" (Tomlinson 2003:24). For this reason, it is important to perform a post-use evaluation to confirm the findings of the whilst-use evaluation.

Both Dörnyei (2007) and Nunan (1992) agree that the items in questionnaires often fail to produce both reliable and valid data due to the manner in which they are constructed. Consequently, to increase the reliability and validity of the questionnaires used in my research, a number of rules outlined by Dörnyei (2007:108) were followed, with regards the wording of each item. I tried to:

- keep items short in length,

- avoid constructing questions in a negative way,

- maintain simple, non technical language,

- steer clear of loaded questions and,

- avoid asking two questions in one question.

Once I had constructed the questionnaires, I asked two work colleagues to check them and identify potential issues with wording. Later, I carried out a 'dress rehearsal' (Dörnyei 2007) on five students belonging to a similar target population (students from my own EAP04 class). From the 'dress rehearsal', it was clear that students had misunderstood certain items. Following this, I changed the wording of the items to avoid ambiguity. The altered questionnaires were given to students after each session (see Appendices 10-13).

### iii.    Post-use interviews

As researchers, we cannot observe everything and, therefore, interviews can be an effective means of investigating participant's "feelings, thoughts and intentions" (Patton 1990:278). Dörnyei (2007) claims that interviews are socially accepted and effective ways of collecting in-depth information on a wide range of topics. Nevertheless, when performing an interview, there can be the issue of 'social desirability bias', which is when the research subjects, wanting to present themselves in a positive light, give socially desirable responses rather than express their true feelings (Grimm 2010). However, as Cohen et al (2007) reveal, to overcome this issue, the responses from interviews can be compared with the findings of other data sources. This is effectively what is being done by concurrently triangulating the data.

Post-use evaluations are extremely valuable for evaluating teaching materials, and this is stressed by Tomlinson (2003) who claims that they can indicate both the short-term and long-term effects of the materials, in terms of their impact, achievability, motivation and application in the real world and can reveal how they relate to the proposed outcomes set by the writer.

Interviews can be performed using a structured or a semi-structured approach. A semi-structured approach was adopted in this research project. An interview guide was written (see Appendix 14) and pre-tested on two students[25]. From the dress rehearsal, it was evident the guide needed to be only slightly tweaked, and that it was my interview technique that needed modification. On more than one occasion, I found myself asking dichotomous questions, for example, 'did you enjoy ....?' and 'did you like ....?' which often only lead to 'yes' or a 'no' answers. Moreover, I discovered that when the question had been answered, I often failed to seek details of the underlying reason for the answer. As Patton (1990:297) points out "to be truly open-ended a question cannot be phrased as a 'dichotomy'" and the questions I had asked were not eliciting sufficiently rich data and needed to be altered. In the real interviews, I tried to change the questions to ensure they were truly open-ended[26].

Three students took part in the end of session one-on-one post-use voluntary interviews which lasted between twenty and thirty minutes. A recording device (an iPhone) was used which allowed me to attend closely to the interviewees (Patton 1990).

## 5.4 Response-based evaluation of materials

Response-based evaluations are used to assess the concrete outcomes of the materials and establish whether the materials match the predicted outcomes (Ellis 1997). According to Ellis (1997), it is frequently difficult to measure if the end result is a direct result from the materials used, or if it is from other external factors, for example, in our context, from other materials covered in the student's traditional EAP04 class or feedback given by tutors in different disciplines. Nonetheless, the information provided by such an evaluation is valuable in that it informs us of whether the task is accomplishing what it is aiming to achieve (ibid).

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[25] The two students that volunteered for the dress rehearsal were participants from the voluntary sessions.
[26] Unfortunately, however, in the post-use interviews, I still found myself asking dichotomous questions and this was apparent when I transcribed the interviews. This is an area that I still need to develop.

### i. Student essays

Two High-Scoring (HS) and two Low-Scoring (LS) EAP04 Assessment 1 draft essays and final draft essays were collected[27], analysed and compared, with the aim of carrying out a micro-evaluation of the effects of the specific tasks used namely: register, language, lexical density, theme & rheme, and reformulation.

## 5.5 Participants

Seven students took part in the voluntary sessions.  The participants (five females, two males) (see Table 5.1) came from a variety of L1 backgrounds.  Two were Latvian, one was Polish, one was German, one was from Portugal, one was from Brazil and one was from Iraq.  Six of the participants were between 18 and 24 years old and one student was 30 years old.  The participants were all undergoing the first year of their Undergraduate degree programmes.  Among them, two were studying for a BA in Biomedical Sciences, one a BA in Translation, one a BA in Business Management, one a BSC in Human & Medical Science, one a BA in Spanish and International Relations and one a BA in Business Management.  The majority had studied English as a foreign language for 9-12 years with the exception of one student who had studied English for seven years.  All of the students had the same teacher who used the materials developed by the module leader.

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[27] Please note these have not been included in the Appendix.  They can be made available to examiners, if needed.

**Table 5.1 Background Information of the Participants**

| Student | Gender | Age | Ethnic origin | Mother tongue | Degree Programme | Time studying English |
|---------|--------|-----|---------------|---------------|------------------|----------------------|
| S1 | Female | 21 | Germany | German | BA Translation | 11 years |
| S2 | Female | 19 | Latvia | Latvian | BA Business Management | 10 years |
| S3 | Female | 20 | Portugal | Portuguese | BSC Human & Medical Science | 9 years |
| S4 | Male | 30 | Brazil | Portuguese | BSC Biomedical Sciences | 7 years |
| S5 | Female | 19 | Iraq | Arabic | BSC Biomedical Sciences | 10 years |
| S6 | Female | 24 | Poland | Polish | BA Spanish & International Relations | 11 years |
| S7 | Male | 18 | Latvia | Latvian | BA Business Management | 12 years |

(Please note the names of the students have been withheld to assure confidentiality.)

The sample used in the empirical investigation was very similar to the target population. The typical age of the population is 22-24, and six out of the seven participants in the sample fell in this age range. The population comes from a range of countries and studies a range of disciplines, which is identical to the sample group. In terms of L2 linguistic ability, as with the population, the sample exhibited varying years of studying English as an L2. We can conclude, therefore, that the sample used was a subset that was representative of the whole population. Dörnyei (2007) considers representativeness fundamental, as it adds strength to conclusions especially when small groups, like the sample group in this study, have been utilized.

## 5.6 Issues

From planning the research to collecting the data, generic and ethical issues had to be dealt with, together with some matters that had to be managed in order to enhance the reliability and validity of the findings.  Here are a few of the most important issues with an explanation of how they were overcome:

***Student sign up***  As the sessions were set up on a voluntary basis, it was uncertain that there would be any students signing up.  To overcome this problem, it was important to provide students with accurate information and detail the benefits of the sessions (Dörnyei 2007).  I talked to a total of 46 students and explained the purpose of my research.  I listed the benefits of taking part and I asked those interested to provide me with their email addresses.  Following the guidelines issued by The British Association of Applied Linguistics (2006), an email was sent (see Appendix 16) to a total of 23 students, giving concise information about the nature, purpose and content of the research.  To create a suitable timetable for those interested, I asked the students to complete a short anonymous questionnaire which I created using Survey Monkey (2011).  A timetable was drawn, once I had received the availability of 10 students.

***Respecting participants & preserving confidentiality*** It is vital that when including human participants in research that they are treated with respect, and that their privacy, confidentiality and anonymity are guaranteed (Dörnyei 2007).  To fulfil these prerequisites, my research was carried out in accordance with the ethical guidelines issued by the Research Ethics Committee at King's College London (2011).  Firstly, participants were recruited voluntarily.  Then, prior to the research being carried out, the participants were informed about aspects of the research in both an email and on Information sheets provided (see Appendices 17 & 18).  At the beginning of Session 1, students were asked to sign consent forms[28].  Once the sessions had concluded, requests were made by email for students to participate voluntarily in post-use interviews.  Again Information Sheets (see Appendix 19) were given and signed consent was obtained from those that volunteered.

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[28] Please note I have retained the signed consent forms for the whilst-use questionnaires, post-use interviews and student work.  They can be made available to examiners, if necessary.

## 5.7 Stages of data collection

Data was collected over a 5 week period in 5 stages (See Table 5.2). Stage 1 saw the collection of field-notes, whilst-use questionnaires, and draft essays. During stages 2, 3 and 4, whilst-use questionnaires were gathered and field-notes written. During stage 5 of data collection, post-use interviews were performed and final essays were collected.

**Table 5.2 Stages of data collection**

| Stage 1 Week 1 | Stage 2 Week 2 | Stage 3 Week 3 | Stage 4 Week 4 | Stage 5 Week 5 |
|---|---|---|---|---|
| Whilst-use questionnaire (n=7) | Whilst-use questionnaire (n=4) | Whilst-use questionnaire (n=7) | Whilst-use questionnaire (n=6) | Post-use interviews (n=3) |
| Field-notes | Field-notes | Field-notes | Field-notes | |
| Student essays (draft) | | | | Student essays (final) |

(n equals number of students involved in the data collection process).

## 5.8 Methods used to analyse data

The methods used to analyse the data in the study were determined by the research questions.

**Field-notes** – Following the advice of Bodgan & Biklen (2002), the field-notes were written up and reflected on immediately. After each session, I noted changes I thought needed to be made in order to improve the materials. These changes were based on student reactions, my teaching experience and the observations that I had made during the session.

**Whilst-use questionnaires** – The open-items were analyzed qualitatively and the closed-items were collated and categorized. To confirm the reliability of the categories, inter-rater reliability checks were carried out by a separate analyst who also categorized the responses (Silverman 2001). The categories assigned by both

myself and the analyst were then compared and discussed, and final categories assigned[29].

**Post-use interviews** - The interview recordings were transcribed using the code supplied by Cooke (2011) (See Appendix 15 for transcriptions) summarized and analyzed qualitatively. Inter-rater reliability checks were performed using a separate analyst who examined the data according to an agreed set of categories.

**Student essays** – Following the advice of my supervisor, Dr. C. Tribble, the first 220-250 words of two HS and two LS Assessment 1 draft and final essay were analysed manually and then analysed again using the concordance software programme AntConc (2011). The results between the draft and final essays were compared to observe the ways in which the participant had progressed.

i.  **Triangulating the data**

Once the data had been analysed, two different methods were used in an attempt to corroborate the findings of the research questions.

**Table 5.3 An indication of how the research questions were concurrently triangulated.**

| Research question | Methods used to corroborate findings |
|---|---|
| **Research question one** To what extent do the materials help the learners write discursive essays? | Post-use interviews + student essays |
| **Research questions two** In what ways can the materials be improved? | Field-notes + whilst-use questionnaires |

This chapter has outlined and justified the methodological approach and research design of the current study. It has also described the four different methods used to evaluate the materials. In the next chapter, the findings of the two research questions will be demonstrated.

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[29] Please note I have retained the completed whilst-use questionnaires for Sessions 1-4. They can be made available to examiners, if necessary.

# Chapter 6: Results & Discussion

This chapter will begin by restating the two research questions presented in Chapter 1. It will then present the findings for each of the questions and discuss them before drawing a conclusion. Once the results have been given for each question, the data will be concurrently triangulated (Creswell et al 2003) and the results presented.

The two research questions were:

1. To what extent do the materials help the learners write a discursive essay?

2. In what ways can the materials be improved?

## 6.1 Research question one

To answer the first question, the results from post-use interviews, together with the findings from two HS and two LS student draft and final essays are presented.

### i.     Findings from post-use interviews

Three voluntary post-use interviews were conducted one week after the last session. The interviews were transcribed and the relevant responses to the first research question were summarized. The findings can be found in Table 6.1.

**Table 6.1 A summary of the responses given by the post-use interview participants**

| | How the materials are helping/have helped the student with the discursive essay | How the student now feels about their writing after the voluntary sessions |
|---|---|---|
| S1 | • Trying to use what learned to improve draft essay. | • Writing more academic and fluent.<br>• Uses things never thought about before e.g. lexical density.<br>• Understands importance of form, register and language.<br>• Analyses things more critically.<br>• Feels more confident.<br>• Learned transferable skills. |
| S2 | • Going to write final essay considering theme and rheme, lexical density, etc. | • Writing more coherent.<br>• Looks at work more critically.<br>• Feels really confident as has key to write good essay.<br>• More careful with sentence structure and word choices.<br>• Going to use skills learned to get better results. |
| S3[30] | • Realises what expected in high-scoring essay and how can improve own work.<br>• Better understanding of word 'discuss' and how to answer discursive essay. | • Writing flows better.<br>• Is more critical.<br>• Aware of how to structure paragraphs and link them.<br>• Aware of different genres and context specific vocabulary.<br>• Believes holds an advantage over those that didn't attend.<br>• More confident as she has tools to write good essay. |

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[30] S3 was unable to attend Voluntary Session 2.

Looking at the specific comments made by the interviewees relating to how the materials are helping them to write their discursive essays, S1 now considers the importance of the form, register and language of a discursive essay.

> Before, I didn't pay attention to, I was too focused on the, the actual context and not that much on the form and register of the essay and so that now that I'm paying attention to both things. I think it's [the final essay] definitely going to be better. (S1)

S2 comments on how since she has been working on her final essay, she has instantly seen improvements.

> Over this weekend, I started this essay and I feel like it is, I have improved. I started writing, writing [at a] different level. I have improved some structure of sentences, words used. I now realise that I used a lot of non-academic words and so now I concentrate more on this and structure. (S2)

S3 highlights that now she fully understands what the instruction word 'discuss' means and she is, as a result, now able to answer the essay question effectively.

> Now I know how to write an essay. I'm sure of that [...] I realise what means discuss an essay [...] now I know how to discuss [...] I think it will be like much more better essay comparing to the first one, the draft essay, it will be totally different because the first essay was not a discussion. (S3)

In response to research question 1, all of the interviewees appear to agree that the materials have successfully helped them in one way or another to write the final essay.

To probe further into the impact of the materials, additional comments made by the students are going to be discussed. Two out of the three interviewees, S1 & S3, believe they have expanded their awareness of different genres and understand that the register and language used in each genre alters accordingly. Interestingly, all of the interviewees feel more confident, with two participants, S1 & S2, noting specifically how they have improved the flow of their writing. All of the participants commented on how they now write more coherently and how they are able to analyse their own work critically. The most important benefit observed by all of the interviewees was that they believe they have learned skills they can use in their own subject areas.

At this stage, if we focus our attention on the secondary aims of the materials, which were outlined in Chapter 1, we can observe that the interviewees collectively mentioned them all.

**Table 6.2 A list of the secondary aims of the materials outlined in Chapter 1 together with a checklist of the participants that mentioned the aim in the interview.**

| Aims of materials | S1 | S2 | S3 |
|---|---|---|---|
| • to help learners develop skills which they can use in their own disciplines. | ✓ (2) | ✓ (2) | ✓ (3) |
| • to assist learners in the development of their critical thinking and problem-solving skills. | ✓ (1) | ✓ (1) | ✓ (3) |
| • to encourage learners to become members of the specified discourse community. | ✓ (1) | | ✓ (1) |
| • to increase the confidence of the learners with regards general essay writing. | ✓ (3) | ✓ (2) | ✓ (4) |

(Number in brackets equals the number of times the aim was mentioned during the interview).

These findings suggest that the materials have largely successfully fulfilled the secondary aims and give a positive reflection of the materials developed.  This, nevertheless, is only one data method.  The investigation is going to continue by looking at the findings from the student essays.

## ii.    Findings from student essays

A total of two HS and two LS draft and final essays[31] were compared and analysed both manually and using the concordance software programme AntConc (2012).  The analysis was performed in three stages: Stage 1 analysed the surface features (Appendix 20), Stage 2 the lexical features (Appendices 21 & 22) and Stage 3 was broken into three parts, whereby, Part 1 looked at the hyperThemes[32] and

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[31] Students on the EAP04 module submitted a draft essay for Assessment 1, in Semester 1, Week 10 and a final essay in Semester 2, week 6 (2 Weeks after the last Voluntary Session).

[32] A hyperTheme is a claim made about a topic typically at the beginning of a paragraph (making it very similar to a topic sentence).  It is followed by details/evidence to support the claim (Nesi & Gardner 2012)

hyperNews[33] (Appendix 23), Part 2 at the types of themes used (Appendix 24) and Part 3 the theme/rheme relationship (Appendix 25). The findings from the 3 stages of the analysis will now be shown.

**Stage 1 – the surface features**

In the final essay, all of the students used a greater variety of punctuation devices and three out of the four students[34] used a greater number of references. For example, LS2 used 22 commas in the draft essay and 54 in the final essay and HS2 used five quotations and nine paraphrases in the draft essay, and then six quotations and eleven paraphrases in the final essay.

Using accurate punctuation when writing is of importance because punctuation can convey meaning and help the reader comprehend precisely what the writer means (Oshima & Hogue 2006; Bailey 2011). Thus, all four final essays possibly had greater communicative achievement[35]. Using references can aid a student's work in that by using quotations or paraphrases a student can avoid plagiarism, increase the validity of his/her assignment and if a student references correctly, it can improve his/her overall mark (Neville 2007). As three out of four of the final essays supported more ideas, they will again possibly have a more positive effect on the mark awarded[36]. Only one final essay, LS2 had substantially more paragraphs than in the draft essay (1:5) (this will be discussed below).

**Stage 2 – the lexical features**

The most significant differences between the draft and final essays were that all of the students used a greater number of three-word clusters and three out of the four participants[37] gained slightly higher lexical density scores[38]. For instance, LS1 used

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[33] A hyperNews is a sentence which typically comes at the end of a paragraph, and which summarizes how the new evidence contributes to the developing argument (Nesi & Gardner 2012).

[34] This result does not include HS1.

[35] The students on the EAP04 module are marked for their communicative achievement, with higher marks awarded to students that "achieve communication with minimum or no effort on the part of the reader" (UOW Essay marking criteria 2011-2012). (See Appendix 26 for the complete UOW Essay marking criteria).

[36] The EAP04 marking criteria awards higher marks to essays that successfully integrate sources, adhere to formal conventions and support the main points from the text.

[37] This result does not include HS2.

three three-word clusters in the draft and five in the final essay, and LS2 in the draft had a lexical density score of 4.8 and 5.9 in the final essay.

The accurate use of cohesive devices can help link sequences within a text, develop the ideas of the writer, and make the overall intentions of the writer clear (Hedge 2005). Consequently, the students have perhaps improved the essay's flow and textual cohesion[39]. With regards to the higher lexical density scores achieved, as mentioned in Chapter 4, typically written texts scores between 3 and 6 (Halliday 1985a) with more formal writing scoring at the higher end of the spectrum (Clerehan & Buchbinder 2006). Thus, with the students scoring a mean score of 5.6 in the final essay, as opposed to 5.1 in the draft, it is clear that they are writing in a more formal style. Additionally, O'Loughlin (1995) believes that texts which use a higher number of lexical words, which is the case with three of the participants, and which have a higher lexical density score, can be seen to be more literate. That said, this is not always the case as having a lexical density score above 6 can have a negative effect on the reader, but fortunately this is not the case in this research project.

**Stage 3 –theme/rheme analysis**

An analysis of the hyperThemes and hyperNews shows no significant changes in the HS essays, but considerable differences in the LS essays. The LS essays seem to have improved the development of their discussions. For example, LS1 goes from using one paragraph in the main body of the draft to five in the final and although three of the paragraphs appear to be underdeveloped (see for example, P[40]3, 4 & 5), the evidence from the hyperThemes shows how the student intends to develop a logical discussion. Sadly, however, the claims made by the student lack evidence and the discussion is underdeveloped. In LS2, it is evident that in the draft essay, the student interpreted the essay as a problem-solution essay (see P2, S[41].5 where the student indicated 'ageing of the world' as the problem and P4, S1 'to avoid the crisis....' the solution). The hyperThemes in the final essay indicate that the student no longer sees the essay

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[38] This is not necessarily a positive change and will be discussed later in the chapter.
[39] The EAP04 mark scheme awards higher marks for essays that flow very well and which are cohesive.
[40] P = paragraph.
[41] S= sentence.

as a problem-solution essay, but as a discursive essay and for that reason, a discussion successfully takes place.

The focus on the types of themes used, demonstrated that all of the essays, except HS2 used an increased number of impersonal structures in the final essay in theme position, for example, 'it is clear' (HS1, S11), 'it is becoming' (LS1, S2), with the highest ratio being 0:3 which was found in LS1.  Interestingly, LS2 used two impersonal structures that were introduced during Session 4, for example, 'It is a subject of considerable debate...' (LS2, S2) and 'It is possible to state that...' (LS2, S26).  The number and variety of conjuncts in theme position also rose in each of the four essays.

As academic discourse tends to be more impersonal in style, employing a higher number of passive constructions, postnominal modifiers, impersonal structures and conjuncts than say, for example, non-academic discourse (Biber et al 2012), it could be said that the majority of students, having included additional impersonal structures and conjuncts in theme position, have made their essays more in line with academic expectations.

When investigating the theme-rheme relationships within a section[42] of each essay, all of the final essays had less 'new theme-rheme' patterns within the analysed sections.  As indicated by Alonso Belmonte & McCabe-Hidalgo (1998:25), having too many new themes in a text can be an indication that "the writer is not developing adequately any of the ideas introduced".  Therefore, it would appear that the participants are developing their ideas more successfully in the final essay.

The analysis so far indicates positive changes between the draft and final essay in many respects, with the LS essays benefitting most from the sessions and HS2 showing minimal or sometimes no changes in the final essay.  It is essential to corroborate these findings with those from the post-use interviews.

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[42] Please note that the same section of the draft and final essay was used to analyse the theme/rheme relationships as to work out the lexical density scores.  The whole text was now analysed.

The table below shows a comparison of the responses from the post-use interviews together with the evidence from the student's final essays.

**Table 6.3 A direct comparison of the comments from post-use interviews with the findings from the student essays.**

| Comments from post-use interviews | Findings from student essays |
|---|---|
| • Going to write final essay considering theme and rheme, lexical density, etc.<br>• Trying to use what learned to improve draft essay. | • Improved lexical density scores.<br>• More cohesive devices used.<br>• Greater variety of punctuation. |
| • Realises what expected in high-scoring essay + how can improve own work. | • Enhanced flow / communicative achievement in final essay. |
| • Better understanding of word 'discuss' and how to answer discursive essay. | • More references employed. |

The comparison shows that the comments from the post-use interviews are supported by the findings from the student essays.  It can be said, therefore, that the materials have had a positive impact in aiding the students write their discursive essays.  We cannot, however, determine the extent, as we are unaware of the impact of external factors.

## 6.2 Research question two

In order to find out how the materials can be improved, the findings from field-notes, and whilst-use questionnaires will now be presented.

### i.    Findings from field-notes

At the end of each session, the ways in which the materials could be improved were noted, based on the reactions of the students and my overall impressions.

**Table 6.4 A summary of the findings from Session 1.**

| Details of activity | Change needed | Reason for change |
|---|---|---|
| Activity 1: exercise 1 (table) | Examples beneath each question. | Most students left gaps for question c. and struggled with d. |
| Activity 2: exercise 1 | Examples beneath each question. | Students struggled to complete the table. |
| Activity 2: exercise 1 | An explanation of the word 'constraints' in brackets. | Two different students asked me to explain the meaning of the word. |
| Activity 3: exercise 1 (table) | Examples beneath questions a-e. | For the first question, 'How is the overall text organised?', one student wrote "very well". |

All of the changes indicated relate to Principle 7 of language acquisition[43] which highlights the importance of helping a learner whilst their discourse is under construction.  In this situation, an expert is required, in other words a teacher familiar with the materials, to assist the learner with the exercises (Applebee & Langer 1983) by providing clear examples for each question asked.

**Table 6.5 A summary of the findings from Session 2.**

| Details of activity | Change needed | Reason for change |
|---|---|---|
| Activity 1: Exercise 2 | Include more complex linking words | All the students knew when and how to use all of the linking words, except 'thus'. |
| Activity 1: Exercise 5 | In instructions, tell students to write only a sentence for the 'three- word clusters' they have not used before or do not know how to use. | Some of the students knew how to use some of the three-word clusters and so asking them to write a sentence using ones they already use would not be beneficial. |
| Activity 1: Exercise 5 | Change j, 'a result of' to '(as) a | One student noticed that 'a |

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[43] 'Whilst a learner's discourse is under construction, it is essential the teacher provides continual support'.  (For more information see Chapter 2)

| | result of' | result of' is in fact 'as a result of'. |
|---|---|---|
| Activity 2 | Add after Exercise 2, 'What is a content word?' And ask students to find examples in the leaflet. | The material did not address what a content word is. |
| Activity 2: Exercise 3 | Correct the lexical density scores for the model 'Spoken English' and 'Written English' texts. | I realised I had made a serious mistake with the lexical density scores of the model examples. **My mistakes were highlighted by a student.** |
| Activity 2: Exercise 5 | 'Information leaflet' should read 'slang dialogue'. | Typing error made. |
| Activity 2: Exercise 7 | Work out the lexical density scores of the students' work and have them ready to give to them once they have tried to work it out for themselves. | I didn't have time to check if the student had worked out their own lexical density scores correctly. |

From Session 2, it appears the materials could be improved by:

**1. Piloting the materials on a sample population.**

Piloting materials provides valuable insights into the material being piloted (Donovan 1998). From the pilot, you can "(a) determine the suitability of the overall scope, approach, level, organization, and progression of content and tasks; (b) reveal appropriateness (or inappropriateness), ease of use, and fit in different instructional settings; (c) expose inaccuracies in content and presentation" (Stoller et al 2006:176). Having piloted the materials from Session 2, it was apparent a few of the exercises were not pitched at the right level, for instance, Activity 1: Exercises 2 & 5. Furthermore, there were a number of inaccuracies in the content, for example, Activity 1: Exercise 5. Finally, the pilot revealed that an additional exercise needs to be inserted after Activity 2: Exercise 2 to introduce the learners to the meaning of a 'content' word.

## 2. Knowing what you teach.

During Session 2, I myself was uncertain of the exact definition of a 'content word'. This meant that the lexical density scores given on the handouts were incorrect. This mistake highlighted the importance of knowing your materials before you teach them. As soon as a student pointed out my mistakes, my level of confidence decreased and I became frustrated, which, in turn, had a negative effect on the motivation of the students (Crookes & Schmidt 1991). As levels of motivation are linked to SLA (see Principle of Language Acquisition 1 in Chapter 2), my incompetency possibly had a negative effect on the students.

**Table 6.6 A summary of the findings from Session 3.**

| Details of activity | Change needed | Reason for change |
|---|---|---|
| Activity 1: Exercise 1 | Examples beneath each question. | Exercise repeated from Session 1 (same comments apply) |
| Activity 2: Exercise 4 | Eliminate exercise | I felt it didn't really add anything. |
| Activity 4 | Give students a selection of essay titles to choose from. | The two male students were disinterested in the essay title. |

From the findings, it is evident that the materials from Session 3 could be improved by:

1. following Principle 7 of language acquisition, as this would ensure that the students in Activity 1: Exercise 1 were given examples after each question in the table,

2. piloting the material (which is what has been done) and from the pilot, it was clear that Activity 2: Exercise 4 did not add anything to the lesson and so can be eliminated,

3. considering Principle 1 of language acquisition that states that the more motivated a learner, the more likely they are to acquire language and,

4. taking into account the gender and interest of the class (Crookes & Schmidt 1991). For example, even though the topic of cosmetic surgery was of interest to both the

female and male members of the class, the essay title I proposed did not take into account the male class population.

**Table 6.7 A summary of the findings from Session 4.**

| Details of activity | Change needed | Reason for change |
|---|---|---|
| Activity 2 | Shorten the length of the model text. | After focusing on two paragraphs, the students were losing interest. |

Although Activity 2 in Session 4 can be improved by making the text shorter, it is important to note that during the Session, I followed Principle 2 of language teaching which emphasizes the importance of reacting to your students.  The students, after comparing the original with the reformulated version of two paragraphs, were anxious to see the reformulation of their own texts and for that reason I cut the exercise short and started the next exercise.

Now we have seen how I believe the materials can be improved, it is time to examine the learners' opinions.

### ii.    Findings from whilst-use questionnaires

Three items in the questionnaire aimed to investigate how the learners believed the materials could be improved.  The questions the students were asked were:

**Q1**.  Were there any activities that you did not find useful? If yes, please state which one/s and why.

**Q2**.  Were there any activities you did not enjoy? If yes, please state which one/s and why.

**Q3**.  Were there any activities that you feel could be improved? If yes, please state which one/s and how.

Q1 and Q2 are indirectly related to the research question but are considered of importance, as being motivated by the materials aids achievement (Masgoret and Gardener 2003, see Principle of language acquisition 1, Chapter 2).  For this reason, if

the majority of students answer negatively to these questions then changing the ones identified should be an option.

The results from the three questions will now be presented.

**Session 1**

A minority of participants, one out of seven, found an activity from the materials in Session 1 not useful whilst six participants claimed the opposite. The participant indicated the activity as Activity 1: Exercise 1 (examining the recipe structure). All of the participants claimed they had enjoyed all of the activities. Again a minority of respondents, one out of seven, indicated that Activity 2: Exercise 1 (the table) could be improved, but failed to give an indication of how. The lesson must have had, on the whole, a positive impact as only one student suggested that only Activity 2: Exercise 1 (the table) could be improved whilst the rest, (a total of six students) did not feel any activities could be improved. The results indicate that the first session was relatively successful amongst the participants.

**Session 2**

Of the four students that completed the questionnaire[44], two stated there were activities that they did not find useful. One of the participants found Activity 2: Exercises 1-6 on lexical density not useful but did not state why, and one claimed Activity 1: Exercises 2-4 on linking words were not useful but again did not state the reason. Half of the participants said that there were activities that they did not enjoy. One participant identified Activity 2: Exercises 1-6 on lexical density and he/she stated the reason was that there was too much time spent on the task and also because the activity was unclear. One student did not enjoy Activity 1: Exercises 2-4 on linking words because the linking words covered were too generic. Even though one of the respondents felt there were activities that could be improved, he/she did not indicate which one/s or in what way/s. It would be fair to assume that it could either be the exercises on lexical density or linking words. The results suggest that the activities on lexical density and linking words could be revised. Nevertheless, these findings are

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[44] Please note that Voluntary Session 2 received the lowest number of students n=4.

based on the responses of only two participants and so no conclusion should be made until the findings are compared with the findings from the field-notes.

**Session 3:**

A minority of participants, two out of seven, indicated that there were Activities they did not find useful. One of the subjects found Activity 1: Exercise 1 (the Activity on Contextual and Linguistic Analysis) not useful and one of the respondents found Activity 2: Exercise 1 (learning about different themes) not useful as the subject did not see its relevance. When asked about the Activities they did not enjoy, two said there were not any activities that they did not enjoy. One of the participants did not enjoy the Activity on contextual analysis because the student found it a bit boring[45], whilst two of the respondents did not enjoy re-writing the paragraph as one participant found it difficult and one found the Activity again 'a bit boring'. When asked if they felt any activities could be improved, none of the students responded positively. The results pinpointed four Activities/Exercises, from the two indirect questions, that could be improved and which are connected to motivational reasons. Nevertheless, only a minority, perhaps one or a maximum of two out of seven participants, identified each Activity/Exercise. For this reason, the results need to be compared with the findings from the field-notes.

**Session 4**

A small proportion of the participants, one out of six, felt there were activities that were not useful. The subject found Activity 2: Exercise 4 (grading the paragraphs according to the mark scheme) not useful, but failed to indicate why. Regarding the activities the subjects felt could be improved; a minority of participants, one out of six, identified the essay marking criteria. Please note that the marking criteria used in the session was generated by the UOW and did not form part of the materials developed. This comment will be removed from the research findings as it does not relate to the materials I have developed. In general, the findings indicate that the materials which focused on reformulation had a positive impact on the students which corroborate the

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[45] Please note the same Activity was used in Session 1. By recycling the Activity, I was following Principle 4 of language acquisition and I was hoping the students would internalize how to carry out a contextual and linguistic analysis of a text.

findings of Allwright et al (1988). Again as only one student out of six (the minority) found Activity 2: Exercise 4 not useful, it is important to confirm the findings with the field-notes.

A number of Activities and Exercises have been identified for improvement from Sessions 1-4, the next section attempts to compare the Activities/Exercises given in both the whilst-use questionnaires and the field-notes and to triangulate the data.

### iii.   Triangulation of data

**Table 6.8 A comparison of the changes identified by the field-notes and the questionnaires.**

| Change identified in field-notes | Change identified in questionnaires |
|---|---|
| **Session 1** | |
| Activity 1: Exercise 1 | Activity 1: Exercise 1 |
| Activity 2: Exercise 1 | |
| Activity 2: Exercise 1 | |
| Activity 3: Exercise 1 | |
| **Session 2** | |
| Activity 1: Exercises 2-4 | Activity 1: Exercises 2-4 |
| Activity 1: Exercise 5 | |
| Activity 1: Exercise 5 | |
| Activity 2 | |
| Activity 2: Exercise 3 | Activity 2: Exercises 1-6 |
| Activity 2: Exercise 5 | |
| Activity 2: Exercise 7 | |
| **Session 3** | |
| Activity 1: Exercise 1 | Activity 1: Exercise 1 |
| | Activity 2: Exercise 1[46] |
| Activity 2: Exercise 4 | |
| | Activity 3: Exercise 1[47] |
| Activity 4 | |
| **Session 4** | |
| Activity 2 (shorten text) | |
| | Activity 2: Exercise 4[48] |

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[46] Please note this Activity/Exercise was highlighted by one student out of seven.
[47] Please note this Activity/Exercise was highlighted by two students out of seven.
[48] Please note this Activity/Exercise was highlighted by one student out of six.

The comparison has revealed a total of four identical changes that should be made to the materials (which corresponds to 57% of the changes identified by the whilst-use questionnaires). If we take into account that the remaining Activities/Exercises highlighted in the questionnaires were only mentioned by one or two students out of a possible seven, then it is fair to say that the Activities/Exercises do not need to be modified. Looking at the additional 11 changes that I identified in the field-notes, as I have previously justified the additional 10 changes, these changes can be made accordingly.

## 6.3 Explanation of results

For research question one, the findings from the interviews were consistent with the findings from the student essays, revealing that the students had improved their discursive essay writing skills. Nonetheless, there are two important points to make:

1. The final essays were slightly longer in length with an average of +77 words. This could explain the increased number of punctuation devices, references and three-word clusters.

2. It is uncertain whether the materials were the sole reason for the positive change. The students may have been affected by outside influences, for example, the materials from their regular EAP classes, other module tutors, and so on.

This chapter has attempted to answer the two research questions by first analysing the results from the separate data methods and then, triangulating the data.

# Chapter 7: Conclusions

This chapter will begin with a brief overview of the preceding sections. It will then give a summary of the key findings from the study. Following this, it will explain the significance of the findings in terms of future use of the materials, as well as recommending areas for further research. To conclude, the limitations of the research will be presented.

The dissertation set out to develop, implement and evaluate EAP materials for a London University. The primary aim was to create materials that helped learners write a successful discursive essay.

The two main research questions were:

1. To what extent do the materials help the learners write a discursive essay?
2. In what ways can the materials be improved?

The secondary aims were:

a) to help learners develop skills which they could use in their own disciplines,
b) to assist learners in the development of their critical thinking and problem-solving skills,
c) to encourage learners to become members of the specified discourse community and,
d) to increase the confidence of the learners with regards general essay writing.

To develop the materials, the context, needs and current problems the students face were identified. Following this, my own principles of language acquisition and language teaching were determined, having considering those proposed by both Nunan (1988) and Tomlinson (2010). With my 8 principles of language acquisition and 3 principles of language teaching in mind, current theories of academic writing pedagogy were examined to determine the most suitable one for the group of learners in question.

The genre-informed approach to academic writing pedagogy suggested by Tribble (2010) and Tribble & Wingate (forthcoming) was deemed the most appropriate. The approach incorporates Rothery & Stenglin's three stages (1994) (Stage 1:

deconstruction of the genre Stage 2: joint construction of the genre and Stage 3: independent construction). Activities which aimed to deconstruct the genre, and which were included in the materials focused on the key contextual and linguistic features of model discursive essays, lexical density, theme and rheme and reformulation.

The evaluation of the materials employed a mixed method approach incorporating impressionistic and empirical retrospective evaluations which analysed field-notes, whilst-use questionnaires and post-use interviews, and a response-based evaluation which examined the draft and final versions of four student essays. The research was methodologically triangulated (Denzin 1978), as it employed various data collection methods and concurrently triangulated (Creswell et al 2003) as once each data source had been analysed, the results from post-use interviews and student essays were compared for research question one, and field-notes and whilst-use questionnaires were compared for research question two, to confirm the findings and thus reach a conclusion.

In response to the first research question, the findings from the interviews revealed that all of the three interviewees believed the materials had helped or were helping them to write the final version of their discursive essay. One of the participants found that she is now paying attention to the register, language and form. Another claimed she has instantly seen improvements in her final essay and the last participant maintained that she now understands the key word 'discuss'. Interestingly, the secondary aims of the materials (listed above) were also highlighted by the interviewees, with two out of the three participants, without being prompted, identifying each of the secondary aims during the course of the interview. These findings suggest that, in general, the materials have helped or are helping the students to write their discursive essays.

The findings from the interviews were supported with the results from the three stage analysis performed on two HS and two LS draft and final essays. The analysis indicated that all of the students had improved, not only some of the surface and lexical features of their essays, in that they had used a greater variety of punctuation devices and a

greater number of three-word clusters, but also the theme-rheme relationships, by using fewer new theme-rheme patterns, therefore indicating that they had more successfully developed their ideas (Alonso Belmonte & McCabe-Hidalgo 1998). One of the most significant findings that emerged, from the analysis on the hyperThemes and hyperNews of the essays, was that all the LS students had improved the development of the discussion in their essays. In general, the analysis on the student essays found that the LS students had made greater changes to their writing than the HS students.

The field-notes identified 15 ways in which the materials can be improved. As the materials developer, it became apparent that I had failed to follow some of my previously identified principles of language acquisition, for example Principles 2[49] and 7[50]. The analysis highlighted the importance of piloting material on a sample of the population and the significance of knowing what you teach. Reflecting back on the sessions, it was clear that, in Session 2, my lack of knowledge of the term 'content word' caused me confusion when explaining the main topic of the lesson and this had a direct impact on the students.

The student questionnaires did not identify as many changes that needed to be made to the materials. In fact, the participants collaboratively only identified seven changes, of which four were identical to those stated in the field-notes, confirming that at least four changes had to be made. As the remaining three changes were only acknowledged by a small minority of the participants, perhaps one or two students, the changes were considered, but, on the basis that they had been identified by only a few students, they were disregarded. However, the additional eleven changes that were noted in the field-notes were justified and these changes will be applied to the materials.

The results from the evaluation have shown that the materials can help learners write discursive essays. It is somewhat difficult to answer the first research question as we are unsure of the extent to which the materials exclusively helped the learners. There

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[49] Principle 2 of language acquisition states 'Each language learner has their own style of learning and if the materials cater for an eclectic range of learning styles, a greater number of learners will benefit'.
[50] Principle 7 of language acquisition states 'Whilst a learner's discourse is under construction, it is essential the teacher provides continual support'.

could have been external factors and these will be discussed below. Nonetheless, an indication of the positive evaluation of the materials is that a selection of the materials is now currently being used on the 6 week pre-sessional course at the UOW, and with a few modifications from members of staff, all of the materials are being incorporated into the scheme of work for the EAP04 module starting in October 2012.

## 7.1 Further research

Further research is essential in order to obtain results with enhanced validity and reliability.

Research that investigates the extent to which external factors such as the traditional EAP04 classes, which were carried out on a weekly basis at the same time as the voluntary sessions, and input from tutors from other courses, have exerted an influence on the students' discursive essay writing skills, would contribute to a fuller understanding of the impact of the materials.

A project that incorporates the same research design but on a larger sample group would be of value, because, as it stands, the present study is limited to a small number of participants and, for this reason, it is difficult to generalize the findings.

A mixed method approach which employs the field-notes (opinions) of not only the materials developer, but a range of EAP tutors, would make the results perhaps less subjective and more reliable and valid.

Another area where further research could be useful is already being carried out. The materials were developed for EAP students. However, pre-sessional students have similar needs and study in a comparable context. For this reason, the materials are currently being implemented with a total of ninety students using the new programme. It is going to be interesting to see whether similar results are obtained.

## 7.2 Limitations of research

There were two main limitations in the research project. Firstly, the study was limited by its duration (there were only four sessions). With an increased number of sessions, the impact of the materials might be greater. The second limitation relates to the size of the sample group. Only seven students participated in the research and this has

prevented me from making clear generalization about the role the materials have played on the participant's discursive essay writing skills.  Implementing the materials on a larger sample would certainly lead to more definite generalizations.  Still, the size of the population did not negate recognition that the materials had positively impacted the discursive writing skills and overall writing skills of the majority of the students.

**Word count: 14,989**

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# Appendices

## Appendix 1 – Voluntary Session 1 Materials

### Analysis of discursive essays

### Activity 1: Understanding different types of writing

1. Read texts A, B & C and complete the table.

**Text A**

## Method

1. Heat oven to 180C/160C fan/gas 4 and line a 12-hole muffin tin with cases. In a large mixing bowl beat together the butter, 175g of the sugar and the vanilla extract until light and fluffy. Beat in the whole egg, followed by the 4 yolks, before briefly beating in the flour, baking powder and milk until smooth. Divide two-thirds of the mix evenly between the cases, then top the centre of each with 1 tsp jam. Divide remaining cake mix over the top, using a wet finger to smooth it in place so no jam is visible. Bake for 18-22 mins until a skewer poked into the centre comes out clean. Wait until cool enough to handle, then transfer the cakes to a flat baking sheet.

2. Lower oven to 110C/90C fan/gas ¼. Using a large, clean bowl, beat the 4 egg whites until stiff, then continue whisking while you gradually add the remaining 175g sugar. Beat until thick and shiny, then fold in the coconut and use spoonfuls of the mixture to top each cake. Bake for 30-35 mins until the outside of the meringue is crisp, then cool before serving.

**Text B**

Bedrooms: 1  Receptions: 1  Bathrooms: 1

A spacious One Bedroom Ground Floor apartment located in a popular Oatlands Development. This property offers a large lounge with doors leading to balcony, kitchen, bathroom and large double bedroom. The property is well located to walk to Walton on Thames mainline station and to either Weybridge or Walton On Thames town centres.

*Entrance Hall * Living Room With Doors Leading To Balcony * Kitchen * Bathroom * Double Bedroom * Communal Gardens *

Unfurnished

Available 1ST December

**Text C**

It is a subject of considerable debate as to whether women are naturally programmed to be mothers and homemakers while men are natural breadwinners and protectors of the family. Some consider these to be gender stereotypes which are invalid in modern society. For the purpose of this assignment, 'natural' and 'naturally programmed' will be taken to mean biologically or genetically determined. The topic in question has raised considerable amounts of attention, essentially from advocates of women's rights because it implies a sexual segregation in the labour market. To date, in most western societies, the labour market exhibits a greater percentage of high status occupations being held by the male species. The reasons for these differences seem to be biological. That said, several statistics reveal an increase in the frequency of dual income families, which argues against the theory that biological differences lead to fixed gender roles. This essay will discuss if and to what extent differences in male and female behaviour and physical differences of the sexes lead to rigid 'natural' gender roles and whether these are essential for the functioning of families and societies. Firstly, we will examine the behaviour of men and women from a biological and cultural point of view. We will then consider the physical differences between men and women and examine the gender stereotypes that exist in today's society.

|  | Text A | Text B | Text C |
|---|---|---|---|
| a) What is the type of writing known as? How do you know? |  |  |  |
| b) Is there anything typically missing from this type of writing? |  |  |  |
| c) What register is used? |  |  |  |
| d) What type of language is used in the text? Give examples where possible. |  |  |  |

**Once you have completed the table, compare your answers with your partner.**

| Time to reflect |
|---|
| **Time to reflect**<br>1. What do you think the essay title is for Text C?<br>2. What are your opinions about the subject?<br>3. How would you expect the rest of the essay to be structured? |

## Activity 2: Understanding the context of different types of writing

**1. You are now going to contextually analyse either Text A or B. Your teacher will assign you a text.**

**With a partner, complete the following table.**

| | |
|---|---|
| a) What is the **name of this type of writing** of which this text is an example? Be specific. | |
| b) In what **social setting** is this kind of text typically produced? What **constraints** and **obligations** does this setting impose on writers and readers? | |
| c) What is the **communicative purpose** of this text? | |
| d) What is the **role of the writer** in this type of text? | |
| e) What is the **role of the reader** in this type of text? | |
| f) What **shared cultural values** might be required of writers and readers in this type of text? | |
| g) What **knowledge of other texts** may be required of writers and readers of this type of text? | |
| h) What **shared knowledge of formal text features** (conventions) is required to participate effectively into this type of text? | |

*Exercise adapted from class material written by Tribble (2011) on the MA in ELT and Applied Linguistics at King's College, London.*

**2. Your teacher is now going to give you the completed version of Text C. Skim read the text and on your own, complete the table.**

| | |
|---|---|
| a) What is the **name of this type of writing** of which this text is an example? Be specific. | |
| b) In what **social setting** is this kind of text typically produced? What **constraints** and **obligations** does this setting impose on writers and readers? | |
| c) What is the **communicative purpose** of this text? | |
| d) What is the **role of the writer** in this type of text? | |
| e) What is the **role of the reader** in this type of text? | |
| f) What **shared cultural values** might be required of writers and readers in this type of text? | |
| g) What **knowledge of other texts** may be required of writers and readers of this type of text? | |
| h) What **shared knowledge of formal text features** (conventions) is required to participate effectively into this type of text? | |

**When you finish, compare your answers with your partner.**

| |
|---|
| **Time to reflect** |
| 1. Are any of the texts we have analysed so far today of a similar genre to the text you have to write for Assignment 1? |
| 2. Before this session, had you considered the context of Assignment 1? |
| 3. Do you think this exercise will help you with Assignment 1? If yes, how? |

## Activity 3: Understanding the structure and language of a discursive essay

**1. We are now going to focus solely on Text C. Read the complete text and answer the following questions on your own.**

|  | **Text C** |
|---|---|
| a) How is the overall text organised? | |
| b) How are the paragraphs in the main body organised? | |
| c) What is the purpose of each of the paragraphs in the main body? | |
| d) Are there any patterns in the organisation of the main body paragraphs? | |
| e) Why are the main body paragraphs organised in this way? | |
| f) Are there any key words or phrases that are used to begin paragraphs/sentences? | |
| g) Pick one paragraph in the main body, does it contain more adjectives, verbs, nouns or adverbs? Why do you think this happens? | |
| h) What is the typical structure of the sentences in the text? | |

**Now discuss your answers with your partner.**

---

**Time to reflect**
1. Have you ever thought before about the structure or language used in a discursive essay?
2. Do you feel this exercise can help you improve your draft essay? If yes, how?
3. Is there anything else regarding the structure or language that you would like to know?

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## Homework

Think about how what you have discovered in today's lesson can help you with Assessment 1. Make changes to your draft essay accordingly.

## List of references

**Text A**. BBC Good food, 2012 [online] Available at: http://www.bbcgoodfood.com/recipes/470638/little-louise-cupcakes [Accessed 13th January 2012].

**Text B**. Martin Flashman & Company, 2012 [online] Available at: http://www.martinflashman.co.uk/property/2370211 [Accessed 13th January 2012].

**Text C**. Authentic student essay adapted for the purpose of this exercise (permission received from the student to use and adapt her essay).

**Text C (Complete essay)**[51]

**'Women are naturally programmed to be mothers and homemakers while men are natural breadwinners and protectors of the family'. Discuss.**

It is a subject of considerable debate as to whether women are naturally programmed to be mothers and homemakers while men are natural breadwinners and protectors of the family. Some consider these to be gender stereotypes which are invalid in modern society. For the purpose of this assignment, 'natural' and 'naturally programmed' will be taken to mean biologically or genetically determined. The topic has raised considerable amounts of attention, essentially from advocates of women's rights because it implies a sexual segregation in the labour market. To date, in most western societies, the labour market exhibits a greater percentage of high status occupations being held by the male species. The reasons for these differences seem to be biological. That said, several statistics reveal an increase in the frequency of dual income families, which argues against the theory that biological differences lead to fixed gender roles. This essay will discuss if and to what extent differences in male and female behaviour and physical differences of the sexes lead to rigid 'natural' gender roles and whether these are essential for the functioning of families and societies. Firstly, we will examine the behaviour of men and women from a biological and cultural point of view. We will then consider the physical differences between men and women and examine the gender stereotypes that exist in today's society.

According to most western societies, there are salient differences between the 'typical' behaviour of men and women. Giddens asserts that "men have biologically based tendencies towards aggression which women lack" (1993:311) and that men are usually involved in belligerent activities such as fighting wars and hunting wild animals. This can be accounted for by the 'hormone theory' which claims that testosterone, the male sex hormone, increases levels of aggressiveness (Giddens 1993). Likewise, the tradition of wooing females, which dates back centuries, encourages male on male rivalry and involves males trying to outwin other potential suitors and thus establish as high a position as possible in the hierarchy. Women, on the other hand are rather credited with possessing soft and caring characteristics. These details indicate that being competitive and aiming for the top is a male trait and is substantiated by the predominance in positions of power in society and in the labour market (Browne 1998).

In contrast to this, sociologists reject the biological separation of the sexes in the labour market and claim dissimilarities are culturally formed. They ascertain that the differences occur because of socialisation and that men and women are taught and therefore learn how to behave (Marsh 2005:270). In research which was first carried

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[51] This essay was handed out during Session 1.

out in 1972 and then repeated in 1991, Sharpe found "striking differences in attitudes to education, marriage and family life" (Sharpe 1994 in Marsh 2005:271). The latter study indicated a shift in women's values whereby women believed equality between men and women was progressively being attained and women were becoming increasingly independent when contrasted with previous years. According to Sharpe's study (1994), women are now more self-determined and secure than before and are proud to obtain their own income. Verifying this, recent statistics show a considerable increase in the frequency of dual income families. Considering these changes in values and women's opinions, gender roles cannot be fixed due to "the changing nature of society" (Marsh 2005: 271). We can conclude therefore, by stating that differences in behaviour are not innate and fixed, but are acquired and therefore are capable of change.

Nevertheless, there are many authors who argue that there are biologically determined differences, for instance, physical differences, which unavoidably lead to gender stereotypes. Men are credited with physical strength, dexterity, rationality and objectivity while women are often associated with traits considered inferior, such as empathy and warmth. These differences are reflected in the stereotype whereby "women nurture and men go out to work" (Haralambos and Holborn 1995:326). The most common explanation for these labels seems to be linked to history. Years ago, men were hunters and women stayed at the base camp because of physical restrictions of pregnancy and because they had to raise the children. These ancient traits could still be imprinted in our genes. The anthropologist George Peter Murdock (1949) concludes that these ancient traditions lead to the sexual division of labour out of practicality (in Haralambos and Holborn 1995). Nonetheless, this view is opposed by some anthropologists and sociologists.

Diverse ethnographic and archaeological evidence demonstrates that there are various exceptions to this pattern. Oakley (1974), for example, studied tribal groups that still today live a hunter-gatherer way of life and found that often there is no such division of labour based on sex (Oakley 1974 in Haralambos and Holborn 1995). By way of illustration, the Mbuti Pygmies, an indigenous tribe from the Congo region of Africa, still sustain themselves by hunting and gathering in the forests. Both sexes gather, forage, take part in hunting and take care of the children. Consequently, men and women essentially have equal power. Moreover, she claims that domestic work is quite physically demanding, for example, both men and women carry heavy cans filled with water and even children over great distances. This information contradicts the theory that men and women are predestined to do particular occupations due to physical differences (Oakley 1974 in Haralambos & Holborn 1995). From this evidence, it is clear that the sexual division of labour and society is culturally determined.

Many authors still insist that gender roles are necessary for families and society in general to function.  Haralambos and Holborn (1995:327) agree with Parsons that a "sexual division of labour is needed for the family to operate efficiently as a social system".  In contradiction to this, research has revealed that this notion is not tenable.  Many interesting studies have been carried out on women's employment, earnings and marital happiness.  They show that employed women are as happy as or even happier than unemployed married women.  Sociologists have also found that women are more distressed if they are 'only' housewives than if they are employed.  Furthermore, working mothers do not have a negative effect on children, since fathers usually have to work longer hours when mothers stay at home.  Thus, children get less parental attention than when mothers work.  Consequently, proving that gender roles are not crucial in today's society.

In conclusion, the theory that women are natural homemakers and man natural breadwinners and protectors proves untenable.  Physical differences, as well as differences in male and female behaviour do not lead to these fixed gender roles.  In addition, various statistics of divorces and marital happiness show that the 'traditional' gender roles are not "necessary for the functioning of the family unit" (Haralambos and Holborn 1995:328).  These gender roles are rather a remnant of outdated attitudes towards education and marriage and expectations of life.

**Word count: 1120**

**List of References**

Brown, K. (1998) *Divided Labours: An Evolutionary View of Women at Work*. London: Weidenfeld & Nicolson.

Giddens, A. (1993) *Sociology.* 2nd Edition. Cambridge: Polity Press.

Haralambos, M. & Holborn, M. (1995). *Sociology: Themes & Perspectives*. 4th Edition. London: Collins.

Marsh, I. (2005) *Sociology: Making sense of society*. 3rd Edition.  London: Longman.

## Further analysis of discursive essays

## Activity 1: The language used in discursive essays

Using the concordance programme *Antconc*, I have identified the most frequent words and clusters of words used in a selection of 70 undergraduate discursive essays. In the first part of the lesson, we are going to examine the findings.

**1. From a collection of 70 undergraduate discursive essays, what do you think the 10 most frequent words were? Discuss with your partner and write your answers.**

_____

_____

_____

## Linking words

**2. Here is a list of the most frequent <u>linking words</u> used in the discursive essays in order of frequency:**

1. However                             (frequency 277 - average of 3.9 times per essay)

2. therefore                         (frequency 153 – average of 2.2 times per essay)

3. however                          (frequency 112 – average of 1.7 times per essay)

4. Although                         (frequency 88 – average of 1.2 times per essay)

5. although                         (frequency 86 – average of 1.2 times per essay)

6. Therefore                       (frequency 67 – average of 0.9 times per essay)

7. Thus                               (frequency 63 – average of 0.9 times per essay)

**With a partner, discuss the different uses of each linking word.**

**3.  Where in the table should each linking word be placed?   E.g. _However_ typically fits in the 'adversativity' column.  Some may fit in more than one category.**

| Addition | Furthermore, in addition, moreover, |
|---|---|
| Adversativity (expressing opposition) | Even though, nevertheless, despite, in spite of, **however** |
| Cause and effect | Because, since, as a result, consequently, because of, due to |
| Clarification | In other words, that is (i.e.) |
| Contrast | While, whereas, in contrast, on the other hand, conversely |
| Illustration | For example, for instance |
| Intensification | On the contrary, as a matter of fact, in fact |

**(Linking words and phrases taken from Swales & Feak (2009:27)**

**4.  Examine the <u>concordance lines</u> given to you by your teacher and answer the following question for each linking word.**

| Linking Word | What is the linking word typically proceeded by? | What is the linking word typically followed by? |
|---|---|---|
| However | _N/A as linking word starts the sentence_ | _Comma + subject pronoun (I, it, etc)_ |
| therefore | | |
| however | | |
| Although | | |
| although | | |
| Therefore | | |
| Thus | | |

**Here is a list of the 10 most frequent <u>three-word clusters</u> used in the 70 discursive essays analysed.**

**5.  Look at each cluster and complete the table.  If you are unsure of the meaning or use please see the extra h/o with the concordance lines.**

| 3 word cluster | Do you know how to use this cluster in context? | Have you ever used this cluster in your assignments? | Think of the context of the discursive essay 'woman are naturally programmed..' and write a sentence using the cluster. |
|---|---|---|---|
| a)  as well as | | | |
| b)  the fact that | | | |
| c)  in order to | | | |
| d)  due to the | | | |
| e)  in terms of | | | |
| f)  one of the | | | |
| g)  the role of | | | |

| | | | |
|---|---|---|---|
| h) a number of | | 83 | |
| i) as cited in | | | |
| j) a result of | | | |

## Activity 2: Lexical density

Written English is different from spoken English in that there is typically a much denser pattern of words.  For example, written English often contains more 'content' words per clause than spoken English.

**Before we go any further....**

**1.  What is a clause?**

_____

**2.  Look at the extract from an information leaflet, how many clauses are there?**

# How much is too much?

It's important not to drink too much in a single day.

- Men should not drink more than 4 units in any one day, and drinking 4 units or more a day every day increases the risk of harm;

- Women should not drink more than 3 units in a day, and drinking 3 units or more a day every day increases the risk of harm.

For more on units visit www.knowyourlimits.info

(extract taken from 'Focus on alcohol: a guide to drinking and health' 2008)

## Spoken Vs Written English

3. We are now going to compare spoken and written English and how they vary in density.

### Spoken English

If we analyse the following conversational dialogue in terms of **how many clauses there are** and **the number of content words**, we can see how lexically dense the dialogue is.

Katie:        [C1](1)<u>How</u>'s it (2)<u>going</u>?

Alex:        [C2](3)<u>Good</u>, (4)<u>thanks</u>.

Katie:        [C3](5)<u>What</u> you (6)<u>been</u> up to?

Alex:        [C4](7)<u>This and that</u>.  [C4]Had a (8)<u>busy</u> (9)<u>weekend</u> actually. [C5](10)<u>What</u> about you?

Katie:        [C6](11)<u>Not a lot really</u>.  [C7](12)<u>Stayed</u> at (13)<u>home</u> on (14)<u>Saturday</u> and (15)<u>chilled</u>.

Alex:        [C8](16)<u>Sometimes</u> it's (17)<u>good</u> to (18)<u>laze around</u>.

Katie:        [C9]Yeah, (19)<u>recharge</u> the (20)<u>batteries</u>!  [C10](21)<u>What</u> did you (22)<u>get up to</u> on (23)<u>Saturday</u>?

Alex:        [C10](24)<u>Went shopping</u>, [C11](25)<u>had lunch</u> with a (26)<u>friend </u>and [C12]then (26)<u>went </u>to a (27)<u>party</u>.

Katie:        [C13](28)<u>Sounds fun</u>!

Alex:        [C14](29)<u>It was</u>!

(Intermediate General English slang dialogue written by Katie Mansfield 2009)

| |
|---|
| **Clauses = 14** <br> **'Content' words = 29** <br> **Lexical density (content words / clauses) = 2.1[52]** |

---

[52] Please note that the lexical density score given in this example is incorrect, as the numbers of clauses and content words have been miscalculated.

**Written English**

**If we carry out the same process with a section of the high scoring 'Women are programmed...' essay, let's see what results we have.**

[C1]Many <u>authors</u> still <u>insist</u> that <u>gender</u> <u>roles</u> are <u>necessary</u> for <u>families</u> and <u>society</u> in <u>general</u> to <u>function</u>.  [C2]<u>Haralambos</u> and <u>Holborn</u> (1995:327) <u>agree</u> with <u>Parsons</u> that [C3]a "<u>sexual</u> <u>division</u> of <u>labour</u> is <u>needed</u> for the <u>family</u> to <u>operate</u> <u>efficiently</u> as a <u>social</u> <u>system</u>".  [C4]In <u>contradiction</u> to this, [C5]<u>research</u> has <u>revealed</u> that [C6]this <u>notion</u> is <u>not</u> <u>tenable</u>.  [C7]Many <u>interesting</u> <u>studies</u> have been <u>carried out on</u> <u>women's</u> <u>employment</u>, <u>earnings</u> and <u>marital</u> <u>happiness</u>.  [C8]They <u>show</u> that <u>employed</u> <u>women</u> are as <u>happy</u> as or [C9]even <u>happier</u> than <u>unemployed</u> <u>married</u> <u>women</u>.

> **Clauses = 8**
> **'Content' words = 45**
> **Lexical density = 5.6[53]**

**4. Can you list the topic specific words from the academic essay? E.g. gender, roles**

_____

_____

**5. What do the findings tell us about the information leaflet compared to the academic essay?**

**6. Now work out the lexical density of the information leaflet.**

Clauses =                                      'Content words =

Lexical density =

---

[53] Please note that the lexical density score given in this example is incorrect, as the numbers of clauses and content words have been miscalculated.

**If time...or at home**

**7.  Your teacher is going to give you a paragraph from your draft essay.  Work out its lexical density.**

Clauses =
'Content' words =
Lexical density =

 **Once you have done this, can you think of any ways in which you could improve your writing?**
_____
_____
_____

**List of references**

AntConc software (2011) [online] http://www.antlab.sci.waseda.ac.jp/software.html [Accessed 18th January 2012].

Health Promotion Agency (2008). 'Focus on Alcohol: A guide to drinking and health' [online]
http://www.healthpromotionagency.org.uk/Resources/alcohol/pdfs/Focus%20on%20 alcohol07.pdf [Accessed 23rd January 2012].

Mansfield, K. (2009). 'Slang dialogues' in *A Speaking & Listening Course for Intermediate Students*.  Aulafacil.com

 Swales, J. M., & Feak, C. B. (2009). *Academic Writing for Graduate Students: Essential Tasks and Skills* (Second edition). The University of Michigan Press.

**BAWE Corpus**

The information shown from the 70 discursive essays came from the British Academic Written English (BAWE) corpus, which was developed at the Universities of Warwick, Reading and Oxford Brookes under the directorship of Hilary Nesi and Sheena Gardner (formerly of the Centre for Applied Linguistics [previously called CELTE], Warwick), Paul Thompson (Department of Applied Linguistics, Reading) and Paul Wickens (Westminster Institute of Education, Oxford Brookes), with funding from the ESRC (RES-000-23-0800).

# Concordance Lines
**(handed out during Session 2)**

**Frequent linking words in context**

**However**

| Hit | KWIC |
|---|---|
| 1 | nferior areas of medicine. However I will also examine the eff |
| 2 | a profession (Witz, 1992). However, this also ensured the excl |
| 3 | surgeon (Donnison, 1993). However post-1730's their role chan |
| 4 | ed areas, such as surgery. However it was not the only signifi |
| 5 | ntrol over women's bodies. However at the same time they also |
| 6 | tion of population trends. However, I will argue that an accep |
| 7 | as very unlikely to occur. However, death via malnutrition and |
| 8 | e the hardest to identify. However they suggest that 'erratic' |
| 9 | able and unrepresentative. However, even accepting these metho |
| 10 | o the fear is not stopped. However this can be effectively tre |
| 11 | pment of the new language. However, Florence did hold some imp |
| 12 | t between Reds and Whites. However, many recent historians, su |
| 13 | generals and monarchists. However, because they had such a va |
| 14 | here there was much grain. However, the Allies support could n |
| 15 | over by the end of 1919." However, in the south the White thr |

**therefore**

| Hit | KWIC |
|---|---|
| 1 | inherently dangerous, and therefore needed controlling (Smart, |
| 2 | icted women as frail, and therefore dependant upon the male me |
| 3 | le human beings, who were therefore dependant upon men, and th |
| 4 | male readership, and can therefore be described as a device t |
| 5 | ideals of Imperialism. It therefore follows from the evidence |
| 6 | racism it is imbued with, therefore affected men and women's s |
| 7 | er of early marriages and therefore a rise in the numbers of b |
| 8 | determined nuptiality and therefore fertility, or that 'marria |
| 9 | being a behavioural one, therefore the treatment works like t |
| 10 | the whole personality and therefore cannot be changed at will |
| 11 | 'before the Black Death, therefore, most of Europe was in a i |
| 12 | lorentines were free and, therefore, became critical and would |
| 13 | iable of researcher bias, therefore reducing the validity of t |
| 14 | uous critical evaluation, therefore once again increasing vali |
| 15 | o protect their homeland, therefore were not a threat to the R |

**however**

| Hit | KWIC |
|---|---|
| 1 | was seen as a female duty, however all areas of medicine have |
| 2 | arer within the community, however medicine slowly began to de |
| 3 | ience were most important, however these were qualities associ |
| 4 | cultures. This 'savagery', however, influenced the Englishman' |
| 5 | sters. Even good registers however were inaccurate for certain |
| 6 | h plausible and realistic, however Wrigley and Schofield's int |
| 7 | truction of simple models, however they argue that the benefit |
| 8 | tes are low. In many cases however the 'sparrow phenomenon' or |
| 9 | s a plausible explanation; however suggests that reducing it t |
| 10 | d be more accurate. Others however are less convinced by the t |
| 11 | ley and Schofield's model; however it is also useful to look a |
| 12 | ork with. I have suggested however that in many ways their int |
| 13 | ith behavioural disorders, however it can be seen that this is |
| 14 | age after the Black Death; however, printing did not really be |
| 15 | enth century. This period, however, can be stretched in either |

**Although**

| Hit | KWIC |
|---|---|
| 1 | cal Register (Witz, 1992). Although several women, including S |
| 2 | s inferior to other areas. Although from the 1700s onwards the |
| 3 | aboo in Victorian society. Although adventure stories encourag |
| 4 | cultures they subjugated. Although the purpose of the Imperia |
| 5 | tions in to consideration. Although I do not wish to argue in |
| 6 | decades earlier or later.' Although Hatcher accepts that this |
| 7 | drinking, (Eysenck, 2002). Although this can have immediate be |
| 8 | ed in mental institutions. Although not strictly a form of tre |
| 9 | rs ever to strike Europe'. Although it is impossible to calcul |
| 10 | lack Death, p.250. </fnote>Although the peasants revolted agai |
| 11 | lead to a straying flock. Although the Black Death did not ca |
| 12 | Black Death, p.66 </fnote>Although many changes appear to hav |
| 13 | back to more usual levels. Although there were a number of tec |
| 14 | nal Context, p.44. </fnote>Although Rome was left in ruins aft |
| 15 | ther cities such as Milan. Although other places in Italy such |

**although**

| Hit | KWIC |
|---|---|
| 1 | ir policies, ensuring that although women could study medicine |
| 2 | had class implications, as although women were accepted by lyi |
| 3 | ng, 1888; 273). Therefore, although the readership of adventur |
| 4 | rowth was generally steady although it slowed during the 1550s |
| 5 | rlier periods was resumed, although Elizabethan growth rates w |
| 6 | lation History. Similarly, although I have not focused greatly |
| 7 | tly behavioural approach – although behaviour modification can |
| 8 | is not reliable or valid, although these two terms have alway |
| 9 | e quantitative definitions although still ensuring quality and |
| 10 | ording to some historians, although the quality was similar, t |
| 11 | nt's policies happen. Thus although the government made new po |
| 12 | policies, not the people, although the people are obviously i |
| 13 | frustrating to caregivers (although no more prevalent) than ar |
| 14 | rtant to bear in mind that although the tasks used in these st |
| 15 | give adequate feedback and although the patient will require c |

**Therefore**

| Hit | KWIC |
|---|---|
| 1 | men of different classes. Therefore the rise of medicine as a |
| 2 | ly by their colour (262). Therefore, adventure stories shaped |
| 3 | on of homosexuality (81). Therefore, Imperialism contributed t |
| 4 | all (Kipling, 1888; 273). Therefore, although the readership o |
| 5 | of civilisation as well. Therefore, the male identity was sha |
| 6 | sential to understanding. Therefore the picture of demography |
| 7 | or demographic variables. Therefore I have suggested that a mo |
| 8 | re members of the Greens. Therefore the Greens could pose a se |
| 9 | caregiver and vice versa. Therefore, I propose that in order t |
| 10 | arme and Lachance, 1999). Therefore it must be the nature of d |
| 11 | creating a vicious cycle. Therefore, we need further research |
| 12 | y (Ruffman et al., 2002). Therefore, as a child has a limited |
| 13 | use (Bruck & Ceci, 2004). Therefore, it appears that the combi |
| 14 | on an unrelated homicide. Therefore, during hypnosis the detec |
| 15 | (Sheehan & Tilden, 1983). Therefore, the witness in this case |

**Thus**

| Hit | KWIC |
|---|---|
| 1 | not reached until the 1790s. Thus there were two periods of gr |
| 2 | y determined by real wages'. Thus Wrigley and Schofield presen |
| 3 | peak value of 3.06 in 1816.' Thus they argue that 'towards and |
| 4 | emain in the place of birth. Thus this method uses a mere 0.12 |
| 5 | ight against the Bolsheviks. Thus, the popular movement had su |
| 6 | overnment's policies happen. Thus although the government made |
| 7 | a better future if they won. Thus refused to give up through a |
| 8 | tify their seizure of power. Thus, soviet historians maintain |
| 9 | hievement of popular goals." Thus, the population believed tha |
| 10 | that occurred in the cities. Thus, any alternative was seen as |
| 11 | ection it must have failed". Thus it could claimed that the Bo |
| 12 | come Thinned, p. 288 </fnote>Thus, disease was hugely importan |
| 13 | s of the Game, p. 59 </fnote>Thus, religion can be seen to be |
| 14 | ore widely on issues raised. Thus, both questions and answers |
| 15 | e power of political elites. Thus, proponents argue elite inte |

**Since**

| Hit | KWIC |
|---|---|
| 1 | the Provisional Government since the early summer, and in thi |
| 2 | nt had lost all credibility since taking over from Tsar Nichol |
| 3 | hich the party had built up since the summer months. Indeed, ' |
| 4 | bed as an 'epidemic region' since disease spread unmitigated a |
| 5 | f time before their demise. Since thousands were dying in wars |
| 6 | ors within Downing Street. 'Since Labour came to power, there |
| 7 | grew at moderate rates ever since the Portugese under Vasco da |
| 8 | the only "knowable" entity (since the structures of knowledge |
| 9 | differential rates. However since this last effect cannot expl |
| 10 | e access. It is argued that since consumers (university studen |
| 11 | system for early education, since children (the immediate cons |
| 12 | nd provisioned for battle,/ since their horses are superb and |
| 13 | ome secreted in breast milk since the neonatal immune system l |
| 14 | as been extensively studied since IgG is the simplest of all i |
| 15 | y function remains constant since the hypervariable loops are |

**Whilst**

| Hit | KWIC |
|---|---|
| 1 | s in the work of a man who, whilst leaving the total dedicatio |
| 2 | ort decreased dramatically, whilst the Bolsheviks benefited. B |
| 3 | a single surprise uprising whilst also confiscating arms and |
| 4 | chief among such obstacles whilst the interview process itsel |
| 5 | f experience is detrimental whilst feminist critiques have hig |
| 6 | l nature of their position. Whilst it remains important for th |
| 7 | herent and supportive data. Whilst the emergence of online eli |
| 8 | sing taxation as necessary, whilst at the same time dealing fi |
| 9 | it has no function to play' whilst the Prime Minister acts 'li |
| 10 | l' and 'Cabinet' government whilst this apparent trend must no |
| 11 | the executive domain'. Yet whilst Blair is seen by some as a |
| 12 | d should not be exaggerated whilst politics remains so unpredi |
| 13 | ncipled' course of action'. Whilst there remain powers at Blai |
| 14 | as shown in recent history, whilst it remains to be seen how i |
| 15 | termed 'the Core Executive' whilst this change of focus is sai |

**Furthermore**

| Hit | KWIC |
|---|---|
| 1 | ing Death, p. 7. </fnote>Furthermore, a particular sect of Chr |
| 2 | al hedonism that occurs. Furthermore, the sheer horror of disr |
| 3 | m's plant and equipment. Furthermore it also promoted the long |
| 4 | pg 301 </fnote><figure/>Furthermore, in a market system for e |
| 5 | y and freedom of speech. Furthermore, the word guerre can be a |
| 6 | hat individual employee. Furthermore, the employer is protecte |
| 7 | e individualism too far. Furthermore, such a system would be e |
| 8 | ir biological functions. Furthermore, one of the most characte |
| 9 | of the hinge region (9). Furthermore glycosylation is required |
| 10 | ommunity practitioners'; furthermore, the major decisions on r |
| 11 | in their approach [41]. Furthermore, in an increasingly manag |
| 12 | n defendant and victim). Furthermore, the requirement that a r |
| 13 | r lack of consideration. Furthermore, it is worth noting that |
| 14 | al and destroy evidence. Furthermore, Croatia's persistent ref |
| 15 | ent to see that they do. Furthermore, one of the principle fea |

*Concordance lines produced using AntConc and files from the BAWE (British Academic Written English) corpus.

# Three-word clusters in context

**Check your understanding and use of the three word clusters.**

1. as well as

| Concordance | Concordance Plot | File View | N-grams | Collocates | Word List | Key |
|---|---|---|---|---|---|---|

| Hit | KWIC |
|---|---|
| 1 | ously regarded as female, as well as ensuring that only certai |
| 2 | male medical profession, as well as having a negative affect |
| 3 | w acquired this standing, as well as excluding working-class w |
| 4 | dence and the methodology as well as the limitations of the st |
| 5 | on with localised studies as well as studies of social and cul |
| 6 | n the number of marriages as well as a rise in the number of e |
| 7 | population rates to fall as well as making the population mor |
| 8 | rates and migration rates as well as affecting prices and wage |
| 9 | Population History sample as well as personal documents from t |
| 10 | new styles and techniques as well as copying the styles of the |

2. the fact that

| Concordance | Concordance Plot | File View | N-grams | Collocates | Word List | Key |
|---|---|---|---|---|---|---|

| Hit | KWIC |
|---|---|
| 1 | vid Herlihy comments on the fact that silk became more sought |
| 2 | es. He also comments on the fact that later marriages and fami |
| 3 | nt Cronin has discussed the fact that Burckhardt took Renaissa |
| 4 | ntury. Cronin describes the fact that the Medici patronized ar |
| 5 | This was partly due to the fact that, during the period at th |
| 6 | ything else." It lit up the fact that Bolshevism was not going |
| 7 | ject opinion polls, but the fact that rebellions existed shows |
| 8 | the Finnish War despite the fact that they well out numbered t |
| 9 | atient is not helped by the fact that many caregivers are relu |
| 10 | is further supported by the fact that if the relationship is c |

3. in order to

| Concordance | Concordance Plot | File View | N-grams | Collocates | Word List | Key |
|---|---|---|---|---|---|---|

| Hit | KWIC |
|---|---|
| 1 | hen laws were introduced in order to make those marriages not |
| 2 | part played by mortality in order to question Wrigley and Scho |
| 3 | to perform various acts in order to get food, as long as the |
| 4 | using their intelligence in order to live comfortably. They wo |
| 5 | t Party Historians Group in order to fit English history to Ma |
| 6 | herefore, I propose that in order to extend our understanding |
| 7 | or Mayes to be convicted in order to provide information on an |
| 8 | that can be manipulated in order to produce less erroneous id |
| 9 | cal and economic factors in order to survive as a class. The b |
| 10 | jacked the mass movement in order to obtain power but then cur |

4. due to the

| Hit | KWIC |
| --- | --- |
| 1 | e, which can be explained due to the cause of the phobia being |
| 2 | Florence. This was partly due to the fact that, during the per |
| 3 | rch lacks reliability, as due to the individualised nature of |
| 4 | ems in his Digger colony, due to the presence of drinking, who |
| 5 | believe this is primarily due to the stress caused by the natu |
| 6 | ave proposed that this is due to the pressures that come with |
| 7 | ccessful insurrection was due to the mass support of the Russi |
| 8 | nd autumn was essentially due to the fact that they were the o |
| 9 | eople being involved, was due to the indifference of those exp |
| 10 | were doomed, particularly due to the dependence that developed |

5. in terms of

| Hit | KWIC |
| --- | --- |
| 1 | The most important, both in terms of gender and class, was the |
| 2 | y was rigidly structured in terms of gender roles and class an |
| 3 | vels has been criticised in terms of the assumptions Wrigley a |
| 4 | cism of this model, both in terms of the methodology used to g |
| 5 | ults presented, but also in terms of the Malthusian framework |
| 6 | of the total population in terms of lifestyle habits. Marriag |
| 7 | ould be better described in terms of a set of dominoes rather |
| 8 | perts who view the brain in terms of chemical reactions, (Come |
| 9 | have always been defined in terms of quantitative research. It |
| 10 | ifficult figure to study in terms of his commitment and fluctu |

6. one of the

| Hit | KWIC |
| --- | --- |
| 1 | will begin by looking at one of the most important implicatio |
| 2 | ing-class women. Overall, one of the most important implicatio |
| 3 | doctors. It also removed one of the final areas of society fr |
| 4 | story Heart Of Darkness, one of the most vivid depictions is |
| 5 | the insistence of Dravot (one of the two leading male, English |
| 6 | ade antiquarian interests one of the chief objects of their li |
| 7 | ost Serene Republic", was one of the most exciting cities in E |
| 8 | nd shape behaviour. It is one of the few approaches in psychol |
| 9 | rbal communication and as one of the main components of system |
| 10 | and imitating it. Perhaps one of the most evidentiary supports |

7.  the role of

| Hit | KWIC |
|-----|------|
| 1 | t suited to carrying out the role of carer within the communit |
| 2 | ly male, they reinforced the role of women in Victorian societ |
| 3 | tality and further that 'the role of famine as a killer  in it |
| 4 | upplanting the clergy in the role of intermediaries between he |
| 5 | vated to win. Similarly, the role of Russian women is importan |
| 6 | 285 </fnote>In addition, the role of Hitler must not be ignore |
| 7 | n in the transition into the role of caregiver, though it may |
| 8 | ves." He believed it was the role of the party members to spre |
| 9 | h. Next we would analyze the role of social capital (labour) i |
| 10 | an was towards restoring the role of the market in European ec |

8.  a number of

| Hit | KWIC |
|-----|------|
| 1 | p.106. </fnote>There are a number of issues surrounding the fe |
| 2 | , if known, as there are a number of disorders that are consid |
| 3 | d often does not work in a number of cases where alcoholism ha |
| 4 | he truth'. As there were a number of social, economic and poli |
| 5 | .269. </fnote>There were a number of economic changes that occ |
| 6 | els. Although there were a number of technological advancement |
| 7 | </fnote>There have been a number of different interpretations |
| 8 | edral was being planned, a number of problems arose. The diame |
| 9 | d. Leonardo had invented a number of military machines. After |
| 10 | existence of a group (or a number of groups loosely linked) ca |

9.  as cited in

| Hit | KWIC |
|-----|------|
| 1 | erg's stage model (1983, as cited in Stokes and Holden, 1990) |
| 2 | Morris & McKieran, 1994, as cited in Maciejewski, 2001), as AD |
| 3 | memories (Squires, 1992, as cited in Perry & Hodges, 1999). In |
| 4 | n dementia (Craik, 1986, as cited in Maylor et al., 2002). An |
| 5 | asks (Lines et al, 1991, as cited in Morris, 1999), there are |
| 6 | ported by Okenal. (1994, as cited in Hodges & Paterson, 1995) |
| 7 | e brain (La Berge, 1990, as cited in Morris, 1999), as those w |
| 8 | ion (Grady at al., 1989, as cited in Morris, 1999). It is impo |
| 9 | odglass and Kaplan, 1983 as cited in Morris, 1999), demonstrat |
| 10 | n, Tarner & Burns, 1998, as cited in Woods, 1999). These featu |

10. a result of

| Hit | KWIC |
|---|---|
| 1 | different treatments, as a result of the rise of medicine as a |
| 2 | changes that occurred as a result of the Black Death. As Ziegl |
| 3 | ard of living of many as a result of the Black Death. The incr |
| 4 | come more diversified as a result of the Black Death. <fnote>Z |
| 5 | a group that emerged as a result of the Black Death. They wou |
| 6 | pear to have happened as a result of the Black Death, its true |
| 7 | advancement that came as a result of the population shortage a |
| 8 | nd to our environment as a result of leaning by association or |
| 9 | es that all behaviour is a result of learning, of positive rei |
| 10 | ormation and may in fact a result of difficulties in attention |

*Concordance lines produced using AntConc and files from the BAWE (British Academic Written English) corpus.

**Working with & writing texts**

## Activity 1: Revision from Sessions 1 & 2

**You are going to read a text about 'cosmetic surgery', before you read, discuss the following questions with your partner.**

- What is cosmetic surgery?
- Why do people opt for it?
- Do you think there are any dangers of having it?
- What is your opinion of people that have cosmetic surgery?

**1.  Your teacher is going to give you a text.  With your partner, fill in the table with the information about the text.**

**Contextual Analysis**

| | |
|---|---|
| What is the **name of this type of writing** of which this text is an example? E.g. Advert, essay, etc. | |
| What is the **communicative purpose** of this text? E.g. To warn, to prevent, etc. | |
| What is the **role of the writer** in this type of text? | |
| What is the **role of the reader** in this type of text? | |
| What **shared cultural values** might be required of writers and readers in this type of text? E.g. Topic specific issues | |

**Linguistic Analysis**

| | |
|---|---|
| What would typically be the **lexical density** of this type of writing? | |
| How is the **overall text organised**? Talk about the structure. | |
| Are there any **patterns in the organisation** of the main body paragraphs? | |
| What **type of language** is typically presented in this type of text? Also what types of **linking words** and **three-word clusters** are typically found? | |

## Activity 2: Theme and Rheme

The terms 'theme' and 'rheme' refer to how information is distributed in a sentence. If information is carefully distributed, it enhances the cohesion of a text.

**Look at the following examples.**

| Theme | Rheme |
|---|---|
| 1. Nasal surgery | is increasingly popular with women in their 20's. |
| 2. In the hospital | the patients are looked after by the staff. |
| 3. "Clearly, | there are risks associated with the use of streptomycin in |
| 4. Are | pregnancy"*. |
| | you contemplating cosmetic surgery? |

*Extract taken from 'The Science News-Letter' (1965) Vol. 88. No 7. P98

**The four most commonly used themes are:**

- Prepositional
- Adverbial
- Verbal
- Nominal (noun)

**1. From the examples in the table above, can you identify the following types of themes?**

- Prepositional                          = 2. **In** the hospital
- Adverbial
- Verbal
- Nominal (noun)

**2. <u>Underline</u> the 'themes' in each sentence and identify the types of themes.**

> **Example:**  Tattoos can be removed by laser
> **<u>Tattoos</u>** can be removed by laser. = Nominal theme

1. **"**Cosmetic surgery is a rapidly growing medical speciality....."

2. "Removing the top layers of the dermis promotes regeneration of collagen, elastine and epidermis".

3. "Unfortunately, they also remove normal pigment, which may result in bleaching of the skin".

4. "Resurfacing methods treat superficial wrinkles and repair skin aged by light".

Extracts taken from Hoeyberghs, J. L. (1999:514-515)

> **Time to reflect**
> 1. Do you ever think about the positioning of words in a sentence?
> 2. What type of information do you think is typically placed in the theme and rheme position?

## Some important information about 'theme' and 'rheme'

> - Typically, 'given' information is presented in the theme and 'new information is presented in the rheme.
>
> And often:
>
> - The rheme of one sentence becomes the theme of the next sentence  **Or**
> - The theme of one sentence is the same as the theme of the next sentence.

**3. Look at paragraphs 1 & 2 below.**

**(a) underline the theme and rheme in each sentence**

**(b) try and identify the theme in the second/third sentence e.g. does the rheme of the first sentence become the theme for the next sentence? Or is the same theme used for the first, second and third sentences?**

**Paragraph 1**

Patients requesting cosmetic surgery are usually normal individuals, but with a heightened consciousness about their looks.  A proportion of them may seek advice on what, to them, seems an unsatisfactory appearance. They deserve the same professional approach and empathy as patients seeking help for clinical disorders.

**Paragraph 2**

Sagging eyebrows and forehead creases can be corrected through keyhole incisions in the scalp. This approach has become the standard for many surgeons, and insights into facial movement have enabled more functional surgery to be performed.

Extracts taken from Hoeyberghs, J. L. (1999:514-515)

**4. Match the themes and rhemes in the following paragraph. Comment on how the sentences are joined together.**

| Theme | Rheme |
|---|---|
| As a result of | who, in the view of the surgeon, fell into this group were referred for psychiatric interview as a part of their preoperative evaluation. |
| All patients | a number of cases of deformity of traumatic origin in our clinical experience, but they are not included in this series. |
| The present report | concerns a group of 30 consecutive women patients who came to the plastic surgeon (M.T.E.) for consideration of rhinoplasty. |
| There have been | two preliminary studies involving psychiatric collaboration with a plastic surgeon, a three-year study of all patients presenting themselves for elective (cosmetic) surgery has been undertaken. |
| To date, | 22 patients have been operated, 4 are scheduled for operation, 2 have been advised against operation, and 2 have decided against operation. |

**Complete paragraph**

"As a result of two preliminary studies involving psychiatric collaboration with a plastic surgeon, a three-year study of all patients presenting themselves for elective (cosmetic) surgery has been undertaken. All patients who, in the view of the surgeon, fell into this group were referred for psychiatric interview as a part of their preoperative evaluation. The present report concerns a group of 30 consecutive women patients who came to the plastic surgeon (M.T.E.) for consideration of rhinoplasty. There have been a number of cases of deformity of traumatic origin in our clinical experience, but they are not included in this series. To date, 22 patients have been operated, 4 are scheduled for operation, 2 have been advised against operation, and 2 have decided against operation".

**Extract taken from Meyer et al (1960:193)**

---

**Time to reflect**
1. How can the exercises we have carried out on theme and rheme help you with your own writing?

---

## Activity 3: Re-writing

**1. There are numerous problems with the internal cohesion (the themes and/or rhemes) in the following short paragraphs taken from two students' essays. Identify the problems and with a partner re-write the paragraph.**

Student visas are needed in the UK by non-European citizens. A specific criteria has to be fulfilled to enter the UK. Increasing numbers of international students from over 180 countries choose to study at a Higher Education establishment in the UK. The UK's higher education system is recognised all over the world by employers, universities and governments.

_____
_____
_____

The government argues that there are many potential benefits. Some state that the use of ID cards will be essential in tackling the increasing problem of immigration and people working illegally in the UK. Those who are looking for work will need to show their cards and if they are illegal they will be reported.

_____
_____
_____

## Activity 4: Collaborative Writing Task

**You are now going to use what you have learned in today's session, together with what you have learned in the two previous sessions. It's time to write!**

You have been asked to answer the following essay title:

---

**'Cosmetic surgery is making teenagers obsess with their appearance'. Discuss**

---

1. With your group, **brainstorm your ideas** on this topic and then **plan** the structure of the essay. The essay should be around 500 words. You should try and use a minimum of two references. Please note that for this assignment you can use newspapers and websites.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**List of references**

Anon (1965) 'Nasal Surgery Improved' in *The Science News-Letter*, Vol. 88, No. 7 (Aug. 14, 1965), p. 98.

Hoeyberghs, J, L. (1999) 'Cosmetic Surgery' in *BMJ: British Medical Journal* , Vol. 318, No. 7182 (Feb. 20, 1999), pp. 512-516.

Meyer, E, Jacobson, W, Edgerto, M. & Canter, A. (1960) 'Motivational Patterns in Patients Seeking Elective Plastic Surgery' in *Psychosomatic Medicine*. May 1. 1960. Vol. 22. No 3, pp. 193-201.

## Appendix 4 – Reformulation Guidelines

**This sheet aims to explain what is meant by reformulation and what I require from you, the reformulator, in this task.  If you have any questions once you have read this sheet, please feel free to ask.**

**What is reformulation?**
Reformulation is a mistake correction technique used on the output (more typically written) of language learners.  The technique requires the students to reflect on their own writing and 'notice the gap' between their current written output and that of a native speaker.  This technique aims to help students develop their writing (in this case) or speaking skills.

I have chosen to use this technique as part of the research for my MA dissertation at King's College London into the different ways of developing student academic writing. (MA in English Language Teaching & Applied Linguistics)

**Your role**
Your role in this task is to be the reformulator.

---

**Reformulation Guidelines**
As the reformulator, you are required to:

1.  **Read** the non-native speaker's writing

2.  **Ensure you have understood the message and ideas of the writer** and then

3.  **Rewrite** it in a way which is more natural to a native speaker.
    It is important that you:
    a)  **preserve the student's original ideas** and that you **do not add any of your own**
    b)  you **do not completely change the order of sentences and paragraphs**

---

**Reformulation in practice**
In order for you to see how your reformulated writing is going to aid learners please read the steps as to how this technique is going to be incorporated into my classroom.

**Step 1**: The students complete the first draft of a discursive essay.  The title is 'Cosmetic surgery is making teenagers obsess with their appearance' Discuss.

**Step 2**: This first draft is given to you (the native speaker of English) who reformulates what they have written according to the Reformulation Guidelines.

**Step 3**: I (the teacher) in the next class, distribute a non-native version of the text together with the reformulated version (the version you have written).  The students note down the similarities and differences between the two versions and discuss as a class.  The students also discuss the reasons for the similarities and differences and the overall effect of the changes.

**Step 4**: Taking into account the class discussion, the students re-write their first draft and send it to me by a specified deadline.

**Step 5**: I then give them very brief and generic feedback.

**Step 6**: Once the students have read their feedback, I will then give them my response to the essay title so they can compare it to their own.

## Noticing differences & re-writing

## Activity 1: What makes a high-scoring essay?

**1. With a partner, write a list of what you consider to be essential for a high-scoring essay on this EAP 04 course module. For example, *writing flow*.**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**2. Your teacher will show you the Marking Criteria for the EAP 04 Assessment 1 module. Was there anything you hadn't considered? Was there anything that you thought would/should have been on the criteria?**

_____

_____

_____

_____

_____

_____

_____

## Activity 2: Reformulated Vs Original version

Before we start this activity it is important you understand what reformulation is.

| What is reformulation? |
| --- |
| Reformulation is a mistake correction technique used on the output (more typically written) of language learners.  The technique requires the students to reflect on their own writing and 'notice the gap' between their current written output and that of a native speaker.  This technique aims to help students develop their writing (in this case) or speaking skills. |

**Read both the original and the reformulated essay and answer the questions[54].**

| Version 1 (Original Version ) | Version 2 (Reformulated Version) |
| --- | --- |
| This essay will discuss whether cosmetic surgery is making teenagers obsessed with their appearance. Cosmetic surgery is a "surgery that modifies or improves the appearance of a physical feature, irregularity, or defect." (The American Heritage® Medical Dictionary, 2007). This essay will show why cosmetic surgery is not making teenager obsessed with their appearance by first explaining that it is not the surgery itself, then by giving the reason why it might still contribute in the obsession and finish with the clarification that it is not teenagers that are obsessed with their appearance due to surgery. <br><br> Many normal (not celebrity) patients | Cosmetic surgery can be defined as a "surgery that modifies or improves the appearance of a physical feature, irregularity, or defect" (The American Heritage Medical Dictionary 2007).  This essay aims to discuss whether cosmetic surgery is making teenagers obsess with their appearance.  It is evident that this procedure alone is not the only culprit. This essay will start by giving some background information about cosmetic surgery and how it is not the surgery itself that is making teenagers obsess.  We will conclude by stating that it is not in fact teenagers that are obsessed with cosmetic surgery but older people between 40-54 years old. |

[54] Since examining the original and the reformulated version, it is clear that the reformulator, on a number of occasions, has not followed the 'Reformulation Guidelines'.  There are times, when the reformulator has changed the original text, despite the fact that what the student has written sounds natural, and is grammatically correct.  If this technique is going to be used in the future, it is essential that before asking students to compare the original and the reformulated versions, that I check the two versions to ensure the reformulator has appropriately followed the guidelines.

request to have a cosmetic surgery because they are unsatisfied of their looks according to Hoeybeghs. Sarwer's study showed that people report an increase of satisfaction with their body part they had surgery on. However, the patients are still not sure if the surgery has also increased their self-confidence, quality of time and interpersonal relationships in the future. On the other hand there are surgeries that can be defined as treatment of health related to problems such as cellulite and tooth decay.

Davis gives reasons why cosmetic surgeries have been increasing for the last years. The media is one of the widest sources where they report the latest techniques for reshaping and beautifying the body. Davis continues to tell us that there are ordinary people that are easily affected of media and culture and wants to have a cosmetic surgery. However, there are people that like to watch and comment on people having cosmetic surgeries but they had never thought of doing it themselves. In other words there are many ways of being affected by media but there are many ways of being satisfied with themselves.


However, although cosmetic surgery is

According to Hoeybeghs (????), many people (not celebrity types) request cosmetic surgery because they are unsatisfied with the way they look.  A study carried out by Sarwer (????), concluded that once people had undergone cosmetic surgery, they felt satisfied with the part of their body that had been operated on.  Nevertheless, Sarwer also reported that those patients were unsure as to whether they felt more self-confident because of the surgery, if the surgery had improved their quality of life and their relationships with others.  It is important to note, however, that not all cosmetic surgery is carried out to enhance a person's appearance.  There are surgeries that have to be performed to deal with health related problems such as cellulite and tooth decay.

Davis (2003) states numerous reasons why the number of cosmetic surgeries has increased over the last couple of years. He believes the first and most important reason is 'the media'.  This source most commonly reports to its audience, the latest techniques on how to reshape and beautify your body.  Davies believes that ordinary people are easily affected by the media and consequently want to undergo cosmetic surgery.  In contrast, there are

| becoming more popular, it is not the teenagers that get more obsessed with their appearance, but slightly older people with the wish to look younger. The website "Plastic Surgery" revealed statistics on how many people underwent cosmetic procedures in 2010. The percentage of teenagers that had a cosmetic operation was the least with 2%. While the biggest part was people in the age between 40 and 54 years, with 48% of the total, this equates to 6 million people. | people that like to observe the effects of cosmetic surgery and give their opinions but who would never contemplate having the surgery themselves.  In other words, the media can play a part in encouraging people to turn to cosmetic surgery, however, there are those that are not affected by this means at all and are satisfied with the way they look. |
| --- | --- |
|  | Although cosmetic surgery is becoming increasingly popular, it is not teenagers that are becoming more obsessed with their appearance, but older people in their 40's and 50'.  The website 'plastic surgery' revealed that in 2010, only 2% of the cosmetic procedures were carried out on teenagers, whilst the largest proportion (48%) was carried out on men and women between 40 and 54 years old. |

**1. What <u>similarities</u> and what <u>differences</u> do you notice between the two texts? Consider the following:**

a) vocabulary used
b) grammar (e.g. passive vs. active)
c) structure of the paragraph
d) cohesion (theme and rheme)
e) the way in which the question is answered e.g. does it discuss?

| Similarities | Differences |
| --- | --- |
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**2. Focus on what the native writer <u>did not change</u>. Why do you think the native writer did not make changes in these instances? Be specific.**

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**3. Look at the changes the native writer made. Why do you think these changes were made? Be specific.**

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**4. Now considering the marking criteria for Assignment 1, comment on where the original version would score in each column.**

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**Time to reflect**
In light of the changes that have been made to the original version and the reasons behind the changes, do you think you could improve your own drafts? If so, how?

**Activity 3: Rewriting**

**Considering what you have learned from Activities 1 & 2, rewrite your draft essay. Once you have completed it, send it to me and I will comment on it. I will also send you my own version of the essay so that you can compare it with your own.**

**Thank you for participating in the voluntary sessions!**

**Reformulated student texts (handed out to students during Session 4)**

**Group 1**

| Version 1 (original) | Version 2 (reformulation) |
|---|---|
| This essay will discuss whether cosmetic surgery is making teenagers obsessed with their appearance. Cosmetic surgery is a "surgery that modifies or improves the appearance of a physical feature, irregularity, or defect." (The American Heritage® Medical Dictionary, 2007). This essay will show why cosmetic surgery is not making teenager obsessed with their appearance by first explaining that it is not the surgery itself, then by giving the reason why it might still contribute in the obsession and finish with the clarification that it is not teenagers that are obsessed with their appearance due to surgery.<br><br>Many normal (not celebrity) patients request to have a cosmetic surgery because they are unsatisfied of their looks according to Hoeybeghs. Sarwer's study showed that people report an increase of satisfaction with their body part they had surgery on. However, the patients are still not sure if the surgery has also increased their self-confidence, quality of time and interpersonal relationships in the future. On the other hand there are surgeries that can be defined as treatment of health related to problems such as cellulite and tooth decay.<br>Davis gives reasons why cosmetic surgeries have been increasing for the last years. The media is one of the widest sources where they report the latest techniques for reshaping and beautifying the body. Davis continues to tell us that there are ordinary people that are easily affected of media and culture and wants to have a cosmetic surgery. However, there are people that like to watch and comment on people having cosmetic surgeries but they had never thought of | Cosmetic surgery can be defined as a "surgery that modifies or improves the appearance of a physical feature, irregularity, or defect" (The American Heritage Medical Dictionary 2007). This essay aims to discuss whether cosmetic surgery is making teenagers obsess with their appearance. It is evident that this procedure alone is not the only culprit. This essay will start by giving some background information about cosmetic surgery and how it is not the surgery itself that is making teenagers obsess. We will conclude by stating that it is not in fact teenagers that are obsessed with cosmetic surgery but older people between 40-45 years old.<br><br>According to Hoeybeghs (????), many people (not celebrity types) request cosmetic surgery because they are unsatisfied with the way they look. A study carried out by Sarwer (????), concluded that once people had undergone cosmetic surgery, they felt satisfied with the part of their body that had been operated on. Nevertheless, Sarwer also reported that those patients were unsure as to whether they felt more self-confident because of the surgery, if the surgery had improved their quality of life and their relationships with others. It is important to note, however, that not all cosmetic surgery is carried out to enhance a person's appearance. There are surgeries that have to be performed to deal with health related problems such as cellulite and tooth decay.<br><br>Davis (2003) states numerous reasons why the number of cosmetic surgeries has increased over the last couple of years. He believes the first and most important |

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| doing it themselves. In other words there are many ways of being affected by media but there are many ways of being satisfied with themselves.<br><br>However, although cosmetic surgery is becoming more popular, it is not the teenagers that get more obsessed with their appearance, but slightly older people with the wish to look younger. The website "Plastic Surgery" revealed statistics on how many people underwent cosmetic procedures in 2010. The percentage of teenagers that had a cosmetic operation was the least with 2%. While the biggest part was people in the age between 40 and 54 years, with 48% of the total, this equates to 6 million people. | reason is 'the media'. This source most commonly reports to its audience, the latest techniques on how to reshape and beautify your body. Davies believes that ordinary people are easily affected by the media and consequently want to undergo cosmetic surgery. In contrast, there are people that like to observe the effects of cosmetic surgery and give their opinions but who would never contemplate having the surgery themselves. In other words, the media can play a part in encouraging people to turn to cosmetic surgery, however, there are those that are not affected by this means at all and are satisfied with the way they look.<br><br>Although cosmetic surgery is becoming increasingly popular, it is not teenagers that are becoming more obsessed with their appearance, but older people in their 40's and 50'. The website 'plastic surgery' revealed that in 2010, only 2% of the cosmetic procedures were carried out on teenagers, whilst the largest proportion (48%) was carried out on men and women between 40 and 54 years old. |

## Group 2

| Version 1 (original) | Version 2 (reformulation) |
|---|---|
| It is a subject of considerable debate if cosmetic surgery is making teenagers obsess with their appearance. The fact that Dr. Hoeyberghs (1999) believes cosmetic surgery became accessible to all due to increase of demand does not answer or prove the question. It is essential to consider the influence of the media with the appearance obsession among teens. This essay will discuss about the power of the media over teenagers appearance and whether the cost-benefit of cosmetic surgery is causing this problem. Firstly, we will examine the strategies of the media to | Dr Hoeyberghs (1999) believes that cosmetic surgery has become accessible to everyone due to the increase in its demand. Nowadays, it is a subject of considerable debate as to whether cosmetic surgery is making teenagers obsess with their appearance. In order to discuss this issue, it is essential to consider the influence of the media on teenagers. This essay will discuss the power the media holds over teenagers and their obsessions. It will also discuss whether it is in fact the cost-benefit of cosmetic surgery that is causing this problem. Firstly, we will examine the strategies the |

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| get into teens minds. We will them consider cosmetic surgery as the fast way to a perfect body. | media has in order to get into the minds of teenagers.  We will then consider how cosmetic surgery is only a quick way to get a perfect body. |

**Group 3**

| Version 1 (original) | Version 2 (reformulation) |
|---|---|
| There has been a considerable debate whether or not teens become too obsessed with their looks due to popularization of cosmetic surgery. This medical approach is defined as the 'surgery that modifies or improves the appearance of a physical feature, irregularity, or defect'. (The American Heritage Medical Dictionary, 2007). Cosmetic surgery was firstly used by doctors to correct appearance of people who have incidentally suffered from fire or in the faith. As first surgeries were followed with the success, the cosmetic surgery started to spread among people as a tool of beauty. Face lifting, liposuction and many more are now available to nearly everyone (Cheaper Cosmetic Surgery Abroad, 2011). However, it is not the cosmetic surgery alone who makes teens be obsessed with their looks. This essay will start by considering influence of cosmetic surgery on teenagers. It will then look at factors that make youngsters be critical to their appearance. Finally, it will argue if teens pay too much attention to their looks and point out factors that have the greatest influence on this. Cosmetic surgery has a strong growth trend and it seems that price is not a barrier for those desiring to change their looks (Plastic Surgery – UK, 2011). Despite the fact that prices for cosmetical procedures remain high, with £3000 to £7000 for breast enlargement and £3000 to £4000 for nose correction (Private Healthcare UK, 2012), four in ten girls still | It is a subject of considerable debate as to whether or not cosmetic surgery is causing teens to become obsessed with their looks.  According to The American Heritage Medical Dictionary (2007:??), cosmetic surgery can be defined as the "surgery that modifies or improves the appearance of a physical feature, irregularity, or defect".  Doctors first introduced cosmetic surgery as a means to correct the appearance of people who had suffered unfortunate accidents, for example, victims of fire.  However, due to the fact that the first surgeries carried out were successful, the popularity of these procedures started to spread primarily as a tool to enhance beauty.  Nowadays, face lifts, liposuction and many more procedures are available to nearly everyone (Cheaper Cosmetic Surgery Abroad 2011).  That said, it is not cosmetic surgery alone that makes teens obsessed with their looks.  This essay will start by considering the influence of cosmetic surgery on teenagers.  It will then look at other factors that cause teens to be fixated on their appearance.  Finally, it will focus on whether teenagers pay too much attention to their looks and we will indicate factors that have the greatest influence.  Currently, four out of ten teenage girls are considering cosmetic surgery (BBC News 2005).  To give you some idea about the current popularity of cosmetic surgery amongst teens, in 2003, approximately 40,000 operations were performed on |

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consider cosmetic surgery (BBC News, 2005). Availability of professional advice, increased popularity of changing the look has seriously affected the number of people looking for transformations. Such changes as breast augmentation amongst women has increased for 6.2% and abdominoplasty, known as tummy tuck, increased by 7% during 2010-201. Moreover, the proportion of males doing cosmetic operations increased by 5.6%. In 2003 there were nearly 40,000 operations performed on people aged 18 or younger (Zuckerman, 2003), by 2010 this number increased by 219,000 (American Society of Plastic Surgeons, 2010). Cosmetic procedures experienced popularity in the last few decades, however, it is not only cosmetic surgery that make teens be obsessed with their looks, it is something behind it.

under 18's (Zuckerman 2003). This number increased by 219,000 by 2010 (American Society of Plastic Surgeons 2010. Therefore, it is evident that price is not an obstacle for these girls. At present the prices for cosmetic procedures remain high with people expecting to pay between £3000 to £7000 for breast enlargements and between £3000 to £4000 for nose corrections (Private Healthcare UK 2012). Nevertheless, this does not deter teens that wish to change their looks (Plastic Surgery UK 2011). The availability of professional advice and the overall increase in popularity for people to change their looks, has seriously affected the number of people looking to have cosmetic surgery and transform their appearance. Nevertheless, it is not only cosmetic surgery that makes teens obsess with their looks, other means are also to blame.

**Group 4**

| Version 1 (original) | Version 2 (reformulation) |
|---|---|
| We live in a world where appearance is very important. Newspapers, television and advertising people underestimate the average self-promoting plastic surgery, expensive cosmetics and treatments to ensure eternal youth. It is no wonder that teens are obsessed with their appearance, and a lot of them are able to pass the most severe tortures just to look beautiful. In the UK the number of teens who have undergone plastic surgery, during the year increased by 150%. According to the President of the British Association of Aesthetic Plastic Surgeons, Douglas McGeorge'a, this increase is not due to a desire to be like an idol, and only attempt to fight for acceptance of the environment. However that does not end with the requirements of the new | We live in a world where appearance is very important. Newspapers, television and advertisements endlessly sell the benefits of plastic surgery, expensive cosmetics and treatments that promise eternal youth. It is no wonder that teens are obsessed with their appearance and many are willing to undergo painful procedures just to look beautiful. In the UK alone, the number of teens who have undergone plastic surgery this year has increased by 150% (Source). According to McGeorge (????) (the President of the British Association of Aesthetic Plastic Surgeons), this increase is not only due to a desire to copy their idols but also due to a need to be accepted in an ever more vain society. This demand, however, does not lie solely with this new generation of |

| generation of teenagers. Nearly half say that plastic surgery should be readily available. At the same time about 40% believe that future treatments should be carried for free on the NHS (Public Health Service). Until that time, adolescent teens are willing to pay for obtaining the dream shapes. Third of respondents teenager declared that it adopt a "much money as you need" for surgery. A 15% admitted even that will be happy to 5,000 pounds for new, perfect look. Teenagers are particularly keen on the attractive appearance. Because puberty is a period in which they appear in life, first love, then it is very keen to accept the group. And look, in their opinion, is a big influence. Parents should, however, seriously question before this age will help children to improve the appearance of using a scalpel. | teenagers. Nearly half of those questioned stated that plastic surgery should be available to anyone, and 40% said that it should be made available for free on the NHS (National Health Service). Cosmetic surgery is expensive and a third of teenage respondents to a recent survey stated that they would be willing to pay whatever it takes, some declaring that they would happily spend over £5,000 for that perfect look. Teenagers are especially keen to ensure that they are perceived as beautiful, because puberty is a difficult period of life in which social acceptance can be very important and how you look can play a big part in this. Parents, however, should seriously question whether they are really helping their children by changing their appearance with a scalpel. |
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**Group 5**

| Version 1 (original) | Version 2 (reformulation) |
|---|---|
| Nowadays, teenagers at a really early age are becoming more and more obsessed with their appearance. This obsession was been growing with the strong rise of accessibility to Cosmetic Surgery which not only got more public and acceptable but also has provide several forms of payments. However, Cosmetic Surgery is not the only factor which is changing the teenagers' minds about their appearance. The Media, for instance, has also an active role in this obsession because they establish body and fashion standards and behaviors in order to "control" and equalize the society. Consequently to both Media and Cosmetic Surgery effects in teenagers, they are not only becoming obsessed but are also submitting themselves to a lot of physical changes to please the society where they live. | Nowadays, increasingly more and more teenagers are becoming obsessed with their appearance.  It can be said that the reasons behind this growing obsession in teens is the accessibility of cosmetic surgery, its public acceptance and its overall cost.  That said, however, it is evident that cosmetic surgery is not the only factor which is causing teenagers to obsess with their appearance.  The media, for instance, also plays an active role in this obsession.  The media establishes what is to be considered fashionable and also it frequently comments on how people's bodies should look.  The media sees their role as controlling and equalizing society.  Consequently, we can say that both the media and cosmetic surgery is effecting teenagers and that teens are not only becoming obsessed with the way they look, but are also |

| | submitting themselves to the knife to ensure they make physical changes to their appearance in order to please the society in which we live. |
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**Group 6**

| Version 1 (original) | Version 2 (reformulation) |
|---|---|
| Research carried out by *Central YMCA* (2009) illustrates that 90% of adults believe we care too much about how we look and not enough about how healthy we are. Moreover, according to the same research, nowadays children and teenagers are under more pressure about their physical appearance than they were, for instance, 20 years ago. Therefore, it could be argued that modern teenagers are obsessed with their appearance. There is a point of view that it is the development of a cosmetic surgery that makes teenagers think about their appearance more than ever. This point could be supported by the fact that between 2008 and 2010 "the UK market for cosmetic surgery is estimated to have grown by 17% to reach an estimated worth of £2.3 billion" (MINTEL, 2011: 1). However, it is important to point out that there are other forces affecting teenagers' concept and behaviour. For example, in a recent survey by *Teen People magazine* (2008: 37), "27% of the girls felt that the media pressures them to have a perfect body". Different studies continue to affirm that popularity in high schools tends to be based, in order, on personality, appearance, and athletic ability, which means that social pressure forces teenagers to care about their appearance. In contrast to the influence of cosmetic surgeries, it could be mentioned that people believe in impact of diet and exercise on their appearance and as a result cosmetic surgery remains a last-resort way to improve the | According to research carried out by the Central YMCA (2009) nowadays, children and teenagers are under more pressure to maintain their physical appearance than, for instance, they were 20 years ago. It could therefore be argued that modern teenagers are more obsessed with their appearance than they have ever been. One potential major influence in this change is the increase in the accessibility of cosmetic surgery. Once the reserve of the rich and famous, between 2008 and 2010 "the UK market for cosmetic surgery is estimated to have grown by 17% to reach an estimated worth of £2.3 Billion" (MINTEL: 2011:1). It is, however, important to note that there are other significant factors in this shift behind teenage behaviour. In a recent survey by Teen People magazine (2008: 37), "27% of the girls felt that media pressures them to have a perfect body". Other studies additionally affirm that popularity in high school tends to be based, in order, on personality, appearance and athletic ability meaning that socially teenagers are pressured into caring more about their appearance than perhaps their academic ability. In contrast to the apparent influence of cosmetic surgery, it has been found that many people still believe in the positive impact of dieting and exercise in improving their appearance and as a result cosmetic surgery remains an avenue of last resort behind regular exercise, wearing the right clothes and beauty products (MINTEL, 2011). All these points prove that the pressures that teenagers |

| appearance behind regular exercise, control wear clothing and beauty products (MINTEL, 2011). All these points prove that it is not only cosmetic surgery that influences teenagers and makes them obsess with their appearance. | feel to obsess over their appearance cannot be solely explained by the proliferation of cosmetic surgery but instead indicates that the complex nature of human society plays its part too. |
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## Appendix 6 – Field-notes from Session 1

**Monday 16<sup>th</sup> January 2012**

| Timing | Task | What is happening |
|--------|------|-------------------|
| 16:00 | Eight students turned up.  When everyone was seated, I explained what my research is about.  I also explained what I wanted from the students and then handed them the information sheet to take home with them and asked them to fill out the consent forms to participate in questionnaires and for me to use some of their written work for my research.  I asked students if they had any questions. | When I handed out the consent forms, one of the students said that they could only come to today's session and that the rest of the weeks she was not going to be able to make it.  I suggested that she stayed as she had waited an hour for the class and that she didn't have to fill out any consent forms.

One student asked me a question about some of the information on the consent form but then she realised she understood what it meant and withdrew her question.

It was at this stage when another teacher interrupted the class and said that she had booked the same room.  We spoke outside for a few minutes and we decided that I would stay in the room but the situation would have to be resolved for next week. |
| 16:10 | I put up on the board (using powerpoint) the overall aim of the research and then I pointed out the individual aims of the three activities we would be doing in class. I asked students if they had any questions. | Everybody seemed very enthusiastic and when they saw the overall aim of the research they asked me what 'discursive' meant.  I explained it and a few of the girls said that they had to write lots of 'discursive' essays for their subjects and so they were happy with the overall aim. |
| 16:15 | I explained the aim of Activity 1 and gave students instructions on how to complete the task.  I went through the first couple of answers for Text A and then told the students to complete the rest of the table on their own.

Once the students had completed | Once the students started carrying out Activity 1, most of the students left gaps for question 3. 'What register is used?'  As soon as I noticed this, I stopped the students and I gave them a few examples. They were then able to complete question 3.  A couple of students thought that questions 3 & 4 were |

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|---|---|---|
| | the table, I asked them to check their answers with their partner.<br><br>Open-class feedback with some of the answers written on the board. | similar and were writing 'semi-formal register' and 'semi-formal language' and so I went through some more examples more specifically looking at the language and they were then happy to complete the table for Texts B & C.<br><br>When the students were comparing their answers with their partner, I noticed that some students struggled to think of things that were typically missing from this type of text (question 2). Their partners were able to help them. |
| 16:40 | I asked the students if they could guess the essay title for Text C just by looking at the introduction.<br><br><br><br>Open-class feedback.<br><br>I asked the students what they thought about the topic.<br><br><br><br><br><br><br><br><br><br><br><br><br><br>I then asked the students how they thought the essay would be structured. | As they were trying to guess it with their partners, I listened to their ideas. At first, some pairs were very generic and I asked them to be more specific. This helped them to focus and they immediately guessed the correct title.<br><br>A lot of pairs successfully guessed the title.<br><br>As the group was sitting with all of the girls together and the two boys together, there was quite a fun atmosphere as the girls expressed their opinions and the boys listened and then retaliated. One of the boys mentioned a few valid points that women biologically had to be mothers and that often this meant that men were naturally the breadwinners. The girls agreed. One girl said that she had lots of Indian friends and that they never worked or wanted to be the breadwinners so culture was an important issue in the debate.<br><br>All of the students thought that there would be an introduction, main body and conclusion. After |

| | | this, most of the students stopped as they thought they had completed the question. I asked them to think about how the main body would be specifically structured and how many paragraphs there would be, etc. The students thought that each paragraph would present a typical argument and they could only (on the spot) think of three. |
|---|---|---|
| 16:50 | I divided the class into two groups (two groups of four) and told group 1 they were going to be focusing on Text A and group 2 they were going to be focusing on Text B. We looked at the table for Activity 2 and went through the first couple of answers together in class. I had to explain the meaning of 'constraint'. I then told the students in their groups to complete the task.<br><br>I went through the answers with each group and briefly discussed their texts. | The students worked well together. As they were completing the table, they found it difficult to answer b and f, as they didn't understand the word 'constraints' and were uncertain about the meaning of 'shared cultural values'. As soon as a couple of students had asked me to explain these concepts, I stopped the class and gave a few examples. Most of the students then started completing the table, but some did not write a lot for each question. |
| 17:10 | I asked the students to complete the same exercise for Text C on their own. (I did not give the students the complete Text C as they seemed a little tired at this stage and I realised that they did not need it to complete the Activity).<br><br>I asked students to compare their answers with their partner.<br><br>Open-class feedback. | The students at this stage were tired. Some of the students had been in a previous EAP class running from 2pm – 4pm and so were now losing concentration.<br><br>The students successfully carried out the exercise. |
| 17:30 | I gave students the completed form of Text C and asked them to read it and questions 1 – 4 of Activity 4.<br><br>I went thought how I wanted the students to answer the questions and then gave them time to read | Some of the students read faster than others and some students completed questions 1-4 very quickly. In this case, I told them to continue with the questions in the table. |

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|---|---|---|
| | the essay. | One student in the first question 'How is the overall text organised?' wrote 'Very well' and then saw what her partner had written and added to her answer. |
| | | For question 4, most of the students were aware that a paragraph starts with a topic sentence and ends with a concluding remark, they then tried to identify patterns in the text and a few good attempts were made. |
| | Open-class feedback of questions 1-4. I made students aware of a typical structure used in main body paragraphs: SPRE (situation, problem, response, evaluation) and I asked the students to identify these different parts in a couple of main body paragraph which they did). | One student pointed out that she found question 2 & 4 too similar. Question 2: how are the paragraphs in the main body organised? And question 4: are there any patterns in the organisation of the main body paragraphs? |
| | I asked the students to complete the rest of the table for homework. | |
| | I went thought the aims of the class and made students aware that we had not fully completed all of the aim as we had not completed Activity 4 however we would finish this next week. | Nobody moaned about there being homework. In fact one student said, 'good, this will give me time to analyse the essay and look for some good language'. |
| | We discussed what the students had learned in the session. | |
| | | The students despite being quite tired were enthusiastic with what they had discovered in the session. |
| 17:50 | I asked students to complete the questionnaires on the materials used in today's session. I asked them to write as much information | The students were happy to answer the questionnaires. |

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| | as possible as this would help me with my research.

I thanked them and then we left. | |
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**Changes I would make to the material based on experience and observations**

| Details of activity | Changes needed |
| --- | --- |
| Activity 1: exercise 1 (table) | Examples beneath each question. |
| Activity 2: exercise 1 | Examples beneath each question. |
| Activity 2: exercise 1 | An explanation of the word 'constraints' in brackets. |
| Activity 3: exercise 1 (table), | Examples beneath questions a-e. |

**Considerations for future classes**

- As some of the students already have an EAP 04 lecture from 2pm – 4pm, there should perhaps be a short break (5-8 mins) half way through the class or aim to finish at 17:45.
- Use less material and allow more time on tasks.
- More time needed to discuss how the materials could be used in Assessment 1.

**Things to address in the post-session interviews**

- What the students thought of the exercises on 'contextual analysis'.

## Appendix 7 – Field-notes from Session 2

**Monday 23rd January 2012**

| Timing | Task | What is happening |
|---|---|---|
| 16:00 | Only four students came to the session today. Two of the students had emailed me (one the night before and one three hours before) saying that due to illness, they would not be able to attend. The seventh student came and spoke to me, in person, during the day and explained to me that her brother had arrived from her home country and she asked if she could miss the session. She promised that she would attend all of the other sessions.<br><br>Once the students had settled down, I told them the aims of today's session. As I was explaining the aims, the students were also given the opportunity to read them on the ppt. I explained to them about the concordance programme Antconc and what I had done with the programme and how the results were going to be shown in today's session. | One of the students as soon as he arrived talked about how tired he was. The other three students seemed in good spirits.<br><br>The students listened to the aims of the session and they seemed interested when I told them about Antconc as they had never heard of any concordance programmes and their abilities. |
| 16:05 | **Activity 1**<br>With a collection of 70 undergraduate discursive essays in mind, I asked the students to think about what they thought the 10 most frequent words were.<br><br>I revealed the answers on the ppt and asked students what they thought all this meant. | The students were keen to carry out this task as they saw it as a competition. When the students compared their results, interestingly the girls were more in line with the answers than the boys since the boys had predicted all types of linking words.<br><br>When the answers were revealed, the boys were surprised at the results as they had predicted linking words rather than generic words. The girls however, were not |

| | | as surprised.

When asked what all this meant, one of the students said 'we should not be afraid to use these words'. This started a short discussion in the class about always trying to use different words to avoid repetition and how the words in the list were acceptable to use frequently. |
|---|---|---|
| 16:15 | I showed students a list of the most frequent linking words found in the 70 essays I had analysed and asked them to discuss their different uses. One example, 'however' was discussed before the students completed the exercise with their partner.

We went through the answers to exercise 3 in open class. | At this stage, the students talked about their uses and they all knew when to use all of the linking words except 'thus'.

One student, at this stage, asked me when we typically use 'since'. This drew my attention to the fact that perhaps this exercise and the linking words found were too easy for the class. More complex linking words should also have been addressed.

The students successfully completed the exercise. |
| 16:25 | I gave students the concordance lines for the different linking words and asked them to find the patterns. The first one was completed as an example.

I asked the students to first work alone and then discuss their findings with their partner.

We went through the answers in open class. | Most of the students looked as if they were enjoying carrying out this task as they were analysing real texts.

One of the students did not appreciate that there was not always a pattern, for example, with the linking word 'Therefore' it can be followed by a definite article, linking word, subject pronoun, etc. The student in question probably works in a mathematical way and therefore likes to see concrete results. |

| | | |
|---|---|---|
| | | Other students found it fascinating that in some of the cases, two linking words came together e.g. However, although. None of the students had seen this before. |
| | I asked the students to think about how the exercises on linking words could help with their assignment. | The students said that they would be more aware of the positioning of the linking words and would try and use two linking words together in the future. |
| 16:35 | Before looking at the three-word clusters, I asked students what they thought the most frequent ones would be.<br><br>I told students to look at the list.<br><br>I then asked to students to fill in the first two columns of the table.<br><br><br><br><br><br>I asked roughly how many 'No's they had and on overage people had 4. I asked the students to write a sentence using the cluster. | Despite giving students one example, the students themselves could not think of any.<br><br>When the students looked down the list, they realised exactly what they were.<br><br>At this stage, I realised that it would be pointless getting the students to write a sentence for each 3 word cluster as clearly some were easier than others. I therefore decided that if the students had placed a 'No' in columns 2 of 3 then they were to analyse the concordance lines and then write a sentence in column 4.<br><br>It was at this point the students struggled a little to write a sentence out of context. I told the students to think of the discursive essay we had looked at last week but still one of the students struggled to think of any examples. (This could have been through boredom or tiredness because the rest of the students were able to write context specific examples).<br><br>One of the students noticed that 'a result or' is typically 'as a result of'. |

| 16:50 | **Activity 2**<br>I told students that the easy part of the lesson was now over and that now they would really have to concentrate.<br><br>I gave students a brief overview of lexical density and then asked students what they thought a 'clause' was | When I told students that the easy part was over a few of the students said, 'I thought that was difficult!'<br><br>One of the students knew exactly what a clause was and gave a near perfect definition. I showed the exact definition on the ppt to ensure students understood. |
|---|---|---|
| | I asked the students to look at the information leaflet, and decide how many clauses there were. Once they had finished, I asked them to check their answers with their partner. | Two of the students found this task a little challenging but their partners helped them and when we went through the answers in open class all of the students had the same number. |
| | We went through the results in open class. | It was at this stage that I realised that I needed to inform students about content words. |
| | **Changing the material,** I asked students if they knew what a 'content word' was. The students discussed their answers with their partner and then in open class.<br><br>I put up some examples of 'content' words on the board and the students felt confident that they knew what they were. | Two out of the four students guessed correctly what a content word was and as we were going through different examples of content words, one of the students asked me 'Why do we need to know this? 'How does this help us?' These questions threw me a little and I tried to explain again how working out the lexical density of a piece of work would tell you how content specific it was and how dense. The denser a pattern of words the better. The student did not look convinced at my explanation and another student started asking more questions. It seemed that they were not sure how these exercises were going to help them as they were never going to go through their whole essays and work out its lexical density. I |

| | | told the students to be patient as we were going to work out the lexical density of their own paragraphs and comment on how they could be improved. |
|---|---|---|
| 17:05 | Once I had convinced the two students that the following exercises would help them, we continued. I drew the students' attention to the spoken dialogue and pointed out the clauses, content words and lexical density. I then asked them to compare the results with those of the essay seen in the example on the h/o. | One of the students pointed out that I had made a few mistakes with the content words in the dialogue and that I had contradicted what a content word was. I therefore at this stage had to revise my calculations.<br><br>The students compared the examples and one of the students said but 'it is obvious, we know that one is better than the other just by the feel of it' She felt that we didn't need a lexical density score to tell us anything'. |
| 17:15 | I asked the students to look at the Written English text and to look at how the lexical density of the Written and Spoken text is different. I asked the students why.<br><br>I skipped question 3 because I wanted the students to do their own investigating and find out the lexical density of the information leaflet.<br><br>We went through the answers in open class and there were a few discrepancies with the number of content words and so we went through the text together and picked out the content words.<br><br>Once we had found out the lexical density of the text, I asked the students what this told us about the text. | Three of the students said that there were fewer content words in the spoken dialogue. One student just listened and didn't seem to want to add to the discussion.<br><br>The students worked alone and then checked their answers with their partner. One student was not interested at all and didn't really attempt to do the exercise. When I went over to help him, he said that he didn't see the point to the exercise.<br><br><br>One student said that it was not an academic text and that you could tell that it wasn't a spoken text because of the number of content words. |
| 17:25 | I asked the students to discuss the three questions in the 'Time to reflect' section of the handout. The | When the questions were discussed in open class, it emerged that the class was divided. Two of the |

| | students discussed in pairs and then in open class | students believed that in order to improve their writing they needed more content words and the other two students didn't see how knowing about lexical density could tell them anything.<br><br>They all knew that they should be aiming for a lexical density of 5 or above for the purpose of an academic essay but one student pointed out that he was not going to work out the lexical density of his work once he had written it.  It would be a waste of time, he thought. |
|---|---|---|
| 17:35 | I gave students a paragraph from their own draft essays and I asked them to find out its lexical density. | One of the students completed the task immediately, and claimed that she had a lexical density of 7.5.  I then took some time to go through her paragraph and we lowered the lexical density score to 4.  She had included content words which were not in fact content words and she had miscounted her clauses.<br><br>Two of the students were upset when they found out that they had a lexical density score of under five but they discussed with each other how they could improve on it. |
| 17:50 | I gave the students the end of Session 2 questionnaire to complete.  I told the students that once they had completed the questionnaire they were free to go. | |

**Considerations from Session 1**

| Considerations | Incorporated (Y/N) |
|---|---|
| Incorporate a short break into the class | **N** |
| Use less material and allow more time on tasks | **Y** |
| More time to discuss how the materials could be used in Assessment 1 | **Y** |

**Changes I would make to the material based on experience and observations**

| Details of activity | Changes needed |
|---|---|
| Activity 1: Exercise 2 | Include more complex linking words |
| Activity 1: Exercise 5 | In instructions, tell students to only write a sentence for the 'three-word clusters' they have not used before or do not know how to use. |
| Activity 1: Exercise 5 | Change j, 'a result of' to '(as) a result of' |
| Activity 2 | Add after Exercise 2, 'What is a content word?' And ask students to find examples in the leaflet. |
| Activity 2: Exercise 3 | Change the lexical density scores, including the number of clauses and content words in the model 'Spoken English' and 'Written English' texts. |
| Activity 2: Exercise 5 | 'Information leaflet' should read 'slang dialogue'. |
| Activity 2: Exercise 7 | Work out the lexical density of the student's work and have it ready to give to them once they have tried to work it out for themselves. |

**Considerations from Session 2**

- Know your material and what you are teaching!
- Have an answer key for the exercises you expect the students to carry out.
- Always check your material for any errors before piloting.
- Incorporate a short break into the class.

**Things to address in the post-session interviews**

- If the students think that knowing about lexical density is an efficient tool.

## Appendix 8 – Field-notes from Session 3

**Monday 30th January 2012**

| Timing | Task | What is happening |
|---|---|---|
| 16:00 | I reminded students of the overall aim of the sessions and told them the specific aims of today's activities. We revised a few concepts from the previous session as three of the students from the previous session were absent. | Today all 7 students turned up to the session on time. Two students seemed particularly tired and one student had her head on the desk for the first five minutes. |
| 16:05 | I introduced the students to the overall topic of the session which was 'cosmetic surgery'. I showed students a few pictures to activate their schemata and then asked them to answer the questions on the ppt with their partners. | The students were very motivated by the topic and seemed to know a lot about cosmetic surgery. The two students that seemed tired woke up a little and happily discussed the topic with their partner. |
| 16:15 | **Activity 1**<br>I interrupted the students who seemed to have started asking each other about if in the future they would have cosmetic surgery, and told the students that we were going to revise what we had covered in the first two sessions. I handed students the Journal article on 'Cosmetic surgery' and asked them a few questions about the context. Once we had gone through the answers to the first two questions, I gave students the hand out for the lesson. I told students in pairs to answer the questions in the first section entitled 'contextual analysis'.<br><br>Once the students had finished the exercise, we went through the answers in open class. Everyone seemed to be motivated at this stage. | When I handed students the journal article, most of the students commented on how long it was. I made it clear that they were not going to have to read all of it, just get an overall idea of it. They were relieved at this.<br><br>A couple of the students found answering the questions in the 'contextual analysis' section a little difficult but they all successfully carried out the exercise and enjoyed reading some of the sections. |
| 16:25 | I asked students to carry out a linguistic analysis of the text – again I reiterated that they did not have to read the whole text but perhaps | When we went through the first answer on lexical density, all of the students that were present in Session 2 remembered what the |

| | | |
|---|---|---|
| | just sections of it. Once they had completed the analysis, I asked them to check their answers with their partner.<br><br>When we went through the answers in open class, I asked them at each stage how their written assignment differs from the journal article. All of the students were able to successfully see the differences. | lexical density of an academic text should be. The students filled in the table and compared their answers. Some students started to read the whole article and I intervened telling them just to read a page or two.<br><br>Once we had gone through the answers, it was clear the students were ready to move on. I feel that most of the students found the task laborious but beneficial. |
| 16:35 | **Activity 2**<br>I gave students a brief explanation of 'theme' and 'rheme' and then asked the students to look at the examples and to tell me what they noticed about the theme and rheme of a sentence.<br><br>I asked the students to identify the different types of themes from the examples given. We looked at the example sentence together. We went through the answers in open class. | When I asked the students about what they had noticed about the theme and the rheme, they stated that the theme was short and that the rheme was long.<br><br>Three of the students were not sure what an adverb or preposition was and so found exercise 1 difficult to do. |
| 16:40 | I asked the students to carry out exercise 2. Again we looked at the example together.<br><br>We went through the answers together in open class. | The students carried out exercise 2 on their own and then compared their answers with their partner. As predicted, some of the students thought that 'resurfacing methods' was a verbal theme instead of a nominal theme.<br><br>All of the students completed the exercise with ease. |
| 16:50 | I asked the students to reflect on whether they had ever thought about the positioning of words or ideas in sentences.<br><br>I asked students to think about what information they thought | All of the students said they had never really thought about it.<br><br>The majority of the students thought that the most important information was placed in the |

| | | |
|---|---|---|
| | would be typically placed in the theme and rheme position. | theme position and that the rheme contained added information. |
| | Together we read an explanation pg 3 about what information is typically found in theme and rheme position. | The students were a little surprised and expressed interest by asking a few questions. |
| | I asked the students to carry out exercise 3. First on their own and then with their partner. | The students successfully identified the theme and rhemes in each sentence and they worked out how they were connected. They expressed contentment at their findings. |
| | I asked the students what style was more appropriate to their style of writing and if there was a real difference. | They said that they believed that 'the rheme of one sentence becoming the theme of the next sentence' flowed better. |
| 17:00 | I asked the students to carry out exercise 4, first alone and then to compare their answers to their partner.

I placed the answers on the board for the students to check their answers. | Although the students carried out this exercise with ease, it was a quick task and reflecting on it, didn't really add anything. |
| 17:05 | **Activity 3**
I asked the students in groups to pick one of the paragraphs and then with their group comment on why the paragraph did not flow. I then asked each group to improve the paragraph. | The students worked well in their groups and successfully re-wrote the paragraphs. At this stage the students were a little tired but some of the students were pleased that they were able to correct someone else's work. |
| 17:20 | **Activity 4**
I told the students that it was now time to practice everything they had learned in the last sessions and that it was time to write!

I put the students into groups and told them the essay title. Together, we brainstormed a few ideas and then I asked the students in groups to brainstorm and plan the structure of the essay. | Most of the students were enthusiastic about the prospect of putting everything into practice. That said, the two male students seemed disinterested in the essay title but perked up when they started to brainstorm the topic and develop ideas for their essay. |

| | I asked the students to send anything they had had time to write by Saturday so that I could reformulate their work. | |
|---|---|---|
| 17:50 | I handed out the end of session 3 questionnaires and told students that once they had completed the questionnaire they were free to go. | |

**Considerations from Sessions 1 & 2**

| Considerations | Incorporated (Y/N) |
|---|---|
| Incorporate a short break into the class | Y |
| Use less material and allow more time on tasks | Y |
| More time to discuss how the materials could be used in Assessment 1 | Y |
| Know your material and what you are teaching. | Y |
| Have an answer key for the exercises you expect your students to carry out. | Y |
| Always check your material for any errors before piloting. | Y |

**Changes I would make to the material based on experience and observations**

| Details of activity | Changes needed |
|---|---|
| Activity 1: Exercise 1 (tables) | Examples beneath each question. |
| Activity 2: Exercise 4 | Eliminate exercise |
| Activity 4 | Give students a selection of essay titles to choose from. |

**Considerations from Session 3**

- Do not give students model texts that are too long

**Things to address in the post-session interviews**

- To find out if the students think that knowing about theme and rheme will help them in the future.

## Appendix 9 – Field-notes from Session 4

**Monday 7th February 2012**

| Timing | Task | What is happening |
|--------|------|-------------------|
| 16:00 | I opened PowerPoint and showed students the overall aim of the sessions.  I pointed out to the students that I had added an additional aim as I felt that the sessions were not only helping them with their understanding of discursive essays but also with their academic writing in general.<br><br>I explained the aims of today's session and a few students seemed excited about what their work was going to look like after reformulation. | Six out of the seven students turned up to today's session.  One student had emailed me earlier in the day to say that she had a chest infection and would not be able to attend.<br><br>The students agreed with the second aim of the sessions. |
| 16:05 | **Activity 1**<br>I asked students what they considered to be essential for a high-scoring essay.  We gave a couple of answers in open class.  The students then discussed their ideas with their partners. | The students were quite quiet at this stage and didn't seem to be working well with their partners. They didn't seem very motivated. |
| 16:10 | We went through people's ideas in open-class.  I wrote up some of the answers on the board.  We discussed what was meant by each point raised.  We then compared what the students had said with the current UOW marking criteria. | Most of the students had the same ideas with regards what is essential for a high-scoring essay.<br><br>When the students compared what they had considered important with what was actually on the marking criteria, they were surprised that 'referencing' and 'quality of source' was not present and they asked me why.  I explained that that was an interesting point to raise and that is should in fact be included in the marking criteria. |
| 16:20 | **Activity 2**<br>I explained to the students what is meant by 'reformulation' and I explained how their own paragraphs had been reformulated | All of the students seemed very enthusiastic and eager to see what their paragraphs looked like now they had been rewritten by a native speaker. |

| | | by a native speaker |
|---|---|---|
| | | The students started analysing the first paragraph, some with more detail than others. |
| | I asked the students to look at the example given on the handout and note the similarities and differences between the first paragraph of Versions 1 & 2.  We looked at an example together. | One student finished comparing the two paragraphs after a couple of minutes.  I went over to her and explained that her analysis needed to be a little deeper and I explained how.  She then began to notice a lot more. |
| | I asked students to compare what they had found with their partner. | At this stage, I noted that each student had found different things and the level of analysis depended greatly on the student. |
| | We discussed the changes in open class | At this stage, I pointed out additional similarities and differences.  The students seemed really surprised and enjoyed seeing how the original had been altered. That said, it was evident that they wanted to see their own work. |
| | I asked the students why the changes had been made. | The students were immediately able to pick up on why the changes were made.  We wrote a list up on the whiteboard. |
| 16:40 | I asked the student to carry out the same procedure with the second paragraph (comparing versions 1 & 2). | Again some students carried out a deeper analysis and some just skimmed the differences.  That said, all of the students seemed happy with their findings.  They enjoyed carrying out the task, although, it was evident that a few students were anxious to see their own work. |
| | The students compared their answers with their partners and then decided why changes had or hadn't been made. | |
| | We went through the students' ideas in open-class. | |

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| | | |
|---|---|---|
| | I asked the students to look at the marking criteria and assess the essay so far in terms of where it would fit on the marking criteria.<br><br>We went through the students' ideas in open-class. | All of the students agreed on each category. |
| 17:00 | **At this stage, I decided not to continue with the original essay but to give students their own work.** I put the students in pairs and gave each pair, one of the student's work. The students carried out the same procedure.<br><br>I asked the students again to look at the marking criteria and score it accordingly.<br><br>Open-class feedback on how the students can improve their writing. | The students were happy not to continue with the example essay. They were eager to see their own work. The person who had written the paragraph really wanted to find out how they could improve their work.<br><br>Again all of the students seemed to agree on where it fell in each category. |
| 17:20 | The same process was carried out with the writing of the other student. | The students really tried to help each other find the differences between the two versions. |
| 17:40 | This brought us to the end of the session. I thanked the students for participating in the research project and I went over what we had learned and how it could be used in practice. | The students all exclaimed how much they had learned from the sessions and how they would now use what they have learned in the future. |
| 17:50 | I handed out the end of Session 4 questionnaires and told students that once they had completed the questionnaire they were free to go. | All of the students thanked me for the sessions and said that they had learned a lot. |

**Considerations from Sessions 1, 2 & 3.**

| Consideration | Incorporated (Y/N) |
|---|---|
| Incorporate a short break into the class | Y |
| Use less material and allow more time on tasks | Y |
| More time to discuss how the materials could be used in Assessment 1 | Y |
| Know your material and what you are teaching. | Y |
| Have an answer key for the exercises you expect the students to carry out | y |
| Always check your material for any errors before piloting. | Y |
| Do not give students model texts that are too long | N |

**Changes I would make to the material based on experience and observations**

| Details of activity | Changes needed |
|---|---|
| Activity 2 | Shorten the length of the model text. |

**Outstanding future considerations**

- Do not give students model texts that are too long

**Things to address in the post-session interviews**

- What the students learned from reformulation and if they found it a useful tool for their writing.

## End of Session 1 Questionnaire

The aim of this questionnaire is to discover your impressions of the materials used in today's session. Your feedback will be used to modify and improve the materials which will hopefully be used with future students.

### Section 1

Read the statements and circle the number that corresponds to how well you agree or disagree with the statements (5 = strongly agree; 4 = agree; 3 = unsure; 2 = disagree; 1 = strongly disagree).

| | Strongly agree | Agree | Unsure | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1. In today's session, I have learned about the context, structure and language used in discursive essays. | 5 | 4 | 3 | 2 | 1 |
| 2. I feel the material used in today's session will help me to improve my draft essay for this module. | 5 | 4 | 3 | 2 | 1 |
| 3. The topics of the texts used were interesting. | 5 | 4 | 3 | 2 | 1 |
| 4. The language found in the texts was of the right level. | 5 | 4 | 3 | 2 | 1 |
| 5. The time spent on each task was sufficient. | 5 | 4 | 3 | 2 | 1 |
| 6. I appreciate the self-discovery method used in today's session. | 5 | 4 | 3 | 2 | 1 |
| 7. The discoveries made in today's session will help me when I have to write discursive essays. | 5 | 4 | 3 | 2 | 1 |
| 8. All of the objectives for today's session were achieved. | 5 | 4 | 3 | 2 | 1 |
| 9. I feel the materials used in today's session will aid me with writing essays on my own degree programme. | 5 | 4 | 3 | 2 | 1 |

### Section 2

Please answer the following questions giving as much information as possible.

10. Which activity/activities in today's session did you find most useful? Please state why.

_____

_____

11. Were there any activities that you did not find useful? If yes, please state which one/s and why.

_____

12. Which activity/activities did you enjoy the most? Why?

_____

_____

13. Were there any activities you did not enjoy? If yes, please state which one/s and why.

_____

_____

14. Were there any activities that you feel could be improved? If yes please state which one/s and how?

_____

_____

15. Are there any comments you would like to make about today's session?

_____

_____

_____

**Thank you very much for your time!**

## End of Session 2 Questionnaire

The aim of this questionnaire is to find out your impressions of the materials used in today's session. Your feedback will be used to modify and improve the materials which will hopefully be used with future students.

### Section 1

Read the statements and circle the number that corresponds to how well you agree or disagree with the statements (5 = strongly agree; 4 = agree; 3 = unsure; 2 = disagree; 1 = strongly disagree).

| | Strongly agree | Agree | Unsure | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1. All of the objectives for today's session were achieved. | 5 | 4 | 3 | 2 | 1 |
| 2. I feel the material used in today's session will help me to improve my draft essay for this module. | 5 | 4 | 3 | 2 | 1 |
| 3. The topics of the texts used were interesting. | 5 | 4 | 3 | 2 | 1 |
| 4. The language found in the texts was of the right level. | 5 | 4 | 3 | 2 | 1 |
| 5. The time spent on each task was sufficient. | 5 | 4 | 3 | 2 | 1 |
| 6. The discoveries made in today's session will help me when I have to write discursive essays. | 5 | 4 | 3 | 2 | 1 |
| 7. I now know the typical language, including linking words, used in discursive essays. | 5 | 4 | 3 | 2 | 1 |
| 8. I understand how to work out the lexical density of a text and what the lexical density score of a text means. | 5 | 4 | 3 | 2 | 1 |
| 9. The materials used in today's session will aid me with writing essays on my own degree programme. | 5 | 4 | 3 | 2 | 1 |

### Section 2

Please answer the following questions giving as much information as possible.

10. Which activity/activities in today's session did you find most useful? Please state why.

_____

_____


11. Were there any activities that you did not find useful? If yes, please state which one/s and why.

12. Which activity/activities did you enjoy the most? Why?

_____

_____

13. Were there any activities you did not enjoy? If yes, please state which one/s and why.

_____

_____

14. Were there any activities that you feel could be improved? If yes please state which one/s and how?

_____

_____

15. Are there any comments you would like to make about today's session?

_____

_____

_____


**Thank you very much for your time!**

## Appendix 12 – Session 3: Whilst-use questionnaire

**End of Session 3 Questionnaire**

The aim of this questionnaire is to find out your impressions of the materials used in today's session. Your feedback will be used to modify and improve the materials which will hopefully be used with future students.

**Section 1**

Read the statements and circle the number that corresponds to how well you agree or disagree with the statements (5 = strongly agree; 4 = agree; 3 = unsure; 2 = disagree; 1 = strongly disagree).

| | Strongly agree | Agree | Unsure | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1. All of the objectives for today's session were achieved. | 5 | 4 | 3 | 2 | 1 |
| 2. I feel the material used in today's session will help me to improve my draft essay for this module. | 5 | 4 | 3 | 2 | 1 |
| 3. The topics of the texts used were interesting. | 5 | 4 | 3 | 2 | 1 |
| 4. The language found in the texts was of the right level. | 5 | 4 | 3 | 2 | 1 |
| 5. The time spent on each task was sufficient. | 5 | 4 | 3 | 2 | 1 |
| 6. The discoveries made in today's session will help me when I have to write (discursive) essays in the future. | 5 | 4 | 3 | 2 | 1 |
| 7. I now understand how information is typically distributed in sentences. | 5 | 4 | 3 | 2 | 1 |
| 8. I now know how 'theme and 'rheme' can enhance cohesion. | 5 | 4 | 3 | 2 | 1 |
| 9. The materials used in today's session will aid me with writing essays on my own degree programme. | 5 | 4 | 3 | 2 | 1 |

**Section 2**

Please answer the following questions giving as much information as possible.

10. Which activity/activities in today's session did you find most useful? Please state why.

_____

_____

11. Were there any activities that you did not find useful? If yes, please state which one/s and why.

_____

12. Which activity/activities did you enjoy the most? Why?

_____

_____

13. Were there any activities you did not enjoy? If yes, please state which one/s and why.

_____

_____

14. Were there any activities that you feel could be improved? If yes please state which one/s and how?

_____

_____

15. Are there any comments you would like to make about today's session?

_____

_____

_____

**Thank you very much for your time!**

# Appendix 13 – Session 4: Whilst-use questionnaire

## End of Session 4 Questionnaire

> The aim of this questionnaire is to find out your impressions of the materials used in today's session. Your feedback will be used to modify and improve the materials which will hopefully be used with future students.

**Section 1**

Read the statements and circle the number that corresponds to how well you agree or disagree with the statements (5 = strongly agree; 4 = agree; 3 = unsure; 2 = disagree; 1 = strongly disagree).

| | Strongly agree | Agree | Unsure | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1. All of the objectives for today's session were achieved. | 5 | 4 | 3 | 2 | 1 |
| 2. I feel the material used in today's session will help me to improve my draft essay for this module. | 5 | 4 | 3 | 2 | 1 |
| 3. The time spent on each task was sufficient. | 5 | 4 | 3 | 2 | 1 |
| 4. I enjoyed the Reformulation Activity. | 5 | 4 | 3 | 2 | 1 |
| 5. The discoveries made from comparing the original essay to the reformulated essay will help me to improve my draft essay for this module. | 5 | 4 | 3 | 2 | 1 |
| 6. The materials used in today's session will aid me with writing essays on my own degree programme. | 5 | 4 | 3 | 2 | 1 |

**Section 2**

Please answer the following questions giving as much information as possible.

7. What did you like about the reformulation technique used in today's session?

_____

_____

8. What didn't you like about the reformulation technique used in today's session?

_____

_____

9. Which activity/activities in today's session did you find most useful? Please state why.

_____

_____

10.  Were there any activities that you did not find useful? If yes, please state which one/s and why.

_____

_____

11.  Which activity/activities did you enjoy the most? Why?

_____

_____

12.  Were there any activities you did not enjoy? If yes, please state which one/s and why.

_____

_____

13.  Were there any activities that you feel could be improved? If yes please state which one/s and how?

_____

_____

14.  Are there any comments you would like to make about today's session?

_____

_____

_____

**Thank you very much for your time!**

# Appendix 14 – Semi-structured interview guide

**Areas to cover:**

- Overall impressions of sessions

- Voluntary vs. normal EAP classes

- Individual sessions:

    a) Contextual analysis
    b) Lexical density
    c) Theme & rheme
    d) Reformulation

    What learnt?  How useful or helpful?


**Specific questions**

- Why signed up to sessions?

- General impact of sessions

- Noticed any before/after differences

- Impact of sessions on end of course assignment

- Do they know what they need to do to be successful in a discursive essay? Evidence.

- Learned any transferable skills?

- Additional comments

## Appendix 15 – Transcriptions of post-use interviews

**Interview 1**

**Context**

The interview took place on Monday 13th February 2012 at 13:00 in an interview room in the basement of the Regent Street campus at the University of Westminster. The interview was recorded using an i-phone. The interviewee was a 21 year old female student from Germany. She is a first year student studying for a BA in Linguistics with Spanish translation. We had a few problems before the interview took place, as the room I had booked for the hour was occupied. It took fifteen minutes before the problem was resolved. I placed a sign on the door to ensure that we were not interrupted during the interview. There were not any other problems after this. The student seemed relaxed and happy to answer my questions.

**Transcription**

> K = Katie
>
> S1 = Student 1

K: Ok, (.) so **tell** me, what did **you** think of (.) **the sessions** in general?

S1: Uhm (.), I think the sessions were very **useful** because (.) we did **specific** work on **specific** (.) themes, like, for example, uhm (.), how to use **linking words**, **when** to use them with like with examples and uhm (.) and I think compared to the **normal** EAP classes this was more (.) **detailed**, and more f**ocused** on well (.) **specific** themes.

K: Yeah. Ok, so do **you** think, for example, that as some of things we covered were quite **intense** and **difficult**, do you think they would **work** in a **normal** EAP class?

S1: (2) I think they **should** because, in **my** opinion, **everybody** that is studying here should have already a **certain** level, uhm (.) and I **didn't think** it was too complicated or **too difficult** to be honest.

K: Ok, good. ((laughter)). Excellent. Ok, so we are going to **talk about** the individual sessions and obviously the things we **focused on**. So, in the **first** session, we looked at the **contextual analysis** of things and **how** they fitted into each category.

((Acknowledgement with nod))

K: What did **you** think about the exercises on that?

S1: Uhm, I think it was (3) **helpful** uhm (.) because **I** had a look at **my essay** afterwards and **I saw** that **I could use** what we learned in **those classes** for my essay as well.

K: So, do you think it would help you with other assignments as well?

S1: **Def**initely. For **essays** in **linguistics** for example (.) I've been **writing** essays on other courses and I use **that** as well.

K: Ok.  Good.  Uhm (.) so for the **second session** we looked at **lexical density**

((Acknowledgement with nod))

K: Looking at the **feedback** from some people, they said they found it **quite difficult** and it didn't really help them, what do **you** think about that?

S1: I think if you **first** write your essay and then you **have** a look at it uhm (.) and especially looking at the lexical den**sity**, uhm (.) it is easier to **adj**ust it to get it **more** lexical? ((laughter)) Uhm (2)

K: **More** dense

S1: [Exactly], ((laughter)) **denser**.  Uhm coz, **bec**ause, because I **act**ually thought the more words you have in a sentence, the more, the **be**tter, but it's not about (2) the **quan**tity of the words but the **quality** (2) uhm and I've been **pay**ing attention to that, a lot, (.) uhm especially using (2) less **unnecessary** words, for example, **instead**, I replace them with (.) **nouns** or the **stro**nger **ver**bs to make them (3) more dense.

K: (laughter) (3) Very good, so would **you** say, you said something, about you've been **using** it?

S1: **Yes**

K: So **you** have been using it?

S1: **Yes**, because **I thi**nk that when I **write** it first and **then** I wait **one** day and have, like, and I read over it again and I **thi**nk I could u**se th**is word instead to use that lexical density **things**.  And so that, afterwards I **read** over it again and I **think** it sounds **mo**re **academic**.

K: Ok.  **Good**.  So, for the **thir**d **session**, we did **them**e and **rhe**me, (2) ok, how did you **feel** about **lear**ning about **the**me and **rhe**me?

S1: I **didn'**t know about that, I didn't think about **swit**ching the **theme** with the **rheme** for example, sometimes it sounds **better** in an essay. Uhm (.) and after having done **that** in the lectures, uhm (3) I've been **pay**ing **att**ention to that as well.  Sometimes, I thou**ght** that sounds a bit **weird** if you switch the **sentences** or the **wor**ds inside the **sentences**, that will sound **more** academic or **more** fluent, and I've been doing that some times.

K: Ok

S1: But **not** as **mu**ch as the **lexical density** thing.

K: Oh, **ok** (.), so **you** think **lexical density** has **hel**ped you **more**?

S1: **Def**initely.

K: **Ok.  Inte**resting.

K: Uhm, (3) with the **theme** and the **rheme**, do you think **you'll** pay attention to **that** in the **fut**ure?

S1: **Yes.** [yeah] because **somet**imes it just **sounds** better just by **switching** the **sent**ences uhm (1) and I didn't think about that **before**.

K: Hhm

S1: Normally I would **just** change the sentence I was **unhappy** with, but, instead I just try and **switch** some sentences and it sounds **good** without having changed the **sent**ences **thems**elves.

K: Ok. **Good**. (.) Nice. (.) Uhm ok, the **last session** (2), **last week**, uhm (1), we did some **reform**ulation (3), did you find it **useful**?

S1: Yes, it's **always** useful. Because, **sometimes** (2), as I said, uhm (.) the theme and the rheme, for example, sometimes it **doesn't** work (.), you **sw**itch the sentences and it sounds better, **some**times you really have to (3) **re**-write sentences to make them sound better, or **re**arrange words, (2) uhm in a **different** order, to (.) in order to make them sound **more** academic or like **fluent** so that it's more flu**ent**. So **yeah.**

K: What did you, what did you **learn** specifically from seeing your work **re**formulated? (4) Do you remember?

S1: **Uuhm** (4)

K: Could you pick anything out?

S1: Sometimes (4) I didn't think of uhm (2) **different** ways of uhm (.) **describing** something and by **re**formulating it, uhm (3), sometimes sentences for example, sounded a bit **weird** or not uhm (2) **logical**, so by reformulating them, by making them **easier** sometimes, because sometimes I try to write very complicated so I think it sounds academic but it's **confusing** so by rearranging them or re-wring them, uhm (2) they sound more **natural** but still **aca**demic so that yeah (2)

K: **Any**thing else?

S1: No

K: So, with the overall sessions, we've had **four** sessions, with the overall session, do you think they'll **help** you with your end of course **assign**ment?

S1: **Yes** (.) and not only that, (2) for **other** essays I'm going to write as well. (2) Yeah and I think most of the things we **did** during the **vol**untary classes is **more help**ful than the things we did in the **normal** EAP classes.

K: What do you (2), how?

S1: Uhm (3) I don't **re**member what it was but **some**times I thought that with the normal EAP classes, It would have been enough, uhm for the **referencing** for example, to have given us **one** hour or **two** hours and explaining this and giving us something like a **sheet** where where (.) it is being **ex**plained how to reference (.) and **that's** it and then having spent (2) **more** time on things like **theme** and **rheme**, instead of **still** continuing how to, **how to** reference.

K: Do you think the **referencing** (2) is happening **too** much then?

S1: **Yeah.** ((laughter))

 K: It **should** have just been done in, done in one session?

S1: Yeah. Or sometimes I think (2) uhm, that it's enough to spend **one** session on one **theme** and in the end we get, or we write down something like a, like a **manual** of **how** to do something, so that we have it in our, our (.) **things**, and so then when we think about how was it, how do I **reference** so we have a look at the things and alright, **ok**, so that's how it works.

K: Maybe that's a **good** idea. ((laughter)) (2) Ok, uhm (2) so would **you** say that you now **know** what you need to do in order to be **successful** in a **discursive** essay?

S1: Uhm, (3) yes, better than **before** actually. Uhm (2) because **before**, I didn't pay attention to (2), I was **too focused** on the, (3) the actual con**text** and not that much on the **form** and **register** of the, (1) of the, (2) essay, uhm (.) and so that **now** that I'm paying attention to **both** things i think it's **definitely** going to be **better** (2).

K: We hope so. ((laughter)) Ok, have you, so you **mentioned** before that you've seen, that you've started **making** changes to your own writing. Have you seen any, have you had any **marks** back or have you **noticed** things in general? Anything specific about your writing?

S1: Uhm (2), I didn't get **any** grades back yet, but about my writing I've just **noticed** that I'm spending more time in (3) less time in **trying** to write **too comp**licated when it's **not** necessary, uhm (2) and I **used to** have a bad habit of doing work **one** day before the actual deadline ((laughter)) and uhm (.) now that uhm (.) I don't know, when I start to think about my **EAP** essay and I've been **re**writing it and looking at, thinking about the things, how I could **change** it to **sound** better. I started to work like a **week** before so I have **enough** time to, (.) to check the things we did during the classes, so (.)

K: **Very** good. **Good** student. So, uhm (2) what was the **main** reason you signed up for the classes?

S1: Because I thought it would be **useful** to me because I thought I would be learning something that it not **only** going to be able to help me for my EAP essay but also for **other essays** or other works I'm going to (.) write.

K: Was it a **con**fidence thing? (2) Did you feel **less** confidence writing?

S1: I **normally** do **pick** uhh (2) more courses uhh (.) because I **don't** feel confident, especially because **English** is **not** my **mother tongue**, I think, and because (2) for the essay for example, in **German**, we use **different** ways of how to write uhm (.) essays, we **do say** 'my opinion is that' and here I didn't know that, we don't, we are **not allowed** to do it like that, (.) we have to be more general , so **yeah definitely** it's about **confidence** because if I hadn't done this course, I would be writing essays **wrong**. I want to avoid things like that especially when I'm from another country.

K: So has it **helped** your **con**fidence?

S1: Yeah, **definitely**. (3) I mean, because, for example, a **friend** of mine who's studying Spanish translation, she was born **here** and she's British and Spanish, but she didn't know that we have to **reference,** like every essay (2) and she's English but she **didn't do** the course and then **I** started to tell her that we **have to** reference, use **references** in every essay, (.) but she **didn't** know that.  So (2)

K: So it might be something that **everyone** needs.  So, so (.) some of the **skills** I was trying to teach you was how to think critically.

S1: Uhm Uhm (2), to be **honest** before uhm (2) starting, the **EAP classes** in general, I had **no idea** of how to think **critically** ((laugher)) and **now** I do actually (.), I can see this like this and like that, but this **might** be wrong as well because: I don't know, definitely.

K: Do you think now, that, **obviously** we've been working on **different** skills, do you think you **now notice** more things, or (2)?

S1: Yes, I'm just **more** critical.  I **don't** take things for granted anymore, just because they are on the, (2) on the, (.) on the paper ((questions response)).

K: Hhhhm

S1: For **example**, the thesis:, the **thesis** uhmm (2)  uuhm (1) I **started** to look at, like (.), because for example, **when** we have a thesis and it says something but it's not **only that** that we have to **analyse**, there's always **another** part that we can **analyse** critically: and this is what I've been doing **lately** as well (.).

K: Ok.  Very good.  ((laughter)) Uhm, so **you** said how it would help you with your **own** discipline and how you've **started** using it already.

S1: Uh hum, uh hum. ((in agreement)) (2)

K: Ok, so that's good (.). Hhm so have you got any **other comments** you would like to **make** or do you have anything to **say** about the (.)

S1:                                        [Maybe] using **less** paper? because after (2), I don't know because (.), after **leaving** the courses, I don't know, I left with a **bunch** of papers and I thought it's **a lot** without being very **necessary**.  For **example**, uhm (2) when we **did** the linking words thing, when we had like four pages or so **full of just sentences** and **words** and I don't know I just [(.)]

K:                                        [Ok] A **valid** point.  **Save** the environment.

S1: Yeah, no, **because**, because (.) it's **not** like it is something I have to **learn** or read again.  It's just, I just **had** the feeling it was **a lot** more than we **actually** [did]

K:                                        [Yeah]

S1: So: (2) it felt **heavier** in my mind (.)

K:                        [Ok, that's interesting]

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S1: than it **actually** was.

K: So you are **talking** about those sheets of paper which have the words on them, we were using uhm (2) a **con**cordance maker and it was **showing** you how the **wor**ds were used in **diff**erent contexts.

S1: Yeah

K: What did you think (2) about **using** them?

S1: I **think** it was **helpful** (2) because I could see **different** ways of how to use it uhm (2) but it was just **too:** much.  Like, it would have been enough maybe to: (.) give us **three** different examples or (.) to show it (.) **just** on the computer so and then have it on **blackboard** so that if were wondering of how: to (.) use it, (.) then we have **a list** of I don't know (2), **words** (.)

K: Yeah, no, **of course**.

S1: I had, I, I have such a bad, I thought this could be a **[tree]**.

K:                                                    [Yeah, no no no], **fair** comment definitely.  Uhm, (2) did you think any of the exercises went on **too long** or were a bit **easy** then?

S1: No: not **too** long or too **easy**.  I think it was enough time for every exercise and it was not **too** easy.  (accelerates talking speed) The thing about it is that **sometimes** people just don't know things so we **have** to do it, uhh (.) so even though it's **easy** for some, others just **don't** know about it so they **have to** start doing it, even if others are **bored** they have to (2), I don't know, they have to do it anyways, just in order to (3)

K: Yeah, very good. Ok.  (.) Any other comments? Anything else you would like to say?

S1: Hhhm, (.) Maybe if they are **earlier** the hours it would be **better** as well.  I have just the feeling that **others**, for example, have classes **before** so, they were tired already (.), especially because it was something **voluntarily** and so they thought it was not something that was not going to be **graded** anyway, so never mind about that, (2) and yeah (.) yeah (.), it was quite **late** so maybe, and (.) and (.) there is a lot of **theoretical** and **structural** things so: (.) its **heavier** (2), its heavier than other subjects for example, (.) like **translations** where you **just** translate words or something (.) and then if that was to be one of the **first** lectures it would be (3)**better**.

K: Yeah, of course.  So, you said (.) it was, it was (.) **heavy**, heavy on the theory, do you think there should be **more** practice?

S1: **No**, I think it was **balanced**.  I think it was enough of both of them.  Yeah.

K: Are you going to continue writing your essay?

S1: Yes

K: On cosmetic surgery?

S1: **No**. ((laughter)) No **if** I would have the time for it then (2) I **would** do it, but I have, uhm (.) **two** essays to write uh (.), one of the **EAP** (.) and one for some other lectures, so I have **absolutely** no time to do it. Until **when** do we have to do it?

K: Until **whenever**.

S1: Well, if it is until whenever then I'll do it ((thinking)) (4) ((laughter)) I **don't** know I'll see.

K: Ok. Well **thank you** very much. We will **stop** now.


**Interview 2**

**Context**

The interview took place on Monday 13th February at 13:30 in an interview room in the basement of the Regent Street campus of the University of Westminster. The interview was recorded using an i-phone. The interviewee was a 19 year old female student from Latvia. The student is a first year student studying for a BA in Business Management. The student arrived on time and was eager to give her opinion about the voluntary EAP sessions. She was a little disappointed that I did not have the Voluntary session materials with me as she wanted to use the sheets to jog her memory.

**Transcription**

K = Katie

S2 = Student 2

K: Ok (2) so my **first** question is (.) so what did you think **generally** of the **sess**ions?

S2: Well (1) I think that these sessions were **rea**lly **thought-provoking** and **stim**ulating, it was (2), it (1) was **really wor**th doing them.

K: Ok, **good,** (.) even though the time was a bit late?

S2: (.) Uhm (.) I would say (.) I would say the **first** time when we were there it was a **bit ha**rd but then you (1), I was **really** waiting for them because it was like (.) **some**thing **new** (.) because you get get (.) **in depth** of the topic.

K: [Ok, good]. Nice. (1) Ok, so I'm **just** going to go through each **ses**sion and we're going to talk about (.) **generally** what we **kind of** learnt or what the **pur**pose was (.) so the first (.) the **first** session, was about the **contextual** analysis of texts (1), and we did, [we **filled out** those tables]

S2:      [Do you have (.)], do you have those **pap**ers with you?

K: No, sorry. It was the **sheets** with all the [**genre**]

S;                                                        [Oh, yeah, oh yeah]. **Ok.**

K: Ok. So that was to **find out** basically about (.), about **discursive** essays (.) and the different kinds of texts that (2) there **are** (2) and how to analyse them. I mean, how **did you** feel about [that kind of]

S2:                          [I think] it was a **good** idea to give **different** examples of the texts because at **that** sessions that we have in **English** for **Aca**demic **Purp**oses, (.) we **only** looked at the **essays**, like **good** and **bad** essays, but we **didn't get** those **other types** of writing and it was a **good idea**, because you (.) you see how it **diff**ers, and **how** the essay **differs** from **oth**er **gen**res.

K: Ok, good (.). Do you think (.) so, do you think that in the classes, you said we **just** look at **essa**ys, do you think the **type** of essay, the **discur**sive essay, do **you** have to write a lot of them in your (2) in **your** [course]?

S2:                          [Yeah], [**yeah**]

K:                          [You] do?

S2: Yeah. **One** essay so far and **we** will need to write two more.

K: Is there any **other** writing that you do?

S2: **What** do you mean?

K: Like (2) **rep**orts..

S2: Oh, yes (.) we have to write **lots** of reports.

K: Articles? [Or]..

S2:                [Not] articles. Just **reports** and **essays** at the **mom**ent.

K: Ok, so **moving back** to the sessions (4). The **second** session (1) which people found **a little diff**icult and some say it **wasn't** very **help**ful, was the **lexical [density]**

S2:                                              [**Really**?] I, I, I (1) personally, **I** found it **really help**ful and **honestly** (1) I was **a bit** worried (1) and maybe **dis**couraged a bit (.) because (.) you know (.) because when we **counted** mine it was **3.7** or something like this, and I **started** (1) looking at my essay **more critically** and (.) I **feel** that I have **improved** because, I have **re**-written my essay during this last weekend (.) and I **really** find that I'm **starting** to use **new** words, more **academic** style and (.) I **really** pay **atten**tion to the words I use now.

K: Really?

S2: Yeah, **definitely**.

K: Very good. So you are (.) **quite** surprised that **other** people didn't have the **same** kind of feeling?

S2: Yeah (.) coz (1) well, it might be **hard** (.) for **so**me people because you **need** to start looking at your essay (1) not just like (2) the typical (.) simple essay (2) you need to look **in depth**.

K: So, do you think you paid **more** attention when it was your own work, rather than other people's (3) because we started off I think (.) looking at the **lexical** density of a **spoken** dialogue.

S2: Oh **yeah**.

K: And then we looked at **another** essay (.) from the women are...

S2:                                                  [**Yeah**, yeah].

K: Programmed essay and then we looked at your **own** essays (2), so did you kind of switch **off** before your own essay? [Or]..

S2:                          [Well (1)] what **I** remember is my own essay, yes **definitely**.

K:                          [Yeah, ok]

S2:                          [But] those **two** examples that you gave were **important** because (1) you **need** to understand what it does mean **lexical** density and **unless** you have the examples, you **cannot** understand it (2).

K: Ok, very good.  So you are (2) **good** for lexical density.

S2: Yeah, I'm **for** it.

((laughter))

K: Ok, so the **third** session, we looked at **theme** and **rheme** (2) what did you (1) do you have any **comments** about theme and rheme and [discovering]..

S2: [It seems] a **good** idea to use it, **but** you can't use it (.) **all** the time.  For example, in an **introduction**, we looked at it (.) and you **don't** have it basically (.) and, well, (.) uhmm (2) you **can** use it but (1) I think not **all** the people will use it **after** that.

K: But if **you're** looking at your work (.)  do you (.) have you **considered** it since then?

S2: Yeah, yeah **definitely** (.) because I'm looking like what's in the **end** of the sentence, **where** it start (.) and **how** to start the next sentence to make it more (.) more **coherent** now.

K: Yeah. [Ok].

S2: [It's] **worth** it.

K: It's a **useful** tool?

S2: Yeah.  **I** think so.

((laughter))

K: Ok, the **last** session we looked at **reformulation** (3) so (.) remember we had **your** own **essay** or your own paragraph and it was **reformulated** by a **na**tive speaker, what did you **learn** from that?

S2: Well (.) uhhmm (1) **again**, you made **a lot** of changes to my work, **but** I feel (.) like (.) **quite** good because it **seems** to me that (.) I have **fairly** good level of **wri**ting and I **feel** (2) the **things** you have improved are (.) is far more **different** level (.) it's (1) and its higher (.) and if you **make** these changes then **you** think **I** can do this, so (2), I think it's **important** to see how **other** people (3) write (.) **your** texts, maybe it **won't** be possible to **always** do it like this.

K: It's **always** possible

((laughter))

S2: Then it's a **good** idea (1) because the student gets a sense **how** he or she can write and he can feel **more encour**aged and in the same, maybe **discouraged**, (.) it depends on the person [but]

K:          [Do you] think someone may feel **discouraged**?

S2: Well (2) uhm (.) he or she may feel, maybe, **disappointed** a bit (1)

K: **Why** or **how**?

S2: Because he **can't** (1) he can't (.) **reach** this **level** at the moment (.) and for him (.) or her it may be a **real** problem.

K: Ok.  But from **your** own example that you saw, you said it was quite **high** level, how (.) **why** did you feel that, do you think it was **too much**?

S2: **No**, I think (1) for **me** it is **really** stimulating (.) because I **know** I can **reach** this level (.) and I **want** to reach this level (.)  and (1) when **I** was writing **my** essay now (1) I **looked** these examples, that you have **written** for me(.) and (.) I **used** these phrases and (.) I **tried** to see **how** (.) I can (1) **improve** my writing (2) using **everything**.  I (.) I haven't used this (2) **lexical density** at the moment (.) I might use it a **bit later** (.) but I've used the **theme** and **rheme** and 'according to' and all the (1) all the, **in-text** references (.) **now** I understand it **is important** to change the reference (.) the **style** of referencing (.) to use **different** ways in references and so on.

K: Ok, **very** good (2). Uhhm (2) right, so, (1) we looked last week also at **high scoring** essays (2), do you think that looking at the mark scheme (.) itself (1) is something **useful**?

S2: I think not all (.) **all** the students understand **how** the essays are are (.) marked and in **other** modules (.) teachers tell us to see the mark [scheme]..

K:                                                      [Yeah]

S2: So **you** understand what you are **looking for** and (1) uhmm (1)

K: Had you **viewed** it on blackboard?

S2: Yeah

K: You had?

S2: Yeah.  For the **portfolio** and so on (2).  And (3) what else to tell (2) **What** was the question again?

K: About **high scoring** essays and the **mark** scheme.

S2: I **also** wanted to tell that it is **important** to give a person (1) **high** scoring essay (.) because then he will be **mo**tivated to to (.) make the same (2) because **when** you give a **bad** example, you know, you (2) you get it (.) in your **mind** (.) you **start** thinking about **bad** things, not about **good** things (2).  It's like (.) when **you're** trying to (2), when you gave us that sample, like **ty**pical **mistakes**, we get (.) **lost** (.) and we get **confused** because we start thinking about **our** work (1), we start thinking about **mis**takes (.) whether or **not** we did it **right**.

K: [**Ok**ay]

S2:       [Basically] if you think about (2) if you see good, **good** things, it will be (.) it will be **easier** to improve your work. I suppose (.)

K: Ok.  **Good**.  **Thank you** very much.  **One** thing I wanted to say about the **reformulation**, remember last week, we started by looking at **one** person's text (1) how did **you** feel about looking at someone **else's** reformulation (1) did you, did you think it **helped** you or not so much?

S2: [Pause].  **Well** (.) as far as this is **not** my work (.), it's **hard** for me to **judge** the **le**vel of this **pe**rson (.) if you, if **you** would say that this work is **really** good (.) then **I** would asum asum (*tries to find correct word*) **assume** that this is a **good** work and (2) I would **see** how the **cha**nges are made (1) but as far as I **don't** know the level (.) it's **hard** for me to **judge** (.) because maybe for **me**, it's **not** a high level, but for **Karolina** she will assum that this is a **good** level.

K: [Ok]

S2: [So] it **depends**

K: So (.) did you, did you find it **better** when you saw your **own** work?

S2: Yeah (.) it's **better** to see your own work (2) maybe some just **little** piece of my own work, it's **very** good.

K: Ok, good, **thank** you very much.  (2) Uhm, so, (.) all of the sessions together, we've had **four** (1) **how** do you **think** they're going to **help** you in the **fu**ture?

S2: Well (.) I would say that this **sessions** and English for **Academic** Purposes (.) they are **two** different lessons, because in our **academic** purposes lessons (.) we, we **con**centrate **more** on **wr**iting maybe and the **ba**sics (2) that are **need**ed basically, like, **ref**erencing, **style**s of writing, some **words** and phrases (1) but we **didn't** go in **depth** (.) like **how** to make it more **coh**erent (.) how to (1) **why** we need to **use** this (1) so in these **sess**ions (.) you **explained** us (1) **why** it is important (.) **why** this **writing**, **coherence**, **th**eme and **rh**eme are **im**portant.

K: So, do you think that you could [(1)]

S2:                                    [**Combine**], yes it would be **better** to **combine**, yes **def**initely (1) because **first** you give us (1) **plain** explanation (.) of of **writing** and now it's like (1) a **different** level, **really** (1) because you **see** (1) in **dep**th what **is** the **essay** (.) and **why** you need to write it in **this** style and **why** is it important and (.) **why**.

K: **How** do you **think** the **other** students might **feel** (.) using (1) these **tasks**? Like **lexical** density or something like **that**?

S2: I think (1) I think (.) it **depends** on the person (1) because for **us** (1) for **most** of us who has been to the **voluntary** sessions (.) it was like (.) we (.) we we **really** waited for this (1) because it's a **deeper** level

K: [Yeah[

S2:  [It's] a **bit** more **hard** and (1) **but** it's (2) **really nec**essary (2) but some, **some** students may like it (.) but **some** may find it a l**ittle** hard (.) it **depends** on the le**v**el (1) If you could **split** students (1) when you **start** teaching (.) it would be **easier** (.) because agree (.) in **our** sessions, in our academic purposes lessons, we **all** of **different** levels (3)

K: Yeah, that is **true** (1) Ok (.)  So it could (.) probably **even** itself **out** (1).  Ok. Uhm (2). What **about** the **end** of course **assign**ment? How do you **feel** about that **now**?

S2: Uhmm (2)I find it (1) a bit **difficult** really (.) because I think you need to (1) you **need** to (.) **study** a lot, to **write** a lot (.) to **read** a lot (.) to **research** (1) to make a **really** good essay but (1) it makes (1) it makes sense **now.**

K: [Ok]

S2: [Because] I **see** the **structure** (.) I see **why** I need to use **this** or **that** (.) uhhmm (2) I have **some** examples, for instance, you gave us that **good** essay, and it is **really** worth to **look** at it (1) because you see (1) **good** structures and **bad** structures (.) **no** only **good** structures, for **me** personally it's **really** good.

((laughter))

 S2: Because when you see a **bad** example (.) you (.) you **still** remind me of mine and you **may** write it down (.) because (.) because **somewhere** (.) you have **seen** it (2).

K: You think that might be the **right** one?

 ((laughter))

S2: Yeah, **maybe**.  (1) Yeah (.) it's (.) it **seems** that (.) it **might** be **difficult** but (.) as (.) as **you** make it hard (1) as **you work** for it (.) you **definitely** can do this.

K: So, you **signed** up to (.) you **signed** up to the sessions, **why**?

S2: Uhm (3) because (.) well (2) it was a **different** level (1) I **I knew** that we will make something **different** (2) and (2) actually (.) I **also** thought that we would **not** work for the essay (1) in these **sess**ions, academic lessons (1) **but** (1) well (.) I I really **don't** feel bad because (1) these sessions (.) academic lessons I mean, well (1) we (.) we (.) we **revised** a bit but (2) in **each** session and **once** each session, we went in **depth** (.) and I

was **really** surprised in the **first** session because I didn't **expect** to (1) to be (.) in **such** level (.) seriously (1) because it's really not **plain** English say (2) uhm (.) it was also a bit **hard** (.) but as I said in (5) at the **start** (1) at the start yeah (.) it was really **stim**ulating (.) and (3) when you start **thinking** (.) you start realising why this happens (.) it make **sense** to you.

K: So (2) what about your **con**fidence now?

S2: Yeah (.), I got a bit **confused** with those (1) with that (2) word (1) word **den**sity?

K: **Lexical** density

S2: Yeah (.)lexical density (.) yeah (.) because **all** that stuff (.) it's a bit difficult for us and (2) but (.) I feel **really con**fident now (1) because (.) **I know** (1) I **know** something **extra**, you know? (1)  When I see (.) when I **look** at the students who **didn't** have these lessons (1) I'm just **thinking** how they're going to **write** this essay

K**: Really**?

((laughter))

S2: Yeah, because I feel (.) I have something **new** in my mind (.) and it's like (2) I got, I have the **key** of how to (.) **how** to write an **essay** and if I use **it** (.) it will be **good**.

K: Very nice. ((laughter)) You've got the **key**!

S2: **Yes**

K: How do you (2) uhhm (.) have you seen any **improvements** in your **writing** over the past four weeks?

S2: Yeah, definitely. (1) Over (.) this weekend (1) I started **writing** this **ess**ay and (2) I feel like (.) it is (1) I **have** improved (1) I started writing (.) writing **different** level (.) I have **improved** some (1) **structure** of the sentence (.) uhmm (2) **words** used (.) I **now** realise that I used a lot of **non**-academic words (.) and so **now** I **con**centrate more on **this** and **structure** (1). Yeah (.)

K: Interesting (2). So what about **in general** (1), I mean for your **other** subjects as well (.), on your course (2) on **your** degree?

**(DOES NOT ANSWER QUESTION – Comments on a different area)**

S2: I **also** wanted to tell that this was **good** (.) that we were (2) only **a few** (.) because it was easier to (.) to work in (1) the **groups** (2) because **you** could pay **more atten**tion to us (.) and and (.) for the other modules (4) well I haven't (3)...

K: Have you been **writing** anything?

S2: I haven't (2) I haven't (1) **written** anything for **now** (2) but (.) **we** are going to **write** an **es**say (.) and I **definitely** know I am going to use **this** (.) and **reflecting** on what I have written before (2) I **realise** that (1) that (.) if I did all this (1) **stuff** (1) then I would (.) could get **better** results.

K: Well, at **least** you are only in your first year and you can **use** it!

((laughter))

S2: Yeah. This is **true**.

K: Uhm (2) Would you say (.) you now (2) would you say (.) you know **now** what you need to do to be **successful [in]**?

S2: [Yes], **definitely**

K: In **discursive** essays (.) and maybe in **general**?

S2: Yeah (.) because all this **stuff** it is **possible** to use it **every**where (1) I mean (.) well maybe not in **speaking** (1) **no** but **still** in **speaking** as well (.) as far as (1) as long as you **think** about **what** and **how** you are going to present, in **presentations** for example (1) you can use all this **coherence** and that (3) stuff

((laughter))

K: You can **use** it **all**?

S2: **Yeah**

((laughter))

K: Ok (.) Uhhhm (3)  So (.) we talked about **critical** thinking skills (2) do you think (2) the sessions (.) the sessions have **helped** you to become more **critical**?

S2: (3) **Well** (1) I get a sense of **critical think**ing because (.) I I realise that (.) it's quite **hard** because you **need** to (2) your **brain** needs to work (1) you know (.) to stare at a problem from **different** sides (3) and I **think** (1) it's (2) yeah (1) I'm **going to** use it.  (2) And, **actually** (1) I'm **trying** to use it already **now**.  (2) It's like the same for **aca**demic **writ**ing (1),well  you have **one** thinking (1) you are **thinking** about the (2) what are you going to (.) about the **content** (.) and **here** you thinking about the **structure** (.) the **words** (.) so it is a **critical** thinking **al**ready.

K: Ok. So ok (2) we talked about **noticing** different things (.) and **noticing** the **the**me and the **rhe**me and **noticing** the **lex**ical **den**sity (.) do you feel that (2) that **looking** at things **now** you would be **more** critical? (2) You would be able to **point out diff**erent things?

S2: I think I **won't** be able to do this (2) **instantly** (1) **but** as far as I **want** to do this (.) I will (1) I could **definitely** do this (2)  because I'm **going** to **write** my essay and then look at (.) all that **the**me and **rhe**me (.) and **lexical** density because (2) for **now** (.) for me (.) it's impossible to do these two ways.

K: It's **probably** in **stag**es.

S2: Yeah **definitely**. (1) [In **stages**].

K:                                              [One] **step** at a time.

S2: That's why I **thought** (.) it would be better to **combine** the lessons (2) because you (.) you get **two** things (.) **together** (3)

K: Yeah (.) ok (.) so combining **everything** and then maybe (2) lexical density can be over a **couple** of weeks or something?

S2: **Yeah**.

K: Ok (.) good. So (1) do you have any more **comments**? (1) Anything you want to **add**?

S2: Well (1) I **thought** (.) it was **really** good.  Uhhm (.) because it was really **stimulating** and (2) you **feel** that (.) you (.) you get something **new**.  You get **ideas** on **how** to write (.) you (.) it **seems** that it's quite **hard** at the moment (1) from the **start** (2) from the **beginning**?

K: From the **start** or from the **beginning** (.) that's **fine**.

S2: From the beginning (2) but **then** you get a **sense** that you **need** it and (.) you **realise** that it's **important** and (.) it's interesting (1) because (3) it's **none** the way we have thought (.) and it's **very** useful (.) I **really** enjoyed it.

K: **Good**

S2: I think (.) It's a **high** level but as far as you (1) you (3) you (2) **added** to the lessons (.) students may **feel** (1) maybe **a bit con**fused (.) but at the same time (.) more **confident** (.) because they get sense of **writing** not only ideas of **how** to write or **what** to write about (.) but the sense of (2) **structure** (.) on (2) **how** the essays are **marked** (.) because it's **really** important to **under**stand (.) I think this part is **missing** (2) in our normal lessons.

K: Do you think there was a **good** balance between **theory** and **practice**?

S2: Yeah (.) because you gave us examples (.) **all** the time (.)we had a **text** (.) uhmm (.) yeah because we had **different** types of texts (2) it's **good** that we didn't have only **one** for example (1) **good** essay or **bad** essay something like this, about **different** genres (2) and **different** (2) styles of writing (3)

K: Do you think you **would have liked** to write more in the lessons or?

S2: Uhmm (2) well (3) **personally** (1)I (1) I don't really like to (2) to write **too much** in the lessons (3) I **prefer** to make some **notes** on something **impor**tant (1) as we made a table (1) and it's (.)much **more easier** to (.) to )(.) **reflect** on this (.) because you **see** (2) **what** you have **written** (1) because **basically** you have made **notes** (.) on **what** is important to **you**.

K: Any (.) **more** comments?

S2: You know the **tables** for when we had the different **genres** (1)  well the tables they were **a bit** hard (2) because (1) it is **important** to **real**ise **who** are you writing for (.) and what are your aims (2) **who** is going to look at it (2) uhm (.) but it was a bit **hard**.

K: So maybe if there were a few examples (.) would **that** have **helped** you?

S2: Yeah (2) it would be **better** if (2) basically (.) we **tried** to make (2) the **first** text together

K: Yeah

S2: **but,** but (2) it would be **better** if we made (.) **all** the texts together (1) to **see** what that means. (2) There was **something** connecting to **grammar** (2) or (1) **writing** style (.) something like this and (.) we sat (.) we sat together and **didn't understand** what we have to write.

K: Ok (1) that is a **fair** point.

S2: **Yeah**

K: You know (.) **you** remember we had the **concordance** lines and I gave you uhhm (.), the words (.) the **linking** words in context (2)

S2: That was **quite** good.

K: **Yeah**?

S2: Yeah (1) uhm (.) but **also** you know, you made a **big** table as well (.) **asking** all these things?

K: For the **three-word clusters**?

S2: Yeah (.) **three-word clusters** (2) and basically if (.) you told (.) if you **know** (.) you **don't** need to write (1) that's **true** but (.) at the same time the table is **empty** so (2) maybe you need to **reorganise** somehow (2) because if someone knows **everything** the table is **empty**.

K: Do you think **people** will say they **know** everything but maybe they **might not** know?

S2: Yeah, it **may be** so.

K: So (.) maybe **pick out** a few and do this.

S2: You may tell so or maybe **read** some examples so that **everyone** will write **at least** one sentence.

K: Ok, **thank you**. (2) **Anything** else?

S2: You, you **don't** have those **papers** right?

K: **No**

S2: I **thought** to take them but **forgot** (3).

K: Oh **no**.

S2: I thought it was a **good** idea to put (4) those **linking words** because (.) and that **table** you gave us (.) there were some **examples** (.) so that if you **didn't** know you **could see** how people use it. And also, it was a **good** idea to **ask** us some questions

from the start, so for example, **do you know** what is **cos**metic **sur**gery? Or **do you know** top ten linking words? Because it make **atmospheres** more friends, I suppose.

K: So (.) it was quite a **friendly** atmosphere?

S2: **Yeah**.

K: **Important**!

K: Ok (2) I think we have to (.) **stop** there as we have to **go** to class.

**Interview 3**

**Context**

The interview took place on Monday 13th February at 16:00 in an interview room in the basement of the Regent Street campus of the University of Westminster.  The interview was recorded using an i-phone.  The interviewee was a 19 year old female student from Portugal.  The student is a first year student studying for a BSC in Human and Medical Science.  The student arrived on time and was eager to give her opinion about the voluntary EAP sessions.

**Transcription**

K = Katie

S3 = Student 3

K: Ok (1) **right** (.) so let's start with the **beg**inning (2) so what did **you** think **overall** of the **sess**ions?

S3: I think they was **quite** helpful (.) it's like (.) the **thought** that I have about these less **less**ons (.) **helpful** (1) because it **make** me realise: (.) some **errors** (.) that are like so **small** but they are **huge** (.) like in terms of **importance** and I (.) didn't even **think** about that (.) like I never **thought** about that before.  So (.) it was **really** good, to have that (.) those **sess**ions because I really feel that **nowadays** (.) I'm feeling more **prepared** (.) to do any assessment that you want me to do.  I'll not be so **scared** like (.) I'm going to **fail**.

((laughter))

K: You said it helped you with some **errors**, what **kind** of errors?

S3: Like (.) in terms of **writing** (.) like (1) **how** could I (1) how a **paragraph** has to be **structured** (.) how can I (2) **link** my **para**graphs (.) which **word** should I use and **which** context (.) you know (.) because I was like (.) **confusing** things (.) and I even like **needed** to go to a (1) **dictionary** in Portuguese (.) so that it make **sense** to me (.) why do I have to use **that** word and not the **other** one (.) but (1) it **really** came to (2) a point that I **really** (1) feel **ok** I know **why** I have to use **this** and **not** that (1) and why (.) that

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is like (.) **good** for me (.) and how I **should** write like that (.) because it makes **sense** in the **whole** context.

K: So, you **said** (1) you said (.) it makes sense **now** (1) is that from the **sessions** [or...?]

S3:

[Yeah] because there are like **some** words (1) that (.) I was **looking** at (.) through the sessions that we use in **texts** and (.) and (.) when **reformulating** the texts and **stuff** like that (.) and I **tried** to apply that to my **essays** (.) but **some** of them were like (.) **no** (.) because I had like a **thought** about that word (.) that it like (.) **means** something and (.) in **my** mind (1) no **this** means **that** and so it can**not** be like that (1) you **know** what I mean? (.) so when I **tried** to write the **essay** on my own (1) I went to (.) **see** what they **really** mean (.) and to **try** and understand (.) **how** and **why** (.) they can **fill** (1) in that **sentence**.

K: Ok (.) **good**. Right, we're going to **talk** about the (.) **specific** sessions now. You missed (1) Session (.) **2** (.) ok (.) so the **first** session (.) we did the (.) **contextual** analysis and we filled in the (.) **tables** about the **different** texts (.) how did you **feel** (.) about the **exer**cises?

S3: It was like (2) **boring** for me.

((laughter))

S3: It's like (.) **ahhhhhh** why? But (.) I see the (.) **point** (.) because (.) it made me **realise** how many types of (.) **English** (.) I **can** find (.) over there (.) and it **made** me like (2) be more **critical** with my **sources** (1) because (.) **now** I can find like (.) **no** (.) this is just like **good** (1) it's **well** done (.) it's a **good** writing (.) but it's not like (.) the (.) **academic** that I need (1) so (.) in that **point** (.) it was **useful** for me (.) I'm just like **so** lazy (.) to do **hard** work (.) because you did it **a lot** of times (.) and over and **over** again (1) and that's the **only** point (.) because **I'm** lazy that's the thing (1) **but** (.) it was **really** good (.) because **now** (.) I **really** understand the (.) **different** types of English (.) I know (.) I can **look** at a text (.) and say **no** (.) this is **not** good for me (.) not **good enough** to be used as a sources (.) and I **cannot** (.) **quote** (.) or I can **use** it as a source to **paraphrasing** that (.) but **not** to quote (1) because I'll be like, (.) **no** (.) no no no (.)so it's good because **now** I'm like (.) more **critical**.

K: Ok (.) **good**. So (.) do you think (1) not **that** session but the **other** sessions (.) did they **help** you with your (.) **critical** analysis?

S3: **Yeah** (2) more (.) in terms of (.) **writing** (.) because the **other** sessions were like (.) mostly about (.) **writing** and (2) they made me like think (.) like **three** times before I put one idea (.) one **idea** in the paper (.) because I **usually** (1) think (.) and I **think** (1) **how** can I organise it in **Portuguese** (.) that was my **first** thought (.) like (.) in **three** months ago (.) like in the **beginning** (.) when I started writing essays (1) and now I **know** that (.) in **Portuguese** you have like **different** rules of writing (1) than here (.) so **now** I'm like (1) **how** would a (.) how would a **native** write (.) you know what I **mean** (1) because I **saw** the **difference** between **my** text and the text that **you** correct (2) and the things was **not** so **different** but I just **need** (2) to put like (.) some **specific** words (.) and some

(1) **linking** words that make the **whole** change to the text, so like (.) the **same** things that I said they just like (1) they **pop** out (.) so **now** it's good.

((laughter))

S3: So **now** I was like (.) I **have** to think like that (1) so it **made** me realise that (2) I can **have** my ideas (1) and just have to (1) **choose** better words to **express** them (.) it's not that I got it **wrong** (.) because first of all (.) I was like **no** (.) I cannot put **everything** on paper (1) I'm not **good** at it (.) and then I **realised** that if I made some (.) **effort** (.) If I **search** a lot like (.) to do the the (.) **last essay** that I did this week like (.) I **start** to write like **three** times (.) and **every time** I was like (.) **no** (.) this **cannot** be like that (.) because (.) there is the **feeling** that it is **not** academic **enough** (.) and so (.) I get to the **point** that (.) ok it would **really** pass for an academic essay (.) it cannot be like (.) a **per**fect essay (2) it can be like **ok** (.) a medium (.) but it is really **good** comparing (.) comparing with my **first** essay which is like **ok** (.) now I've **improved.**

((laughter))

S3: So (.) it **helped** me (.) because I was always **thinking** of like **SPRE** (.) in paragraphs (.) so (.) **ok** (.) when I **do** the planning for this essay (.) I divide (.) like the paragraphs and I say (.) **what** is the situation? (.) **What** is the problem? (.) **What** is the result? (.) and **what** is the evaluation?

K: Really? (.)**Wow**.

S3: **Yeah** (.) I did it for **every single paragraph** and I was like (.) **ok** (.) the **situation** is that (1) so (.) **what** is the response to that (.) **what** I want to say (.) so it **really** helped me. (2) I did a **plan**. (1) **Do you** remember in the **first** lesson I told you like (.) that I **cannot** do a plan (1) **no** (.) I **did** a plan.

K: Ok (.) **good**.

S3: So (.) **introduction** (.) first **introduction** to the topic (.) what I'm going to **say** there (2) the **background** (.) what I (.) what (.) **which** is going to be my (.) thesis you **know** what I mean (.) everything (.) **everything** (1) I specify on **paper**.

K: **Really**?

S3: I'm (.) **so** proud of myself (2) I'm **really** proud.

((laughter))

K: So, (.) did you **feel** the overall result was (.) **better**?

S3: **Yep** (.) because I was like (.) **everything** on there (.) the **steps** that I take this time is like (.) **ok** (.) I know (.) I know (.) **what** I want to say (.) in each **paragraph** (.) so **which** source I'm going to use in **each** paragraph (.) so I establish (.) like (.) ok, (.) so this will **belong** in this paragraph (1) and this in **that** paragraph (.) so it was like (1) **so** easier (.) because I knew I just (.) I just (.) did **have** to (.) do the text all **over** (2) the **points** that I (.) wanted to say (.) so I put (.) like that on **bullet** points (2 ) in my **own** words and I was like (.) about (.) about this (.) I **wanted** to say **that** and (.) I constructed around **that** and

(.) it's **so:** much easier. (2) I think it takes so **less** time to do that. (1) I **finished** the essay in like (.) **one** hour and a half (.) because I already had (.) like (.) done the **whole** thing during the week (.) because I was like (.) **planning** (.) now (.) **sources** (.) so **really fast** to do the essay (.) this time.

K: Once you've **spent** a bit of [time on it…]

S3:                                                   [**Yeah**] (.) because like (.) because like (.) every **day** (.) I would do **something** about the essay (.) so like (.) **today** I'm going to do **planning** (.) and (.) **this** day I'm going to **read** the sources (.) and (.) **identify** which I'm going to use (.) and then I **re**-organise (.) and (.) then I **paraphrase** like (.) separate the **processes** (.) and then it was like (.) do the **linking** through the essay. (2) It was **really** fast. I was like (.) oh my **god** (.) how could it **happen** like this?!

((laughter))

K: So (.) let's **talk** about the (.) the **third** session (1) which was about **theme** and **rheme**

S3: **Yeah**.

K: Ok (.) will it **help** you in the future?

S3: **Yeah** (hesitant) (.) because it's **like** (.) you've **never** really **thought** about that (.) but (.) but it **help** you with the **linking** of the sentences (.) and that was (.) other thing that I **realise** (1) it was like **ok** (2) they are **all:** connected (.) and in **some** way (.) it **helped** me (1) to connect (.) not **only** to connect (.) the **sentences** in the paragraph (.) but (.) **between** paragraphs (.) because I was **thinking** like (.) **ok** (1) I **remember** that when I was reading (.) **writing** from two to three and **third paragraph** (.) I was thinking like (.) I'm going to **finish** like this (.) and then I'm going to use **that** to be the **theme** of my **first** paragraph and the (.) the (.) **third** paragraph (.) like the **first** sentence.

K: Very **good**.

S3: Yeah (.) so I was like (.) this is **good** to know how to do things like **that** (.) because then (.) then (.) I am (.) I am **sure** there is a **flow** (.) and they will all **connect** (.) because I'm using (.) like parts of this (.) the **rheme** of a (.) of a (.) **sentence** to be the **theme** of the next paragraph.

K: Very good (.) so (.)will you (.) will you **think** about it **more** often now (1) for the **rest** of [your writing?]

S3: [Yeah] (.) like (.) when I'm giving some (.) **structure** (.) and (.) when (.) when I'm giving some **flow** (.) to my writing.

K: **Good**. So (.) the **last** session (.) was the **reformulation** (2) we've talked a bit about it already (.) hhhm (2 )**what** did you **learn** from the reformulation?

S3: Mostly (1) was the **choose** of words (.) because that is like my **real** problem (.) because I realise that (.) as I was talking (.) **saying** to you (.) because (.) I **really** like (1) get **lost** sometimes (.) and I'm like (.) oh my **god** which **word** am I going to **use** here? (2) So **now** I'm like (.) I'm (.) I'm **using** (.)like the **table** of words like (.) **ok** (.) (to

diction?) (.) and I use **that** and **that** and (.) I **try** to give like (.) which **word** will fit in my sentences (.) because I (.) I **saw** that I (.) **choose** a word (.) and then **when** I was reading I was like (.) ok this mean **addition** (.) but it **doesn't** make sense

K: This means **what**?

S3: This is an **addiction** and (.) it doesn't make **sense** (.) to what I am **saying** and (.) so (.) I'm like **no** (.) **now** I have to **choose** another word (.) so **this** is the only thing (.) I **only** think about because of that **lecture** (3) thinking like **how** can I say this (.) without (.) **repeating** myself (.) without (3) sounding like **rush?** (.) rough? and (.) I look at **your** reformulation of the **essay** (.) that we have on the paper (2) **because** (.) at **some** parts (.) there was a **paragraph** that only used **one** source (.) so to not to always say (.) **this** person **says** that (.) **this** person said **that** (.) I first **use** a **quotation** and then (.) I **refer** to him (2) he also **states** that (.) he also **finds** that (.) you know what **I** mean? (.) and then I was like (.) **ahhhhh** (1) helpful.

((laughter))

S3: Because (.) I **didn't** want to (.) have a lot of **information** and (.) just have (.) have **one** reference in the end (.) and I **wanted** to have like (1) I **didn't** want to have like (.) just one **reference** at the beginning (.) and then no reference **anymore** (.) so like (.) **no** (.) I have to have some **references** over **here** (.) because I **cannot** say that (.) **this** is coming from my **mind** (1) so (5) it was **really help**ful. How can **I** say? (.) or (.) **how** can I (1) uh (.) point it out **someone** without **repeating** myself (.) **without** sounding **like** (1) you're just giving **fact** to person (.) **fact** (.) **person** (.) you **know** what I mean? So (.) it was **really** good for that.

K: Ok (.) when we did (.) the **reformulation** (.) there was **one** essay that we looked at **specifically** (.) and (1) then **you** looked at your **own** (2) did **you** find it **useful** looking at someone else's **work**?

S3: Yeah (.) because I'm (.) I'm (.) I'm **more** critical (1) with **me** (.) than with the **others** (.) and so it helped me **a lot** because I was like **NO** (.) **NO** (.) **NO** (.) **No** (.) and then (.) it made me **realise** (.) like (.) because I read the other one **first** (.) it's made **me realise** (.) **no** (.) I'm **really** good (.) it's not like I'm **that** bad (.) because if I **read** mine **first** (.) I would have **been** like (.) oh my **god** (.) how can **I** do that? (.) But **then** (.) I **realised** that (.) it's just a **common** error (.) and (1 ) it's not like (.) It's **not** like **just** me (.) and I'm not like (1) just the (1) weak (.) **weakling**.

K: So (.) would **you** have been **happy** (.) to have **just** seen (.) someone **else's** essay?

S3: I would be **happy** in the way that (1) I can (2) I could (1) **find** some (.) ways to say **things** (.) because (.) I **also** find like (.) **ideas** in that essay **too**. I was like (.) **ohhhhh** (.) you can **do** it like that (.) **ok**.

K: But (.) but (.) **imagine** if (.) I **hadn't** given you (.) your **reformulated** paragraph (.) would **you** (.) have been (2) how would **you** have felt?

S3: I would **be** like (.) I would **not** have been able to **see** (.) properly (.) **what** I'm doing wrong (.) because (.) **one** thing is that (.) I'm **thinking** that **this** is wrong (.) but make

**sure** (.) like **which** steps I'm **getting** wrong (.) and (.) in **which** way I'm **getting** wrong (.) it was **better** for me to see like (.) and I was like (.) **now** I **realise** (.) just to be **firm** (.) with the things that **I** think are **wrong** and **write** in **ess**ays.

K: Ok (.) **Good**. (2) Uhm (2) We **saw** (.) also in the **last** session about **what** you have to **do** to score **highly** in an essay (1) do you **think** (.) that can **help** you?

S3: **Yes** (.) because I (.) **want** to score high.  (2) I **don't** want to just (.) **pass** (.) I want to be like (.) I want to have a **first** in an essay (.) it's **my** aim.

K: Ok (.) that's a (.) a **good** aim.

S3: Yes (.) because in the first essay (.) in the **first** essay that I write like (.) **here** (.) in **London**  (.) I was like (.) oh my **god** (.) I write **so** (.) **poorly** and (.) it was an **in class** essay (.) without (.) **any** support (.) nothing (.) and I was like (.) **ahhhhhh** (.) and I had like a (.) **52** and I was like (.) **sad** (1) because (.) I **prepare** myself (.) I write **over** and **over** again essays (.) at home (.) because I **have** to be **prepared** (.) but **now** I (.) **realised** (.) **why** (2) I wasn't **that** go**od** (.) because (.) even though (.) the **content** was there (.) I didn't know how to **express** myself (.) in the **right** way (.) in the (.) **academic** way.

K: Yeah

S3: So (.) **seeing** (.) wh (.) what the people **expect** from us (.) in terms of **marking** (.) it's **better** for us to make like a **good** essay (.) because (.) sometimes (.) we **focus** in (.) on **parts** (.) and it's not the thing **you** want us to focus to (.) so, (1) it **helped** me like (.) so I **don't need** to focus too much on that, I **just** need to have like (.) the **good** structure, the good **referencing** system (.) the good **content** and then I'll be like (1) **ok**.

K: Aiming high (.) aim for the **top**!

S3: Yeah (.) because I **want** to (.) I **need** to.

K: Ok (.) so do you **think** the sessions will (.) **help** you with (.) the **end** of course **assign**ment? **How?**

S3: Yeah (.)  yeah (2) because: (1) **first** of all (2) because (.) now I **know** how to write an essay (.)  I'm **sure** of that (1) urh (.) and **another** thing (.) because **my** essay will be like (.) more **academic** than it was (.) than my **draft** essay (.) and I **realise** (1) what means (.) **discus**S3: an essay (1) because my **first** essay was **more** like (.) ok (.) **this** is a problem because of **that** (.) and **that** and (.) **that** could be a (.) **solution** (.) and (.) **now** I **realise** that **no** (.) that's **not** the thing they **ask** me to (.) they **ask** me like (.) **is there** (.) is there a **crisis** or **not** (1) **so** (1) in **which** way **I** can **see** if there is a **crisis** in the (.) in the development (.) develop **ed** (.) uhh (.)**developed** countries or **not** (1) so (.) it's like (.) **ok** (.) **now** I know how to **discuss**.

K: Yep.

S3: I **know** exactly (.) **what** I want to **say** (2) in **terms** of (.) my **essay** (.) I know (.) **which** points I want to **highlight** like (.) the (.) the **good** features about **elderly** people and (.) the (.) **bad** features (.) like **what's** going to **happen** so (.) I **think** (.) it will be like (.) much more **better essay** comparing to the **first** one (.) the **draft** essay (1) it will be

**totally** different (2) because (.) because the **first** essay was not a **discussion** (.) but (2) it will be **better**.

K: Ok (.) **good** (.) I'm **looking** forward to reading it (2) so you (.) you (.) feel more **confident**?

S3: Yeah (.) **a lot** (3) I'm not that (1) **insecure** (.) as I was in the **beginning**. **Every** time that I **write** something (.) I was thinking like (.) **three** times about it (.) and I **remember** that I had a **practical** at the **beginning** of the **first** semester (.) and (.) we had to (.) hand in the **proforma** (.) before the **start** of the practical (.) and (.) so **before** (.) I write **everything** in (.)**on** my **notebook** (.) and then I **ask** a **colleague** of mine to read that (.) and like (.) it's okay (.) it's **really** good (1) and she said (.) this is **okay** (.) you **put** this word over **here** and then I **rewrite** all over again (.) which is like (.) **two** or three times (.) **before** I put on the proforma

K: **Really?**

S3: Yeah (.) because I was **so: af**raid (.) and she's like **English** (.) you can **help** me out. I **help her** out with the **practical** (.) because she's **not** like (.) too **good** in that (.) and **she** help me out with the **writing** (.) but (.) **now** I feel like (.) ok (.) now I can **write** for myself (.) I don't **need to** have people **always** correcting **me:** (.) because I (.) I have (.) **more** confidence in (.) of (.) what I'm **writing**.

K: Ok (.) **good**. And (.) what about (.) **discursive** essays? You **mentioned** the word **'discuss'** before.

S3: Yeah (.) **now** (2) I'm **trying** to (2) I've **figured** out that I'm trying to make **every** essay now a **discursive** essay

((laughter))

S3: My essay (.) that I **needed** to do **this** week (2) was more like a **description** (.) because it was like (.) **say** (.) **what** is this and (.) **this** and that and (.) I was like (.) **NO:** (.) I **want** to make it a **discussion** (2) because I was doing the (.) **thesis** statement (.) and I was like **no**: (.) because it's **not discursive**

K: So (.) you (.) you **now** know what to do?

S3: **Yeah**: (.) I **know** what to do that (.) **why** can't I do that (.) and I was like **why:** is it **so** descriptive? (.), so (.) just **saying** the things as they are (.) so I like **felt** the lack of (2) give **opinions** and (3)

K: **It** will come up (.) I'm **sure**.

S3: **Yeah**

K: So over the (.) the **last** four weeks (.) have you **noticed** differences in your **writing**?

S3: Yeah (.) because (.) **most** of all (.) because (.) **now** I write **more** (.) and (2) **because**: (2) even (.) with (.) the **normal** lectures we are **having** (.) because in the **lectures** (.) we **talk** (.) we talk about the **things:** (1) but (.) you don't go so **deeply** (.) as we (.) went in **the** (.) the **sessions.**

K: Are you **talking** about the (.) **EAP** classes?

S3: **Uh ha** (.) so (2) I **had** like (.) **guidelines** (.) through (.) from (.) from the **EAP** sessions (.) **but** (.) I **really figured** it out that (2) with **these** sessions (.) I was like **ok** (.) now I **really** understand **why** I need to do that (.) because (.) in **EAP** sessions (.) we just **ok** (.) we need to do **that** (.) **that** (.) **that** and **that** (.) and we **memorise** that and (.) you just **try** to put everything **together** like they say in the (.) **lecture** (.) but then (.) in **these** sessions (.) we just **understand: why** we **need** to do that (.) so (.) it was **easier** for me to (2) **put** it (.) to **make** it to **other essays** (.) that's why I could do a **descriptive** essay (2) even if it **wasn't** a **discursive** because now I can do **anything anyway** (.) because I **understand why**: I need to do that **structure** (.) and **why**: my **paragraphs** have to be like **that** (.) and **stuff** like that.  So (.) it **helped** me (.) really to (.) **understand** (.) and (.) then to be able to **apply**: to **different** essays.

K: So you've got a good **tool** there?

S3: **Yeah** (2) I even **told** to my **tutor** (.) because he was like (.) ok so **English** (.) is it like **worth** (.) because I'm **losing** another subject in **science** because (.) I (.) I'm having **English** (.) and I was like **no** (.) it's **really** worth (.) because (2) I **now** I'm really (.) I am now **really** confident (.) and I **know** I can bring an **essay** (.) like an essay an **English** people can bring (.) so I'm **not afraid**: (.) that I will be (.) **losing** marks because my **English** is not good enough

K: Yeah (.) **exactly**

S3: So (.) it was like a (.) **help** (1) for **me** (.) for (.) my **degree** (.) because my **degree** is **most** of all (.) **essays**. They **love** to see us **write**.

K: Ok (.) so you said you can **apply** (.) what you have **learned** to your **own** subjects (.) any **kind** of [essay]

S3:                    [**Yeah**]

K: Do you **feel** the **materials** have **helped** you (.) with your **critical** thinking?

S3: Yeah (.) that's the **thing** I was saying about the sources

K: **Yeah**

S3: Because now I **really** (1) **analyse** (.) **everything** before I **use** them (.) and **even** I (.) I analyse **myself** (.) like my **writing** (.) because I write the **thing** (.) and **then** I'm like (.) **no** (.) let me **think** (.) **really** about this (.)  like **what** I'm really **saying** here (.) does it make **sense** does the **English** (2) sounds **good**, so I'm **always** like (.) **ok:** (1) I have to (.) **change** it (.) and to **polish** the things (.) **every** time (.) I **write** something (.) so (.) it's **good**.

K: **Good**

S3: Because I (.) **became** (.) more **critical**.

K: Ok (.) so (.) we've **talked** about the (.) **EAP** classes and (.) **voluntary** sessions and (.) the idea is that we use (1) **hopefully** (.) in the **future** (.) some of the (.) **materials** from the **sess**ions in the **classes** (.) do you think it **would work**?

S3: Yeah (.) and I think that **everyone** would be like (2) **so:** (.) **thankful** for that (.) because I realise that **I** know **more** (1) than some **colleagues** of mine that **only** have EAP (3) lectures because there was like (2) **Delma** (.) for **example** (.) she's **always** like (1) you **have** to **explain** me **how** to **do** that **things** (.) because (.) it's **really** good (3) it's **tools** that we **have** (.) and we're gonna (3) **use** them (.) all of the way on our (.) **degree** (1) so it's **really** good for us to **have** this information in (3) in the **module** (.) because we are **already** there (.) in the **voluntary** sessions (.) but **nobody** is going to come (.) because **people** are like (.) oh my **god** (.) another **two** hours of time in **my** timetable (.) but (.) if you have **those** (.) that **material** like (.) in **our** sessions (2) **all** of us would be like (.) **really** prepared (1) and **now** (.) I **feel** like (.) we are now (.) in an **advantage** (.) **comparing** to our **colleagueS3:** (.) so it would be **good** for **everyone** to have it.

K: **Good** (3) ok.  Did you **find** any of the exercises (3) do you **think** there was **enough** theory and practice?

S3: **Yeah** (.) because we **did** practice for **everything** that we learned about (2) because you explain us (.) we (.) we **see** how to **do** it (.) and then (.) we **try** and do it **ourselves**. So (.) it was **always** like **that** (.) that's **why** (.) we understand **really** (.) **what** was happening because we **applied** (1) and that is like (.) **ok** that and (.) that is like **that** and (.) **ok** (.) we **applied** (2) **yes** we applied (.) **everything** we learned there.

K: Were there **any** activities you thought (4) this didn't **really** help me [or..?]

S3:                                                                                      [**No**] (3) the **thing** is (1) I'm **really** really lazy (.) so (.) so there were (.) **some** activities that required **more** and more (1) and I was like (.) **ok:** (.) I'll do it **anyway** but (4)

((laughter))

K: So (.) you **won't** be **finish**ing your **cosmetic surgery essay** then?

S3: **No:** (1) I **don't** think so.  I **would** be like (.) oh my **god**.  (5)

((laughter))

S3: I just think (.) I have **so**: much to do (.) for **everything** (.) for **every** module (5)

K: You've **always** got the **summer** holidays!

S3: It's **not** going to happen!

((laughter))

S3: I can make **you essay** from my **sister's** wedding (.) if you want (.) 'it was **really** good' (.) '**although**' (3)

K: **Fine** (2) **thank** you very much!  Do **you** have **any** comments (2) or **anything** you would like to draw my **attention** to?

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S3: No (.) I guess it was **really** really good (.) and we **felt** like (.) we **understand** everything and (2 ) we **don't** feel so **arrrghhh:** (3) **too much** information at the **same** time (.) **no** (.) we (.) **no** (.) **you** separate (3) **things** in a (.) **good** way for us to **understand** (.) so we **had** like (.) a **guideline** (3) through the **sessions** (.) so it was (.) **easy:** (.) to get to the (.) **final** session and **see:** (2) how this essay can be **improved** (.) but if you **present** (.) **that** essay in the **first** lecture (.) then it **would** be like (.) **ok:** (.) difficult (3).  So it was **good**.

K: So (.) it was **logical**?

S3: Yep (.) yeah **logical** guideline.  There should be (.) **more** of the **sessions** but (5) **no** time.

## Appendix 16 – Voluntary EAP Sessions – Key Information (Email sent to students)

**From:** Katherine Mansfield
**Sent:** 08 December 2011 16:40
**To:** Katherine Mansfield
**Subject:** EAP Voluntary Sessions - Key Information

Dear Students!

During the seminar this week, I briefly mentioned that I am carrying out reserach as part of my Master's in English Language Teaching and Applied Linguists, on EAP material.  My aim is to make improvements to the material currently used on the course.  Therefore, in January, I will be carrying out some voluntary sessions for first year EAP students.  Please find below some key information and information about what to do if you are interested in taking part.

### Key Information
During the voluntary EAP sessions I will trial out some materials that I have designed which I believe will benefit the students (you guys) on this course.  The materials are designed to enhance students' awareness of the structure, langauge used and arguments typically put forward in discursive essays.  During the sessions you will be asked to write, comment and analyse different essays.

Ideally there will be a total of 4 sessions starting the week of 16th January and leading up to your essay deadline.  I will not specifically look at materials for Assessment 1 (pensions crisis discursive essay)  but will focus on other discursive essays.  You will be able to transfer the skills you learn from analysing other essays to your actual essay.

### Procedure
During the sessions, I will collect in written work with the aim of giving informal feedback and also with the aim of analysing your progress.  After the sessions, I will ask you go complete an anonymous questionnaire (which will take a maximum of 20 minutes).  I may also ask some students if they can give me their ideas about the material in a short interview. The answers given, will again, be anonymous.

If you are still interested in participating in all of the sessions (**full attendance would be required** in order to benefit from the sessions but obviously if you can't make one session this wont be a problem...), can you please follow the link below so you can give me an idea of when you are free.  I will arrange the sessions around you guys and they will take place every week for roughly 1.5-2 hours.

http://www.surveymonkey.com/s/3ZS89YG

If you have any questions please do not hesitate to contact me.

Many thanks for your time and hopefully see some of you soon.

Katie Mansfield

## INFORMATION SHEET FOR QUESTIONNAIRE PARTICIPANTS

<span style="float:right">KING'S
*College*
LONDON</span>

*REC Protocol Number:* **KCL/11-12_163**

**Development, implementation and evaluation of English for Academic Purposes (EAP) material for a London University.**

**YOU WILL BE GIVEN A COPY OF THIS INFORMATION SHEET TO KEEP**

I would like to invite you to participate in a postgraduate research project which forms part of my MA in English Language Teaching (ELT) & Applied Linguistics at *King's College London*.
The aim of my research is to develop, implement and evaluate EAP material for a London University.  I hope that my research will help improve the quality and appropriateness of the EAP material currently used on the programme.  **You should only participate if you want to; choosing not to take part will not disadvantage you in any way.** Before you decide whether you want to take part, it is important for you to understand why the research is being done and what your participation will involve.  Please take time to read the following information carefully and discuss it with others if you wish.  Ask us if there is anything that is not clear or if you would like more information.

- If you agree to take part you will be asked to fill in a questionnaire.  This should take a maximum of 20 minutes.
- If you do decide to take part you will be given this information sheet to keep.
- The questionnaire is anonymous and you should not write your name anywhere on it.  The information provided by you will be treated in the strictest confidence. The names of schools' and any other identifying details will be changed to preserve your anonymity.
- When the data has been anonymised no individual will be able to be identified in my report.
- You are under no obligation to take part in this project, and you may withdraw at any time without giving a reason.  However, submission of a completed questionnaire will be considered to be consent to participate.
- As the questionnaires are submitted anonymously, once you have submitted your questionnaire it will no longer be possible to withdraw your data.

**Researcher:** Katherine Mansfield
**E-mail:** katherine.mansfield@kcl.ac.uk

If this study has harmed you in any way you can contact *King's College London* using the details below for further advice and information:

**SUPERVISOR:** Christopher Tribble
**E-mail:** christopher.tribble@kcl.ac.uk

## INFORMATION SHEET FOR STUDENTS SUBMITTING WRITTEN WORK

*REC Protocol Number:* **KCL/11-12_163**

**Development, implementation and evaluation of English for Academic Purposes (EAP) material for a London University.**

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The aim of my research is to develop, implement and evaluate EAP material for a London University. I hope that my research will help improve the quality and appropriateness of the EAP material currently used on the programme. **You should only participate if you want to; choosing not to take part will not disadvantage you in any way.** Before you decide whether you want to take part, it is important for you to understand why the research is being done and what your participation will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information.

- If you agree to take part, you will be asked to submit a copy of your written homework and your writing assignments.
- If you do decide to take part you will be given this information sheet to keep.
- Your written work will be treated anonymously and you should not write your name anywhere on it. The information provided by you will be treated in the strictest confidence. The names of schools' and any other identifying details will be changed to preserve your anonymity.
- When the data has been anonymised no individual will be able to be identified in my report.
- You are under no obligation to take part in this project, and you may withdraw at any time without giving a reason. However, the submission of written work will be considered as consent to participate.
- As your written work is submitted anonymously, once you have submitted it, it will no longer be possible to withdraw your data.

**Researcher:** Katherine Mansfield
**E-mail:** katherine.mansfield@kcl.ac.uk

If this study has harmed you in any way you can contact *King's College London* using the details below for further advice and information:

**SUPERVISOR:** Christopher Tribble
**E-mail:** christopher.tribble@kcl.ac.uk

**INFORMATION SHEET FOR INTERVIEW PARTICIPANTS**

**K**ING'S *College* **LONDON**

*REC Protocol Number:* **KCL/11-12_163**

**Development, implementation and evaluation of English for Academic Purposes (EAP) material for a London University.**

**YOU WILL BE GIVEN A COPY OF THIS INFORMATION SHEET TO KEEP**

I would like to invite you to participate in a postgraduate research project which forms part of my MA in English Language Teaching (ELT) & Applied Linguistics at *King's College London*.
The aim of my research is to develop, implement and evaluate EAP material for a London University.  I hope that my research will help improve the quality and appropriateness of the EAP material currently used on the programme at a London University.  **You should only participate if you want to; choosing not to take part will not disadvantage you in any way.** Before you decide whether you want to take part, it is important for you to understand why the research is being done and what your participation will involve.  Please take time to read the following information carefully and discuss it with others if you wish.  Ask us if there is anything that is not clear or if you would like more information.

- If you agree to take part I will arrange a time at your convenience to interview you in one of the classrooms at The University of Westminster.
- The interview will take about 20-30 minutes and during the interview you will be asked to express your ideas about the material used during the voluntary sessions.
- If you do decide to take part you will be given this information sheet to keep.  You will also be asked to sign a consent form before the interview takes place.
- With your permission I would like to record the interview.
- The information provided by you will be treated in the strictest confidence and the recordings and transcripts will be kept securely.  When the data is transcribed your name will be removed and the names of schools' and any other identifying details will be changed to preserve your anonymity.
- No individual will be able to be identified in my report.
- You are under no obligation to take part in this project, and you may withdraw at any time without giving a reason.  You may also ask for your data to be withdrawn, however once it has been transcribed and anonymised for inclusion in the final report, it will no longer be practical to withdraw it.

If you would like to take part, or if you have any questions, please contact me:
**Researcher:** Katherine Mansfield          **E-mail:** katherine.mansfield@kcl.ac.uk

If this study has harmed you in any way you can contact King's College London using the details below for further advice and information:
**SUPERVISOR:** Christopher Tribble          **E-mail:** christopher.tribble@kcl.ac.uk

# Appendix 20 – Analysis of student essays (Stage 1 – Surface features)

**Surface features of HS1**

| Surface Features | Draft | Final |
|---|---|---|
| Words | 676 | 811 |
| Sentences | 37 | 38 |
| No of paragraphs | 5 | 5 |
| Average words per sentence | 18 | 21 |
| Average words per paragraph | 135 | 162 |
| Commas | 43 | 48 |
| Semi-colon | 0 | 1 |
| Colon | 1 | 1 |
| Single quotation mark | 6 (3 sets) | 6 (3 sets) |
| Double quotation mark | 0 | 0 |
| No of words quoted | 65 | 63 |
| Paraphrases | 6 | 6 |

**Surface features of HS2**

| Surface features | Draft | Final |
|---|---|---|
| Words | 709 | 794 |
| Sentences | 34 | 35 |
| No of paragraphs | 5 | 5 |
| Average words per sentence | 21 | 23 |
| Average words per paragraph | 141 | 159 |
| Commas | 41 | 41 |
| Semi-colon | 1 | 2 |
| Colon | 0 | 0 |
| Single quotation mark | 0 | 0 |
| Double quotation mark | 10 (5 sets) | 12 (6 sets) |
| No of words quoted | 60 | 86 |
| Paraphrases | 9 | 11 |

**Surface features of LS1**

| Surface features | Draft | Final |
|---|---|---|
| Words | 779 | 827 |
| Sentences | 33 | 33 |
| No of paragraphs | 3 | 7 |
| Average words per sentence | 24 | 25 |
| Average words per paragraph | 260 | 118 |
| Commas | 52 | 51 |
| Semi-colon | 5 | 5 |
| Colon | 1 | 2 |
| Single quotation mark | 0 | 0 |
| Double quotation mark | 10 (5 sets) | 12 (6 sets) |
| No of words quoted | 87 | 114 |
| Paraphrases | 4 | 4 |

**Surface features of LS2**

| Surface features | Draft | Final |
|---|---|---|
| Words | 725 | 766 |
| Sentences | 24 | 27 |
| No of paragraphs | 5 | 5 |
| Average words per sentence | 30 | 28 |
| Average words per paragraph | 145 | 153 |
| Commas | 22 | 54 |
| Semi-colon | 0 | 0 |
| Colon | 0 | 0 |
| Single quotation mark | 0 | 0 |
| Double quotation mark | 0 | 8 (4 sets) |
| No of words quoted | 0 | 90 |
| Paraphrases | 6 | 5 |

## Appendix 21 – Analysis of student essays (Stage 2: Part 1 – Lexical density)

**HS 1 – Draft essay**

{C1} [1] Historically, the [2] first [3] pension [4] scheme to [5] benefit [6] people over [7] 70 was [8] introduced in [9] Prussian, in [10] 1889. {C2} After [11] 19 [12] years, [13] Lloyd George [14] introduced it in [15] England. {C3} The [16] life [17] expectancy during these [18] periods was about [19] 45 and [20] 50 [21] years [22] respectively (Wells, 2005). {C4} [23] Nowadays, a [24] large [25] number of [26] elderly [27] people [28] rely on [29] retirement [30] pension to [31] live, {C5} what [32] increases the [33] government [34] expenses. {C6} Moreover, `In a [35] "no-change" [36] scenario [37] public [38] expenditure on [39] health would also [40] rise [41] steeply…` (Slater, 2008, 82). {C7} This [42] means that the [43] government is already [44] spending a lot of [45] money on the [46] health [47] sector. {C8} Therefore, [48] drastic [49] measures must be [50] taken [51] immediately, {C9} in [52] turn the [53] government could [54] honour their [55] responsibilities. {C10} The [56] primary [57] change is to [58] increase the [59] retirement [60] age. {C11} Nevertheless, it [61] seems to be a very [62] slow [63] process. {C12} For [64] instance, in the [65] US it will [66] take [67] another [68] 16 [69] years to [70] complete the [71] raising of [72] official [73] retirement [74] age to [75] 67 (Slater, 2008). {C13} The [76] nonsense [77] bureaucracy [78] turns the [79] pension [80] crises [81] unquestionable.

{C14} It is [82] essential to [83] associate the [84] lower [85] number of [86] births to the [87] ageing [88] population. {C15} According to [89] Jackson and Howe (2008, 4), `[90] People are [91] having [92] fewer [93] babies and {C16} this [94] leads to [95] fewer [96] young [97] people. [ …] . {C17} [98] One [99] reason why there are [100] fewer [101] babies is because {C18} [102] women [103] everywhere are [104] marrying and {C19} [105] having [106] children much [107] later in [108] life. {C20} [Since] many [109] more [110] women have been [111] becoming [112] more [113] highly [114] educated and {C21} [115] taking [116] paid [117] jobs'. {C22} In [118] other [119] words, the [120] 21$^{st}$ [121] century [122] women are very [123] independent and {C23} [124] focus in their [125] careers ({C24} which is [126] completely [127] normal) than {C25} [128] having a [129] family and [130] children. **(250 words)**

**Clauses = 25          Content Words = 130          Lexical Density = 5.2**

**HS1 – Final essay**

{C1} [1] Historically, the [2] first [3] pension [4] scheme to [5] benefit [6] people over [7] 70 was [8] introduced in [9] Prussian, in [10] 1889. {C2} After [11] 19 [12] years, [13] Lloyd George [14] introduced it in [15] England. {C3} The [16] life [17] expectancy during these [18] periods was between [19] 45 and [20] 50 [21] years [22] respectively

(Wells, 2005). {C4} [23] Nowadays, it is [24] clear that we are [25] living much [26] longer, {C5} [27] consequently, a [28] large [29] number of [30] elderly [31] people [32] rely on [33] retirement [34] pensions to [35] live. {C6} The [36] high [37] demand of [38] pensions [39] payments [40] overload the [41] government [42] expenses, {C7} as a [43] result, it could [44] lead to a [45] pension [46] crisis. {C8} Moreover, the [47] majority of the [48] pensioners have a [49] medical [50] condition; {C9} therefore [51] developed [52] countries are [53] spending a [54] huge [55] amount of [56] money in the [57] health [58] care [59] sector as well. {C10} The [60] urgent [61] measure [62] taken by many [63] countries in [64] order to [65] control their [66] expenses {C11} was to [67] increase the [68] retirement [69] age. {C12} Nevertheless, it [70] proved to [71] be a very [72] slow [73] process. {C13}For [74] instance, in the [75] US it will [76] take [77] another [78] 16 [79] years to [80] complete the [81] raising of [82] official [83] retirement [84] age to [85] 67 (Slater, 2008). {C14} The [86] slow [87] bureaucratic [88] process in [89] most [90] developed [91] countries could [92] trigger a [93] pension [94] crisis {C15} and [95] make this [96] subject [97] unquestionable.

{C16} It is [98] essential to [99] associate the [100] lower [101] number of [102] births to the [103] ageing [104] population. {C17} According to [105] Jackson and Howe (2008, 4), `[106] People are [107] having [108] fewer [109] babies {C18} and this [110] leads to[111] fewer [112] young [113] people. [ …] . {C19} [114] One [115] reason why there are [116] fewer [117] babies {C20} is because [118] women [119] everywhere are [120] marrying {C21} and [121] having [122] children much [123] later in [124] life. {C22} [Since] many [125] more [126] women have been [127] becoming [128] more [129] highly [130] educated {C23} and [131] taking [132] paid [133] jobs. **(250 words)**

**Clauses = 23          Content Words = 133          Lexical Density = 5.8**

**HS2 – Draft essay**

{C1} [1] Report [2] made by [3] World Health Organization (2007) [4] points out that {C2} the [5] number of [6] old [7] people around the [8] world is [9] rapidly [10] increasing. {C3} The [11] report [12] states that {C4} in [13] 2006 the [14] number of [15] people over [16] 60 [17] years was [18] 688 [19] million, {C5} however, by [20] 2050 this [21] number would [22] grow to almost [23] two [24] billions. {C6} [25] Another [26] threatening [27] fact is that {C7} by [28] 2050 there would be [29] only [30] two [31] people [32] aged [33] 20-64 for [34] one [35] person of [36] 65 and [37] over (Wells, 2009). {C8} According to [38] Jackson and Howe (2008), [39] ageing of the [40] developed [41] world can be [42] explained by [43] two [44] major [45] factors. {C9} The [46] first [47] factor is a [48] decrease in the [49] birth [50] rates. {C10} [51] Authors [52] point out that {C11} [53] nowadays [54] people [55] tend to [56] have [57] fewer [58] babes and {C12} as a [59] result there are [60] fewer [61] young [62] people. {C13} They [63] explain this by [64] changes in [65] women's [66] lifestyle. {C14} [67] Women in the [68] modern [69] world

are often [70] highly [71] educated, {C15} they [72] work [73] hard {C16} and, as [74] authors [75] suggest, {C17} this has [76] led to [77] changes in their [78] ideas about {C18} what they [79] want from [80] life. {C19} And eventually [81] women are [82] having [83] children [84] later in [85] life. {C20} The [86] second [87] reason of [88] ageing [89] world is [90] rise in [91] life [92] expectancy. {C21} There are [93] different [94] researches and [95] reports [96] confirming this [97] trend. {C22} For [98] instance, [99] report [100] written by [101] David Leon (2011) [102] points out that {C23} since [103] 1970, [104] life [105] expectancy has [106] risen in [107] almost [108] all [109] European [110] countries.

{C24} As [111] stated in the [112] World Health Organization [113] report (2007), "[114] population [115] ageing is [116] triumph of [117] humanity [118] but also a [119] challenge to [120] society". **(230 words)**

**Clauses = 24**       **Content Words = 120**       **Lexical Density = 5.0**


**HS2 –Final essay**


{C1} A [1] Report [2] made by [3] World Health Organization (2007) [4] points out that {C2} the [5] number of [6] old [7] people around the [8] world is [9] rapidly [10] increasing. {C3} This [11] report [12] states that "{C4} the [13] number of [14] persons [15] over [16] 60 years is [17] growing [18] faster than any [19] other [20] age [21] group… and {C5} is [22] projected to [23] grow to almost [24] two [25] billions by [26] 2050" (2007:3). {C6} [27] Another [28] threatening [29] fact is that {C7} by [30] 2050 there will be [31] only [32] two [33] people [34] aged [35] 20-64 for [36] one [37] person of [38] 65 and [39] over (Wells, 2009). {C8} According to [40] Jackson and Howe (2008), the [41] ageing of the [42] developed [43] world can be [44] explained by [45] two [46] major [47] factors. {C9} The [48] first [49] factor is a [50] decrease in the [51] birth [52] rates. {C10} The [53] same [54] authors [55] point out that {C11} [56] nowadays [57] people [58] tend to [59have [60] fewer [61] babes and {C12} as a [62] result there are [63] fewer [64] young [65] people. {C13} They [66] explain this by [67] changes in [68] women's [69] lifestyle. {C14} [70] Women in the [71] modern [72] world are often [73] highly [74] educated, {C15} they [75] work [76] hard {C16} and, as [77] authors [78] suggest, {C17} this has [79] led to [80] changes in their [81] ideas about {C18} [82] what they [83] want from [84] life. {C19} As a [85] result of this [86] women are [87] having [88] children [89] later in [90] life. {C20} The [91] second [92] reason of [93] ageing [94] world is [95] rise in [96] life [97] expectancy. {C21} There are [98] various [99] researches and [100] reports [101] confirming this [102] trend. {C22} For [103] instance, in the [104] report [105] Leon (2011) [106] points out that {C23} since [107] 1970, [108] life [109] expectancy has [110] risen in almost [111] all [112] European [113] countries.

{C24} Furthermore, [114] various [115] studies [116] support the [117] fact that {C25} the [118] ageing [119] population has [120] caused [121] different [122] problems. **(233 words)**

**Clauses = 25          Content Words = 122          Lexical Density = 4.9**

**LS1 – Draft essay**

{C1} As [1] mentioned [2] before, {C2} the [3] liberalisation of [4] tariffs as a [5] result of the [6] World Trade Organization (WTO), [7] had a [8] powerful [9] effect on the [10] development of the [11] countries; {C3} [12] standards of [13] life [14] changed, {C4} and the [15] free [16] market [17] economy [18] educated the [19] population {C5} into [20] changing their [21] lifestyles. {C6} [22] Nowadays, [23] people [24] live [25] better [26] lives with an [27] abundance of [28] choice and [29] information.  {C7}  [30] Jackson, R et al (2008) [31] mentions that [32] today [33] elderly [34] people [35] account for [36] 16 percent of the [37] total [38] population,  {C8} and it is [39] forecasted to [40] reach [41] 35 percent by [42] 2050 (p.4). {C9} This [43] benefits the [44] life [45] expectancy of [46] countries, and {C10} [47] inspiring a [48] wealthy [49] economy and [50] prosperity of a [51] educated [52] population. {C11} [53] Usually, the [54] mortality [55] rate is [56] low in [57] developed [58] countries, in [59] comparison to [60] developing or [61] 'third [62] world' [63] countries {C12} because, amongst [64] other [65] factors, the [66] government [67] invest a [68] larger [69] amount of [70] money in [71] education. {C13} As a [72] result, the [73] growing [74] number of [75] professionals in [76] developed [77] countries could be [78] said to [79] create [80] ageism, {C14} as "Many [81] more [82] women have been [83] becoming [84] more [85] highly [86] educated and {C15} [87] taking [88] paid [89] jobs" (Jackson, R et all, 2008, p.4). {C16} However, this also [90] suggests a [91] prospective [92] economy, {C17} as [93] education [94] benefits [95] society [96] overall. {C18} Among its [97] other [98] positive [99] aspects, [100] ageism has [101] caused [102] governments to [103] increase their [104] expenditure over [105] health [106] care.  {C19} [107] Subsequently, this has [108] led to an [109] extension of the [110] retirement [111] age.  {C20} According to [112] Slater (2008), [113] people [114] decided to [115] retire [116] early, {C21} but the [117] number of [118] pensions [119] dramatically [120] rose. {C22} In its [121] defence, the [122] government has [123] argued that {C23} this will [124] allow [125] increase in [126] jobs for [127] young [128] people.  **(241 words)**

**Clauses = 23          Content Words = 128          Lexical Density = 5.6**

**LS1 – Final essay**

{C1} The [1] liberalization of [2] tariffs [3] thanks to the [4] World Trade Organization (WTO) [5] had a [6] powerful [7] effect on the [8] development of [9] countries; {C2} [10]

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standards of [11] life [12] changed {C3} as the [13] free [14] market [15] economy [16] educated the [17] population into [18] changing their [19] lifestyles. {C4} [20] Nowadays, [21] people [22] live [23] better, [24] healthier [25] lives with an [26] abundance of [27] choice and [28] information, and {C5} the [29] capacity to [30] exercise [31] universal [32] human [33] rights. {C6} [34] Jackson, et al (2008) [35] mentions that {C7} [36] today [37] elderly [38] people [39] account for [40] 16 percent of the [41] total [42] population, {C8} and it is [43] forecasted to [44] reach [45] 35 percent by [46] 2050 (p.4). {C9} This [47] benefits the [48] life [49] expectancy of [50] countries, {C10} [51] inspiring a [52] wealthy [53] economy and the [54] prosperity of an [55] educated [56] population. {C11} [57] Usually, the [58] mortality [59] rate is [60] low in [61] developed [62] countries in [63] comparison to [64] developing or [65] 'third [66] world' [67] countries because, {C12} amongst [68] other [69] factors, the [70] government [71] invests a [72] larger [73] amount of [74] money in [75] education.

{C13} As a [76] result, the [77] growing [78] number of [79] professionals in [80] developed [81] countries could be [82] said to [83] create [84] ageism, {C14} especially as "Many [85] more [86] women have been [87] becoming [88] more [89] highly [90] educated and {C15} [91] taking [92] paid [93] jobs" (Jackson, et all., 2008, p.4), [94] compared to the [95] past. {C16} However, this [96] aspect also [97] suggests a [98] prospective [99] better [100] economy, {C17} as [101] education [102] benefits [103] society overall.

{C18} Among its [104] other [105] positive [106] aspects, [107] ageism has [108] prompted [109] governments to [110] increase their [111] expenditure over [112] health [113] care. {C19} [114] Subsequently, this has [115] led to an [116] extension of the [117] retirement [118] age. {C20} According to [119] Slater (2008), [120] people [121] decided to [122] retire [123] early, {C21} but the [124] number of [125] pensions [126] dramatically [127] rose. {C22} In the [128] government's [129] defence it has [130] argued that {C23} this will [131] allow [132] increase in [133] jobs for [134] young [135] people. **(249 words)**

**Clauses = 23          Content Words = 135          Lexical Density = 5.9**

**LS2 – Draft essay**

{C1} Although this [1] improvement had [2] brought [3] great [4] features to the [5] human [6] kind {C2} it is also [7] becoming a [8] burden in a [9] financial [10] view. {C3} It is [11] amazing to [12] live [13]  "forever" but {C4} in [14] order to [15] live [16] longer {C5} there is a [17] need to have [18] methods to [19] prevent and [20] fight [21] diseases. {C6} [22] All of those are [23] sustained by [24] financial [25] support of the [26] government {C7} which [27] now is [28] spending an [29] average of [30] three to [31]

five [32] times [33] more with [34] elder [35] people than with [36] younger [37] adults (Jackson, 2002). {C8} [38] Another [39] issue with [40] longevity is that [41] most of the [42] people of the [43] developed [44] world {C9} [45] no longer [46] fit in the [47] working [48] age [49] category {C10} and therefore they [50] need to have a [51] financial [52] income {C11} that usually [53] comes from [54] government – the [55] pensions. {C12} [56] Pensions are the [57] way the [58] government [59] found to [60] reward a [61] long [62] working [63] life, {C13} but to [64] get that [65] financial [66] support, {C14} it was [67] necessary to [68] establish a [69] way to [70] raise [71] funds. {C15} Thus [72] appeared the [73] model [74] pay-as-you-go (PAYG) {C16} where [75] today's [76] working [77] adults [78] contribute [79] financially to the [80] state {C17} in [81] order to [82] sustain the [83] pensioners of [84] today, {C18} with the [85] assurance that at the [86] time they [87] retire {C19} there will be [88] other [89] younger [90] adults to [91] contribute {C20} and thus [92] sustain them (Slater, 2008). {C21} Despite being a [93] role [94] model over the [95] years, due to [96] nowadays [97] longevity, {C22} this [98] model is [99] no longer [100] viable {C23} because there are [101] not [102] enough [103] workers to [104] cover [105] pensions [106] exempted. {C24} Thus [107] governments [108] need to [109] invest [110] more in [111] pensions, {C25} which [112] together with [113] health [114] care [115] costs are [116] producing [117] financial [118] disarrays {C26} and [119] leading [120] developing [121] nations to a [122] serious [123] financial [124] crisis. **(245 words)**

**Clauses = 26**       **Content Words = 124**       **Lexical Density = 4.8**


**LS2 – Final essay**

{C1} In [1] contrast to this, [2] other [3] developed [4] countries are [5] climbing their [6] way up through this [7] crisis. {C2} Even though, [8] some [9] countries, as [10] United Sates, are [11] trying to [12] dismiss their [13] employees [14] before their [15] retirement [16] age {C3} with the [17] aim of [18] not [19] paying the [20] pensions that this [21] workers [22] deserve,  {C4} it is [23] only [24] decreasing the [25] number of [26] workers in those [27] countries {C5} [28] making the [29] attempt of [30] increasing [31] financial [32] funds [33] unsuccessful (Slater, 2008). {C6} In [34] other hand, [35] some [36] countries are having [37] better [38] ideas {C7} and therefore being [39] more [40] successful like [41] Japan, for [42] example, {C8} where  "[43] big [44] companies like [45] Hitachi have [46] found [47] ways of [48] re-employing [49] staff [50] after [51] retirement— but in a [52] different [53] capacity and, [54] significantly, at [55] lower [56] pay" (Wells, 2005:64). {C9} [57] Initiatives like this are [58] not [59] only [60] allowing the [61] government to [62] save [63] money with [64] pensions {C10} but also to [65] keep those [66] elderly as [67] active [68] workers. {C11} However, in spite of being an [69] important and [70] effective [71] idea {C12} it is [72] not the [73] only [74] hope [75] rising.  {C13} In [76] 2008, a [77] study [78] made by the [79] Office for National Statistics (ONS) has [80] demonstrated that {C14} [81] population in [82] Britain has been [83]

rising in the [84] past [85] years {C15} due to [86] women who [87] born [88] outside the [89] United Kingdom, like [90] women from [91] India, [92] Pakistan and [93] Poland {C16} because they have an [94] average of [95] 2.5 [96] children per [97] family {C17} [98] allowing [99] some [100] population [101]renewal [102] happen (Jones, 2009). {C18} As a [103] result of [104] both [105] ideas these [106] countries and a few [107] more, have being able to [108] avoid {C19} and [109] fight the [110] first [111] signs of [112] pension's [113] crisis. **(231 words)**

**Clauses = 19**          **Content Words = 113**          **Lexical Density = 5.9**

## Appendix 22 – Analysis of student essays (Stage 2: Part 2 – Overview of lexical features)

**Lexical features of HS1**

| Lexical features | Draft | Final |
|---|---|---|
| Tokens | 650 | 784 |
| Word types | 285 | 315 |
| Type-token ratio | 0.4 | 0.4 |
| No of linking words | 6 | 7 |
| Variety of linking words | 4 | 4 |
| No of 3 word clusters | 0 | 1 |
| Variety of 3 word clusters | 0 | 1 |
| Lexical density | 5.2 | 5.8 |

**Lexical features of HS2**

| Lexical features | Draft | Final |
|---|---|---|
| Tokens | 684 | 767 |
| Word types | 293 | 315 |
| Type-token ratio | 0.4 | 0.4 |
| No of linking words | 7 | 8 |
| Variety of linking words | 5 | 8 |
| No of 3 word clusters | 1 | 2 |
| Variety of 3 word clusters | 1 | 2 |
| Lexical density | 5.0 | 4.9 |

**Lexical features of LS1**

| Lexical features | Draft | Final |
|---|---|---|
| Tokens | 762 | 812 |
| Word types | 349 | 365 |
| Type-token ratio | 0.4 | 0.4 |
| No of linking words | 6 | 6 |
| Variety of linking words | 3 | 3 |
| No of 3 word clusters | 3 | 5 |
| Variety of 3 word clusters | 3 | 4 |
| Lexical density | 5.6 | 5.9 |

**Lexical features of LS2**

| Lexical features | Draft | Final |
|---|---|---|
| Tokens | 725 | 766 |
| Word types | 316 | 324 |
| Type-token ratio | 0.4 | 0.4 |
| No of linking words | 9 | 8 |
| Variety of linking words | 6 | 4 |
| No of 3 word clusters | 5 | 4 |
| Variety of 3 word clusters | 2 | 4 |
| Lexical density | 4.8 | 5.9 |

## Appendix 23 – Analysis of student essays (Stage 3: Part 1 – HyperThemes & hyperNews)

**HS1 – Draft essay**

| HyperTheme | HyperNews | Comments |
|---|---|---|
| Historically, the first pension scheme to benefit people over 70 was introduced in Prussian...(P2.5, S1.11) | Nowadays, a large number of people rely on retirement pension to live, what increases the government expenses.  (P2.5, S4.11) | Four separate themes: (1) the first pension scheme, (2) life expectancy, (3)large number of elderly people, (4) public expenditure on health, (5) drastic measures must be taken |
| It is essential to associate the lower number of births to the ageing population. (P3.5, S1.10) | This change will affect the number of young workers to pensions, what could be 2 to 1 in 2050. (P3.5, S7.10) | Two separate themes: (1) lower number of births, (2) financial incentives from governments |
| At this point, is interesting to bring the optimistic viewing of this transition time.  (P4.5, S1.5) | ...there is a limit to life expectance, and according to their studies it will be reached soon. (P4.5, S4.5) | Theme elaborated and concluded successfully in second to last sentence |

**HS1 – Final essay**

| HyperTheme | HyperNews | Comments |
|---|---|---|
| Historically, the first pension scheme to benefit people over 70 was introduced in Prussian...(P2.5, S1.10) | The high demand of pensions payments overload the government expenses, as a result, it could lead to a pension crisis.  (P2.5, S5.10) | Three separate themes: (1) pension scheme/payments, (2) medical condition/expenses, (3) urgent measures |
| It is essential to associate the lower number of births to the ageing population. (P3.5, S1.10 | This change will affect the number of young workers to pensions, what could be 2 to 1 in 2050.  (P3.5, S7.10) | Two separate themes: (1) lower number of births, (2) financial incentives from governments. |
| At this point, is interesting to bring the optimistic opinions | ..there is a limit to life expectance, and according | Theme elaborated and concluded successfully |

| | | |
|---|---|---|
| of this transition time. (P4.5,S1.5) | to their studies it will be reached soon.  (P4.5, S4.5) | in second to last sentence. |

**HS2  - Draft essay**

| HyperTheme | HyperNews | Comments |
|---|---|---|
| Report made by World Health Organization (2007) points out that the number of old people around the world is rapidly increasing.  (P2.5, S1.12) | ....life expectancy has rise in almost all European countries.  (P2.5, S12.12) | Theme elaborated and concluded successfully in last sentence of paragraph |
| As stated in the World Health Organization report (2007), "population ageing is triumph of humanity but also a challenge to society". (P3.5, S1.6) | ...the elderly in the typical developed country will grow from 11 to 18 per cent of GDP over the next fifty years...(P3.5, S6.6) | Theme elaborated and concluded successfully in last sentence of paragraph |
| On the other hand, demographic ageing is not the only reason of the pension crisis in the developed world. (P4.5, S1.7) | ...changes in accountancy rules that have affected many employers' pension schemes.  (P4.5, S7.7) | Theme elaborated and concluded successfully in last sentence of paragraph |

**HS2-Final essay**

| HyperTheme | HyperNews | Comments |
|---|---|---|
| A report made by World Health Organization (2007) points out that the number of old people around the world is rapidly increasing.  (P2.5, S1.12) | ....life expectancy has rise in almost all European countries.  (P2.5, S12.12) | Theme elaborated and concluded successfully in last sentence of paragraph |
| Furthermore, various studies support the fact that the ageing population has caused different problems. (P3.5, S1.7) | ...almost one fifth of the market value of all goods and services produced within a country will be spent on pensions and various benefits for old people.  (P3.5, S7.7) | Theme elaborated and concluded successfully in last sentence of paragraph |
| On the other hand, | ...changes in accountancy | Theme elaborated and |

| | | |
|---|---|---|
| demographic ageing has a major influence in this economic issue, it is not the only reason of the pensions crisis in the developed world. (P4.5, S1.7) | rules that have affected many employers' pension schemes. (P4.5, S7.7) | concluded successfully in last sentence of paragraph |

**LS1 – Draft essay**

| HyperTheme | HyperNews | Comments |
|---|---|---|
| As mentioned before, the liberalisation of tariffs as a result of the World Trade Organization (WTO), had a powerful effect on the development of the countries; standards of life changed, and the free market economy educated the population into changing their lifestyles. (P2.3, S1. 24) | However, this also suggests a prospective economy, as education benefits society overall. (P2.3, S9.24) | Ideas not broken down into paragraphs.<br><br>Paragraph 1= introduction, paragraph 2 = main body, paragraph 3 = conclusion<br><br>(basic essay structure) |

**LS1 – Final essay**

| HyperTheme | HyperNews | Comments |
|---|---|---|
| The liberalization of tariffs thanks to the World Trade Organization (WTO) had a powerful effect on the development of the countries; standards of life changed, and the free market economy educated the population into changing their lifestyles. (P2.7, S1.5 ) | Nowadays, people live better, healthier lives with an abundance of choice and information, and the capacity to exercise universal human rights. (P2.7, S2.5) | The hyperNews comes in the second sentence, less than half way through the paragraph. |
| As a result, the growing number of professionals in developed countries could be said to create ageism, especially as "Many more women have been becoming more highly educated and taking paid jobs [...] | However, this aspect also suggests a prospective better economy, as education benefits society overall. (P3.7,S2.2) | Very short paragraph<br><br>'As a result' suggest that it is a continuation of the previous paragraph. |

| | | |
|---|---|---|
| compared to the past. (P3.7, S1.2) | | |
| Among its other positive aspects, ageism has prompted governments to increase their expenditure over health care. (P4.7, S1.4) | ...this will allow increase in jobs for young people. (P4.7, S4.4) | Theme elaborated and concluded successfully in last sentence of paragraph |
| However, the cost of pensions is too high; the author suggests that urgent reform is required to solve this crisis – reform which would involve reconsidering the retirement age [...] (P5.7, S1.5) | However, this is perhaps not a solution which could be effectively tested [...]. (P5.7, S5.5) | Very long sentences. S1 = 51 S5 = 44 |
| Although not much can be implemented to change the situation rapidly, many countries have started taking measures to combat the problem of the pension crisis. (P6.7, S1.7) | In addition, Bongaarts (2004) points out that "The need to identify and implement reforms of public pension system under these changing demographic conditions represents an urgent challenge for public policy" (p1). (P6.7, 7.7) | Theme elaborated and concluded successfully in last sentence of paragraph |

**LS2 – Draft essay**

| HyperTheme | HyperNews | Comments |
|---|---|---|
| One major reason to the ageing of the word is that the developed countries' birth rate is decreasing too rapidly. (P2.5, S1.5) | The second reason of this ageing is the development of technology which helped the improvement of sanitary conditions, medicine techniques and standard of life styles increasing the average life expectancy. (P2.5, S5.5) | Theme elaborated and concluded successfully in last sentence of paragraph |
| Although this improvement had brought great features to the human kind it is also becoming a burden in a financial view. (P3.5, S1.7) | Thus governments need to invest more in pensions, which together with health care costs are producing financial disarrays and leading developing nations | Unclear what the improvement is in S1. |

| | to a serious financial crisis. (P3.5, S7.7) | |
|---|---|---|
| In order to avoid this crisis, leader of the world are trying to spend less money with the elders. (P4.5, S1.6) | The only issue with that is that keeping elders as an asset starts to make many employers feel prejudiced because elders do not have the same facility to learn and deal with technological developments as a young man. (P4.5, S4.6) | Paragraph is confusing as too many ideas within. Ideas not clearly linked. Tenses: S1 'are trying' S2 'tried' S3 'had to rise', S4 is keeping' |

**LS2 – Final essay**

| HyperTheme | HyperNews | Comments |
|---|---|---|
| Due to the ageing of the developed world, it has become increasingly difficult to provide pensions to retirees. (P2.5, S1.7) | Both factors combined make the developed world have a lack of financial funds and therefore face a pension's crisis. (P2.5.S7.7) | Theme elaborated and concluded successfully in last sentence of paragraph |
| In contrast to this, other developed countries are clinging their way up through this crisis. (P3.5, S1.7) | As a result of both ideas these countries and a few more, have being able to avoid and fight the first signs of pension's crisis. (P3.5, S7.7) | Theme elaborated and concluded successfully in last sentence of paragraph |
| In spite of those ideas and rising changes, the same seem to not be enough to deal with the pensions crisis. (P4.5, S1.4) | Thus, all countries should meet, establish rules and implement ideas, such as those that have emerged in Japan and England, to be able to fight the global pension crisis that has been installed. (P4.5, S4.4) | Theme elaborated and concluded successfully in last sentence of paragraph |

## Appendix 24 – Analysis of student essays (Stage 3: Part 2 – Theme analysis)

**Types of themes in HS1**

| Types of theme (whole essay) | Draft | Final |
|---|---|---|
| Prepositional | 5 | 5 |
| Adverbial | 13 | 16 |
| Verbal | 6 | 6 |
| Nominal | 13 | 11 |

**Types of themes in HS2**

| Type of theme (whole essay) | Draft | Final |
|---|---|---|
| Prepositional | 3 | 2 |
| Adverbial | 9 | 11 |
| Verbal | 13 | 13 |
| Nominal | 9 | 9 |

**Types of themes in LS1**

| Type of theme (whole essay) | Draft | Final |
|---|---|---|
| Prepositional | 3 | 5 |
| Adverbial | 12 | 13 |
| Verbal | 14 | 10 |
| Nominal | 3 | 5 |

**Types of themes in LS2**

| Type of theme (whole essay) | Draft | Final |
|---|---|---|
| Prepositional | 0 | 4 |
| Adverbial | 9 | 14 |
| Verbal | 14 | 6 |
| Nominal | 1 | 3 |

**Impersonal Analysis of the Themes - HS1**

| | Draft | Final |
|---|---|---|
| **Conjuncts** | − Nowadays (S9)<br>− Moreover (S10)<br>− Therefore (S12)<br>− Nevertheless (S14)<br>− For instance (S15)<br>− In other words (S21)<br>− Thus (S25)<br>− In addition (S29)<br>− In other words (S30)<br>− Nonetheless (S31)<br>− On the other hand (S36) | − Nowadays (S2)<br>− Nowadays (S11)<br>− Moreover (S13)<br>− Nevertheless (S15)<br>− For instance (S16)<br>− In other words (S21)<br>− Thus (S26)<br>− In contradiction (S29)<br>− In addition (S30)<br>− In other words (S31)<br>− Nonetheless (S32)<br>− On the other hand (S37) |
| **Impersonal structures** | − It will first (S4),<br>− It will then (S5)<br>− It is essential (S17)<br>− It is interesting to (S27)<br>− It could be (S37) | − It will first (S6)<br>− It will then (S7)<br>− It is clear (S11)<br>− It proved (S15)<br>− It will take (S16)<br>− It is essential (S18)<br>− It is possible (S32)<br>− It could be (S38) |
| **Agentless passives** | − -why it is believed (S2)<br>− - -must be taken (S12) | − -is defined (S1)<br>− -was introduced (S8) |
| **Past participial adverbial clauses** | | |
| **by passives** | | |
| **Past participial postnominal clauses** | | − The urgent measure taken (S14) |
| **Other adverbial subordinators** | − Since (S20) | − Since (S20)<br>− Since (S27) |

**Impersonal Analysis of the Themes – HS2**

|  | Draft | Final |
|---|---|---|
| **Conjuncts** | − Nowadays (S2)<br>− Furthermore (S5)<br>− And eventually (S14)<br>− For instance (S17)<br>− On the other hand (S24)<br>− For instance (S25)<br>− In other words (S29)<br>− Moreover (S30)<br>− Nevertheless (S34) | − Nowadays (S2)<br>− As a result (S14)<br>− For instance (S17)<br>− Furthermore (S18)<br>− Moreover (S21)<br>− In other words (S24)<br>− On the other hand (S25)<br>− Thus (S30)<br>− What is more (S31)<br>− Nevertheless (S35) |
| **Impersonal structures** | − It will highlight (S4)<br>− It will outline (S5)<br>− There are different researches (S16)<br>− It is also important to point out (S19)<br>− It has also demonstrated (S32)<br>− It could be argued (S33) | − It is evident that (S4)<br>− There are various researches (S16)<br>− It is also important to note (S20)<br>− It causes (S27)<br>− It has also demonstrated (S33) |
| **Agentless passives** |  |  |
| **Past participial adverbial clauses** |  |  |
| **by passives** | − were introduced in...by (S1)<br>− Report made by... (S6)<br>− Report made by.... (S17)<br>− is highlighted by Vice (S28) | − Were introduced in ...by (S1)<br>− A report made by...(S6) |
| **Past participial postnominal clauses** |  |  |
| **Other adverbial subordinators** |  |  |

**Impersonal Analysis of the Themes – LS1**

|  | Draft | Final |
|---|---|---|
| **Conjuncts** | − Nowadays (S8)<br>− As a result (S12)<br>− However (S13)<br>− Subsequently (S15)<br>− However (S18)<br>− However (S23)<br>− Although (S24)<br>− Finally (S30)<br>− Although (S32)<br>− Overall (S33) | − Hence (S5)<br>− Nowadays (S8)<br>− As a result (S12)<br>− However (S13)<br>− Subsequently (S15)<br>− However (S18)<br>− However (S22)<br>− Although (S23)<br>− Finally (28)<br>− In addition (S29)<br>− Therefore (S31)<br>− However (S32) |
| **Impersonal structures** |  | − It is becoming (S2)<br>− It has been discussed (S30)<br>− It can be deduced (S31) |
| **Agentless passives** |  | − This can be made possible (S33) |
| **Past participial adverbial clauses** | − As mentioned before (S7) |  |
| **by passives** |  |  |
| **Past participial postnominal clauses** |  |  |
| **Other adverbial subordinators** |  |  |

**Impersonal Analysis of the Themes – LS2**

| | Draft | Final |
|---|---|---|
| **Conjuncts** | <br>− Although (S9)<br>− Thus (S14)<br>− Despite (S15)<br>− Thus (S16)<br>− Firstly (S18)<br>− Therefore (S19)<br>− Thus (S21)<br>− Thus (S24) | <br>− Therefore (S4)<br>− Firstly (S5)<br>− Due to (S7)<br>− However, although (S10<br>− In contrast to this (S14)<br>− Even though (S15)<br>− In other hand (S16)<br>− However (S18)<br>− As a result (S20)<br>− In spite of (S20)<br>− However (S23)<br>− Thus (S24)<br>− After this (S26)<br>− However (S27) |
| **Impersonal structures** | <br>− It is amazing to live...(S10)<br>− It is imperative that.. (S24) | <br>− It is a subject of considerable debate (S1)<br>− It will then (S6)<br>− It is possible to state that (S26) |
| **Agentless passives** | − The developed world was made (S1) | − If those strategies are implemented (S27) |
| **Past participial adverbial clauses** | | − Both factors combined (S13) |
| **by passives** | − All of those are sustained by (S11) | − A study made by (S19) |
| **Past participial postnominal clauses** | | |
| **Other adverbial subordinators** | | |

## Appendix 25 – Analysis of student essays (Stage 3: Part 3 – Theme/rheme relationships)

Only a section of the draft and final essay have been analysed. The same section was used to find out the lexical density scores.

**HS1 – Draft essay**

|  | Theme | Rheme | Relationship |
|---|---|---|---|
| 1 | Historically, the first pension scheme... | ...in 1889. |  |
| 2 | After 19 years... | ...in England. | Zigzag pattern |
| 3 | The life expectancy during these periods... | ...45 and 50 years respectively | Theme reiteration |
| 4 | Nowadays, a large number of elderly people | ...government expenses. | New theme |
| 5 | Moreover, "in a no-change scenario..." | ...rise steeply. | New theme |
| 6 | This means... | ...health sector. | Zigzag pattern |
| 7 | Therefore, drastic measures... | ...could honour their responsibilities. | Zigzag pattern |
| 8 | The primary change is... | ...to increase the retirement age. | Theme reiteration |
| 9 | Nevertheless, it seems... | ...slow process. | Zigzag pattern |
| 10 | For instance, in the US... | ...raise official retirement age to 67. | Zigzag pattern |
| 11 | The nonsense bureaucracy... | ...pensions crisis. | Zigzag pattern |
| **New paragraph** | | | |
| 1 | It is essential to associate the lower number of births... | ...ageing population. |  |
| 2 | According to Jackson [..] 'People are having fewer babies... | ...and this leads to fewer younger people. | Theme reiteration |
| 3 | One reason why... | ...having children much later in life. | Zigzag pattern |
| 4 | [Since] many more women... | ...taking paid jobs. | Zigzag pattern |
| 5 | In other words, the 21$^{st}$ century.... | ...having a family and children. | Zigzag pattern |

**HS1 – Final essay**

| | Theme | Rheme | Relationship |
|---|---|---|---|
| **1** | Historically, the first pension... | ...in Prussian, in 1889. | |
| **2** | After 19 years... | ...in England. | Zigzag pattern |
| **3** | The life expectancy during this period... | ...45 and 50 years respectively. | Theme reiteration |
| **4** | Nowadays, it is clear that we are living much longer... | ...rely on retirement pensions to live. | Theme reiteration |
| **5** | The high demand of pensions payments... | ...a pensions crisis. | Zigzag pattern |
| **6** | However, the majority of the pensions... | ...health care sector as well. | Theme reiteration |
| **7** | The urgent measure... | ...was to increase the retirement age. | New theme |
| **8** | Nevertheless, it... | ...very slow process. | Theme reiteration |
| **9** | For instance, in the US... | ...it will take [...] raising of official retirement age to 67. | Zigzag pattern |
| **10** | The slow bureaucratic... | ...make this subject unquestionable. | Zigzag pattern |
| **New paragraph** | | | |
| **1** | It is essential to associate the lower number of births ... | ...to the ageing population. | |
| **2** | According to [...] people are having fewer babies... | ...leads to fewer young people. | Zigzag pattern |
| **3** | One reason... | ...women are marrying and having children much later in life. | Zigzag pattern |
| **4** | Since many more women... | ...highly educated and taking paid jobs. | Zigzag pattern |

| Thematic structure (section of essay) | Draft | Final |
|---|---|---|
| New theme | 2 | 1 |
| Zigzag pattern | 9 | 7 |
| Theme reiteration | 3 | 4 |
| Multiple-Theme pattern | 0 | 0 |

**HS2 – Draft essay**

| | Theme | Rheme | Relationship |
|---|---|---|---|
| 1 | As mentioned before... | ...the free market economy educated the population into changing their lifestyles. | |
| 2 | Nowadays, people live better lives... | ...abundance of choice and information. | Zigzag pattern |
| 3 | Jackson, R et al (2008) mentions... | ...forecasted to reach 35 percent by 2050. | New theme |
| 4 | This benefits... | ...inspiring [...] of a educated population. | Zigzag pattern |
| 5 | Usually, the mortality rate is low... | ...the government invest a larger amount of money in education. | New theme |
| 6 | As a result... | ...many more women [...] and taking paid jobs. | Zigzag pattern |
| 7 | However, this also suggests... | ...benefits society overall. | Zigzag pattern |
| 8 | Among its other positive aspects... | ...increase their expenditure over health care. | Multiple-Theme pattern (see 4) |
| 9 | Subsequently.... | ...extension of the retirement age. | Zigzag pattern |
| 10 | According to Slater... | ...number of pensions dramatically rose. | New theme |

**HS2 – Final essay**

| | Theme | Rheme | Relationship |
|---|---|---|---|
| 1 | The liberalization of tariffs... | ...standards of life changed as the free market economy educated the population into changing their lifestyles. | |
| 2 | Nowadays, people live better... | ...and the capacity to exercise universal human rights. | Zigzag pattern |
| 3 | Jackson et al mentions that today... | ...forecasted to reach 35 percent by 2050. | New theme |
| 4 | This benefits... | ...inspiring a wealthy economy and the prosperity of an educated | Zigzag pattern |

| | | population. | |
|---|---|---|---|
| **5** | Usually, the mortality rate... | ...government invests a larger amount of money in education. | New theme |

**New paragraph**

| | | | |
|---|---|---|---|
| **1** | As a result, the growing number of professionals... | ...many more women have been becoming highly educated [...] compared to the past. | Zigzag pattern (between paragraphs) |
| **2** | However, this aspect... | ...education benefits society overall. | Zigzag pattern |

**New paragraph**

| | | | |
|---|---|---|---|
| **1** | Among its other positive aspects... | ...ageism promoted governments to increase their expenditure over health care. | |
| **2** | Subsequently, this has led.. | ...extension of the retirement age. | Zigzag pattern |
| **3** | According to Slater, people decided to retire early... | ...pensions drastically rose. | Zigzag pattern |
| **4** | In the government's defence... | ...allow increase in jobs for young people. | Zigzag pattern (see 1- same paragraph) |

| Thematic structure (section of essay) | Draft | Final |
|---|---|---|
| New theme | 3 | 2 |
| Zigzag pattern | 5 | 7 |
| Theme reiteration | 0 | 0 |
| Multiple-Theme pattern | 1 | 0 |

**LS1 – Draft essay**

|  | Theme | Rheme | Relationship |
|---|---|---|---|
| 1 | Report made... | ...number of old people rapidly increasing. |  |
| 2 | The report... | ...the number of people over 60 years [...] this number would grow to almost two billions. | Theme reiteration |
| 3 | Another threatening fact... | ...only two people aged 20-64 for one person of 65 and over. | Zigzag |
| 4 | According to [...] ageing of the developed world.. | ...can be explained by two major factors. | Zigzag pattern |
| 5 | The first factor... | ...decrease in the birth rates. | Zigzag pattern |
| 6 | Authors point out that nowadays... | ...fewer younger people. | Zigzag pattern |
| 7 | They explain... | ...changes in women's lifestyles. | Theme reiteration |
| 8 | Women... | ...changes in their ideas about what they want from life. | Zigzag pattern |
| 9 | And eventually women ... | ...having children later in life. | Theme reiteration |
| 10 | The second reason... | ...rise in life expectancy. | Multiple-Theme pattern (refers back to 5). |
| 11 | There are different researches... | ...confirming this trend. | New theme |
| 12 | For instance... | ...European countries. | Theme reiteration |
| **New paragraph** |  |  |  |
| 1 | As stated by... | ...a challenge to society. |  |
| 2 | This illustrates... | ...different problems. | Zigzag pattern |

**LS1 – Final essay**

|  | Theme | Rheme | Relationship |
|---|---|---|---|
| **1** | A report made… | …number of old people around the world rapidly increasing. | |
| **2** | This report… | …projected to grow to almost 2 billions in 2050. | Theme reiteration |
| **3** | Another threatening fact… | …two people aged 20-64 for one person of 65 and over. | Zigzag pattern |
| **4** | According to [...] the ageing of the developed world … | …can be explained by two major factors. | Zigzag pattern |
| **5** | The first factor… | …decrease in the birth rates. | Zigzag pattern |
| **6** | The same authors… | …as a result there are fewer young people. | Multiple-theme (see 4) |
| **7** | They explain this… | …changes in women's lifestyle. | Theme reiteration |
| **8** | Women… | …this has led to changes in their ideas about what they want from life. | Zigzag pattern |
| **9** | As a result… | …women are having children later in life. | Zigzag pattern |
| **10** | The second reason… | …rise in life expectancy. | Multiple-theme (see 5) |
| **11** | There are various researches… | …confirming this trend. | Zigzag pattern |
| **12** | For instance… | …has risen in almost all European countries. | Zigzag pattern |
| **New paragraph** | | | |
| **1** | Furthermore, various studies… | …has caused different problems. | |

| Thematic structure (section of essay) | Draft | Final |
|---|---|---|
| New theme | 1 | 0 |
| Zigzag pattern | 6 | 7 |
| Theme reiteration | 4 | 2 |
| Multiple-Theme pattern | 1 | 2 |

**LS2 – Draft essay**

|  | Theme | Rheme | Relationship |
|---|---|---|---|
| 1 | Although this improvement... | ...burden in a financial view. | |
| 2 | It is amazing to... | ...there is a need to have methods to fight diseases. | New theme. |
| 3 | All of those are... | ...which now is spending [...[ with younger adults. | Zigzag pattern |
| 4 | Another issue with longevity... | ...the pensions. | Multiple-Theme pattern (see 2) |
| 5 | Pensions... | ...establish a way to raise funds. | Zigzag pattern |
| 6 | Thus appeared... | ...other young adults to contribute and thus sustain them. | Theme reiteration |
| 7 | Despite being a role model... | ...there are not enough workers to cover pensions exempted. | Theme reiteration |
| 8 | Thus governments need... | ...leading developing nations to a serious financial crisis. | New theme |

**LS2 – Final essay**

|  | Theme | Rheme | Relationship |
|---|---|---|---|
| 1 | In contrast to this, other developed countries... | ...climbing their way up through the crisis. | |
| 2 | Even though some countries... | ...making the attempt of increasing financial funds unsuccessful. | Theme reiteration |
| 3 | In other hand, some countries... | ...being more successful like Japan [...] where "big companies [...] | Multiple-Theme pattern (see 1) |
| 4 | Initiatives like this... | ...but also to keep those elderly as active workers. | Zigzag pattern |
| 5 | However, in spite of being an important and effective idea... | ...not the only hope rising. | Theme reiteration |
| 6 | In 2008, a study [...] has demonstrated that population in Britain has been rising... | ...allowing some population renewal happen. | Zigzag pattern |
| 7 | As a result, of both ideas... | ...to avoid and fight the first signs of pension's | Zigzag pattern |

| | | crisis. | |
|---|---|---|---|

| Thematic structure (section of essay) | Draft | Final |
|---|---|---|
| New theme | 2 | 0 |
| Zigzag pattern | 2 | 3 |
| Theme reiteration | 2 | 2 |
| Multiple-Theme pattern | 1 | 1 |

## Appendix 26 – University of Westminster Marking Criteria for EAP 04 Essays

The following marking criteria was used on the EAP module during the 2011-2012 academic year.

**50% - Content & Organisation of ideas.**

| 69-85% | 60-69% | 50-59% | 40-49% | 30-39% | 0-29% |
|---|---|---|---|---|---|
| The writer has accurately grasped the issues raised by the essay question, and addressed them with insight and maturity. | Addresses most of the issues raised | Addresses some, but not all, of the issues | The writer has made an attempt to answer the essay question, but the ideas are underdeveloped and the writing lacks focus | The writer has failed to address the essay question sufficiently. | The writer has not attempted to address the essay question, or the answer is almost entirely irrelevant to the question |
| Sources (when required) are integrated very successfully into the text, and formal conventions adhered to. | Sources (when required) are integrated successfully into the text, and formal conventions generally adhered to. | Sources (when required) are integrated partly into the text, and some points may not be supported. There may be some inconsistencies with formal conventions. | Sources (when required) are insufficiently integrated into the text, and points tend to be unsupported. | Sources (when required) are insufficient or insufficiently integrated into the text and there are some irrelevancies. | Sources (when required) are insufficient/ insufficiently integrated into the text and largely irrelevant. |
| There is very strong evidence of criticality and analysis | There is very strong evidence of criticality and analysis. | There is limited evidence of criticality and analysis; the writing may lack depth or be mainly descriptive. | There is little evidence of criticality or analysis; the writing is primarily descriptive. | There is little or no evidence of criticality or analysis. | There is no evidence of criticality or analysis. |
| The essay is very well organised, with a coherent and consistent line of argument throughout. | The essay is well organised, with a generally coherent line of argument, although there are slight flaws at times. | Although there is evidence of organisation, the line of argument lacks clarity. | Although an adequate attempt has been made at organisation, the line of argument is fragmented and difficult to follow at times. | The writing seems fragmented or incomplete, and the argument is difficult to follow. | The writing seems fragmented or incomplete, and the argument is very difficult to follow |

# EAP Marking Criteria - Writing

## 50% - Content & Organisation of ideas.

69-85
The writer has accurately grasped the issues raised by the essay question, and addressed them with insight and maturity.
Sources (when required) are integrated very successfully into the text, and formal conventions adhered to. There is very strong evidence of criticality and analysis.
The essay is very well organised, with a coherent and consistent line of argument throughout.

60-69
The writer addresses most of the issues raised by the essay question. Sources (when required) are integrated successfully into the text, and formal conventions generally adhered to. There is good evidence of criticality and analysis. The essay is well organised, with a generally coherent line of argument, although there are slight flaws at times.

50-59%
The writer addresses some, but not all, of the issues raised by the essay question.
Sources (when required) are integrated partly into the text, and some points may not be supported. There may be some inconsistencies with formal conventions.
There is limited evidence of criticality and analysis; the writing may lack depth or be mainly descriptive.
Although there is evidence of organisation, the line of argument lacks clarity.
Overall, the lack of clarity/ depth of discussion restricts the work from getting a higher mark.

40-49
The writer has made an attempt to answer the essay question, but the ideas are underdeveloped and the writing lacks focus. Sources (when required) are insufficiently integrated into the text, and points tend to be unsupported. A number of formal conventions are neglected.

There is little evidence of criticality or analysis; the writing is primarily descriptive.
Although an adequate attempt has been made at organisation, the line of argument is fragmented and difficult to follow at times.
30-39%
The writer has failed to address the essay question sufficiently. Sources (when required) are insufficient or insufficiently integrated into the text and there are some irrelevancies. There is minimal attempt made to follow formal conventions. There is little or no evidence of criticality or analysis. The writing seems fragmented or incomplete, and the argument is difficult to follow.

0-29%
The writer has not attempted to address the essay question, or the answer is almost entirely irrelevant to the question. Sources (when required) are insufficient/ insufficiently integrated into the text and largely irrelevant. There is no attempt made to follow formal conventions.
There is no evidence of criticality or analysis.
The writing seems fragmented or incomplete, and the argument is very difficult to follow.

## 50% - Accuracy, Range of expression & Appropriacy.

| 69-85% | 60-69% | 50-59% | 40-49% | 30-39% | 0-29% |
|---|---|---|---|---|---|
| The writing has a positive effect on the reader. | Communication is achieved with minimum effort on the part of the header. | Communication is achieved with some effort on the part of the reader. | Communication is achieved with effort on the part of the reader. | Communication is not maintained consistently due to problems with use of language and lack of vocabulary. | Communication is barely achieved due to problems with use of language and lack of vocabulary. |
| Use of language in general is excellent, and the register used is entirely appropriate throughout | There are errors when more complex vocabulary and structures are attempted, but these do not significantly interfere with meaning | There are some errors in expression and accuracy, but these do not significantly interfere with meaning. | There are basic errors when complex structures are attempted, which may lead to obscurity. | There are regular errors of expression and accuracy, which impede communication. | There are numerous errors of expression and accuracy, which severely impede communication. . |
| There is an impressively wide range of lexis and structures, which are congruent with the context. | There is a generally competent and assured range of lexis and structures, which are congruent with the context. | There is a fairly competent range of lexis and structures, although there may be some inappropriacy in the register used. | There is limited use of vocabulary and expression, with some inappropriacy in the register. | There is little range of vocabulary or expression, and the register is largely inappropriate. | Range of vocabulary or expression is minimal, and the register is inappropriate. |
| The writing flows very well, and is cohesive. | The writing flows well, and is generally cohesive. | The writing flows fairly well, but may lack cohesion at times. | The writing lacks basic cohesive devices, and is halting rather than fluent. The overall impression is one of passable but weak language. | There is a serious lack of cohesive devices, and the writing does not flow well. | There is a serious lack of cohesive devices, and the writing is fragmented |

## 50% - Accuracy, Range of expression & Appropriacy.

69-85%
The writing has a positive effect on the reader.
Use of language in general is excellent, and the register used is entirely appropriate throughout.
There is an impressively wide range of lexis and structures, which are congruent with the context.
The writing flows very well, and is cohesive.

60-69%
Communication is achieved with minimum effort on the part of the header.
There are errors when more complex vocabulary and structures are attempted, but these do not significantly interfere with meaning. There is a generally competent and assured range of lexis and structures, which are congruent with the context. The writing flows well, and is generally cohesive.

50-59%
Communication is achieved with some effort on the part of the reader.
There are some errors in expression and accuracy, but these do not significantly interfere with meaning.
There is a fairly competent range of lexis and structures, although there may be some inappropriacy in the register used. The writing flows fairly well, but may lack cohesion at times.

40-49%
Communication is achieved with effort on the part of the reader. There are basic errors when complex structures are attempted, which may lead to obscurity.
There is limited use of vocabulary and expression, with some inappropriacy in the register.
The writing lacks basic cohesive devices, and is halting rather than fluent.
The overall impression is one of passable but weak language.

30-39%
Communication is not maintained consistently due to problems with use of language and lack of vocabulary. There are regular errors of expression and accuracy, which impede communication.
There is little range of vocabulary or expression, and the register is largely inappropriate.
There is a serious lack of cohesive devices, and the writing does not flow well.

0-29%
Communication is barely achieved due to problems with use of language and lack of vocabulary.
There are numerous errors of expression and accuracy, which severely impede communication.
Range of vocabulary or expression is minimal, and the register is inappropriate.
There is a serious lack of cohesive devices, and the writing is fragmented.