Lancaster University

Teaching Academic English in Uzbekistan

A teacher training guide

Diana Mazgutova

Aziza Yunusova

Gulhayo Qobilova

Kamola Muradkasimova

Ranokhon Khodjieva

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

This teacher training guide was developed as part of a project conducted at Lancaster University by Dr Diana Mazgutova within the framework of the Global Challenges Research Fund (GCRF) Postdoctoral Fellowships of the Economic and Social Research Council (ESRC). The guidebook was designed in response to requests made by English language teacher trainers in Uzbekistan for help with the teaching of academic English reading and writing skills to university students. The guide was piloted in 2017 as part of a workshop with a group of teacher trainers in Uzbekistan. Through this guidebook, the materials are now freely available for use by other teacher trainers.

Acknowledgements:

I am very grateful to *Dr Tineke Brunfaut* (Lancaster University, UK) for her guidance and continuous support with materials preparation for the workshop.

I am grateful to a team of teacher trainers from Uzbekistan – *Aziza Yunusova, Gulhayo Qobilova, Kamola Muradkasimova* and *Ranokhon Khodjieva* – for their irreplaceable help with designing the workshop materials and delivering the 2017 workshop sessions.

I also want to express my gratitude to the Uzbekistan Teachers of English Association (UzTEA), in particular, the UzTEA coordinator, *Mirjalol Mirsabitov*, for his excellent organisation of the 2017 workshop.

Finally, thanks go to *Dr Gareth McCray* for proofreading this teacher training booklet.

Dr Diana Mazgutova

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

To the Trainer

A working knowledge of English is an important facet of a professional education in our increasingly international environment. Providing a program to improve academic English abilities will bring benefits to Uzbek students, teachers, and, via a trickledown effect, the country of Uzbekistan as a whole. This will give students the skills to successfully consult existing research, communicate their own work, study online and abroad and bring back valuable knowledge to benefit the country. It will help teachers unlock research published in international professional journals, update them on innovations in language pedagogy, help improve their teaching, and enable them to share their own practices and research. It will also allow Uzbek citizens to more effectively communicate with the rest of the world.

The project *Empowering Language Teachers and Learners in Uzbekistan: Opening Doors through Formal English Reading and Writing Development* aimed to contribute to the above goals by specifically improving the levels of academic English reading and writing of students, teachers, and, ultimately, professionals in Uzbekistan. The project aimed to achieve this through delivering a series of intensive academic English *teacher training workshops in different universities of Uzbekistan.*

The teacher training materials in this manual were developed through collaboration between several teacher trainers from Uzbekistan. The themes of the workshop sessions were identified via a needs analysis survey conducted with 110 teachers of academic English in Uzbek institutions. The resulting *Academic English Teacher Training Manual* consists of **eight self-contained sets of materials**, each focusing on a particular aspect of academic reading and writing, and each corresponding with an individual workshop session.

Session 1 - *Introduction to the Academic English Teacher Training Workshop*

This workshop session aims to outline the aims, objectives and expected outcomes of the workshop as a whole as well as familiarize participants with the program of the workshop.

Session 2 - *Giving Feedback and Evaluating Academic Writing*

This workshop session aims to raise teachers' awareness of giving feedback on writing and enables them to practise giving feedback on an authentic student essay.

Session 3 - *Finding and Evaluating Sources*

This workshop session aims to raise teachers' awareness on the core criteria of source evaluation and enables them to explore and evaluate online materials.

Session 4 - *Thinking, Reading and Writing Critically*

This workshop session aims to raise teachers' awareness of critical thinking and encourages them to develop their own learners' ability to think, read and write critically.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Session 5 - *Building Argument and Integrating Evidence*

This workshop session aims to raise teachers' awareness of developing effective arguments and supporting these with evidence. It also introduces teachers to ways of presenting evidence in academic writing.

Session 6 - *Summarising and Evaluating Academic Sources*

This workshop session aims to raise teachers' awareness of writing summaries and critical reviews, and it involves teachers in reading and critically reviewing academic papers.

Session 7 - *Coherence and Cohesion in Academic Writing*

This workshop session aims to raise teachers' awareness of coherence and cohesion in academic writing and enables them to identify problems with coherence and cohesion in academic texts.

Session 8 - *Introducing the AIM Website*

This workshop session aims to familiarise teachers with the contents of the Academic English Interactive Mentor (AIM) website and encourages them to use the website as a pedagogical tool.

Each of the eight sets of materials consists of:

1. **Trainer Notes**: a description for the workshop leader (teacher trainer) of the session's objectives, materials needed, activities to be conducted and steps to be followed
2. **Power Point slides*:** a set of PowerPoint slides to be presented during the session and guide participants through the key points and phases of the session
3. **Handouts***: a set of handouts for printing and use with workshop participants during the session.

***All PowerPoint slides and some Handouts as indicated in the Trainer Notes can be downloaded from the AIM website at: http//:www.aeim.co.uk**

Each set of materials is designed for a 90-minute workshop, with the exception of Session 1 which lasts for an hour. Each session can be run independently as a short workshop, or several sessions can be combined into a half-day workshop (two sessions), full-day workshop (three sessions), or multiple-day workshop (three days for all eight sessions).

In each workshop session, participating teachers will be involved in small-group and whole-class discussions. Some sessions will also require participants to search for answers to tasks and activities online.

We hope you will find these materials helpful,
and wish you a very successful workshop!

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Table of Contents

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Lancaster University

SESSION 1: INTRODUCTION TO THE ACADEMIC ENGLISH TEACHER TRAINING WORKSHOP

Trainer notes

Session Objectives:

- To introduce the workshop participants to each other
- To outline the aims, objectives and expected outcomes of the workshop
- To provide participants with some background information on the funders of the workshop
- To familiarize participants with the program of the workshop

Time: 60 minutes

Materials: handouts, computer and projector

Procedure:

Lead in: Introductions *(25 min)*

1. Trainer (T) begins the session by introducing participants (Ps) to the trainer(s), workshop organiser(s) and each other. T enters the accurate information on the number of trainers, workshop organizers and teachers participating in the workshop and displays the power point slide "Who are We?"
2. T talks briefly about the project itself and the funders of the workshop and shows the power point slide "Who are the Funders of the Workshop?" T says the following:
   "This workshop has been organised as part of the project entitled "Empowering Language Teachers and Learners in Uzbekistan: Opening Doors through Formal English Reading and Writing Development." The aim of this project is to improve the levels of academic English reading and writing of students, teachers, and, ultimately, professionals in Uzbekistan, so that the country becomes better able to contribute to and benefit from English-medium professional and academic texts. The project aims to achieve this through an Academic English Interactive Mentor (AIM) Website and Teacher Training Workshops. These pedagogical tools are expected to raise the standards of teaching and learning academic English reading and writing in Uzbekistan. The two organisations that helped with funding of the project are Economic and Social Research Council (ESRC) Global Challenges Research Fund (GCRF) and Lancaster University in the UK. The Global Challenges Research Fund (GCRF) is a five-year £1.5 billion funding stream, announced as part of the Government's spending review. It forms part of the UK's Official Development Assistance commitment, to support cutting-edge research which addresses the problems faced by developing countries, one of which is Uzbekistan."
3. T moves on to the next slide and introduces the ice-breaker activity called *"Speed Dating*". Ps are asked to form two rows: half of the people on one row and the other half of the people on the opposite row. T asks every teacher to talk to the person opposite to them for 20 seconds and then switch over. They should introduce and tell them a surprising fact about themselves, then move one step to their right, face a new person and continue. At the end of this activity, T asks Ps to share with the whole group one surprising fact they have learnt about someone else and let others guess who that person is.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

4. T shows the slide "What are the Aims of the Project?" and introduces the overall aim and the two specific aims of the project, i.e., to create a model essay website of academic English and to develop a package of materials for a self-perpetuating teacher training workshop on improving academic reading and writing skills of university students and teachers in Uzbekistan.

Needs analysis survey *(25 min)*

1. T shows the slide "Needs Analysis Survey" and states that the topics of the workshop sessions were determined with the aid of the needs analysis survey that was conducted with more than 100 university teachers of academic English in Uzbekistan aged 26-60. The largest age group of teachers was 26-35 years old. The purpose of the needs analysis survey was to identify academic reading and writing needs of Uzbek teachers and learners. The majority of teachers who took part in the survey were native speakers of Uzbek and most of them had Masters degrees. Most survey participants had more than 10 years of general English teaching experience, however, fewer teachers had experience of teaching academic English.
2. T divides Ps into groups of 3 or 4 asks them to spend 5 minutes first, discussing the nature of difficulties that their students experience with academic reading, and then, talking about the type of difficulties that they themselves tend to experience with teaching of academic reading.
3. T elicits ideas from each group in a plenary. Then, T introduces the survey findings, which showed that the three main types of difficulties with academic reading experienced by students, as perceived by teachers are 1) *critical reading*, *2) distinguishing main ideas from supporting ideas* and *3) finding and evaluating academic sources*. Interestingly exactly the same types of difficulties were experienced by the teachers themselves with teaching of academic reading skills.
4. T asks Ps in the same small groups of 3 or 4 asks to spend 5 minutes first, discussing the nature of difficulties that their students experience with academic writing, and then, talking about the type of difficulties that they themselves tend to experience with teaching of academic writing.
5. T familiarises Ps with the survey findings and establishes that again, very interestingly the same type of difficulties were experiences by students (as perceived by teachers) and by teachers themselves with teaching of academic writing. Specifically, both teachers and learners tend to struggle most with 1) *synthesising academic sources, 2) building arguments, 3) academic language and style, 4) referencing and plagiarism,* and *5) essay macrostructure.*
6. T establishes that the findings of the survey helped them to decide on the themes of the academic English teacher training workshop.

Workshop programme and workshop aims *(10 min)*

T introduces Ps to the programme of an intensive workshop on academic English, shows them the PPT slide "Workshop Programme" and distributes **Handout A**.
T introduces Ps to the aims of the workshop and shows them the PPT slide "Workshop Aims."
T distributes the workshop evaluation form **(Handout B)** which is expected to be completed by every participant by the end of the workshop. In this form, Ps reflect on the workshop sessions.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 1: INTRODUCTION TO THE ACADEMIC ENGLISH TEACHER TRAINING WORKSHOP

PowerPoint slides

Lancaster University

Introduction to the Academic English Teacher Training Workshop

Who are We?

Lancaster University

- …….- teacher trainer(s)
- …….– the workshop organiser
- …. teachers of academic English from……university

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Who are the Funders of the Workshop?

Lancaster University

- The Economic and Social Research Council (ESRC) Global Challenges Research Fund (GCRF)

GCRF E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

- The Department of Linguistics and English Language at Lancaster University

Linguistics and English Language | Lancaster University

- .....has helped to organise the workshop

Ice-breaker: Speed "Dating"

Lancaster University

- Form two rows: Half of the people on one row and the other half of the people on the opposite row. Talk to the person opposite to you for 20 seconds and then switch over. **Introduce** and tell them **a surprising fact about yourself**. Then move one step to your right, face a new person and continue ...

x	x	x	x	x	x	x
0	0	0	0	0	0	0

- Share with the whole team **one surprising fact** you have learnt about someone else and let others guess who that person is.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

What are the Aims of the Project?

- **The overall purpose of the project** is to help teachers and learners in Uzbekistan improve their English academic reading and writing skills. This will be achieved through the following two concrete aims:

  - **Aim 1:** to create an **interactive model essay website** containing a corpus of students' and teachers' academic writing in English from the Uzbek context.

  - **Aim 2:** to develop a package of materials for a self-perpetuating **teacher training workshop** on improving academic reading and writing skills of university students and teachers in Uzbekistan.

Needs Analysis Survey

- **Purpose:** to determine academic reading and writing knowledge needs of Uzbek teachers and learners

- **Participants:** >100 university teachers of academic English in Uzbekistan
  - ***Age:*** 26-35 (62), 36-45 (28), 18-25 (7), 46-60 (4)
  - ***Native language:*** Uzbek (80), Russian (14), Karakalpak (2), Kazakh (1), Tajik (1), and Hindi (1).
  - ***Highest education:*** Master's (82), Bachelor's (13), PhD (6)
  - ***Teaching general English:*** 6-10 years(34), 11-15 years (25), 1-5 years (21), 16+years (18)
  - ***Teaching academic English:*** 1-5 years (30), 6-10 years (15), 16+years (7), 11-15 years(6)

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Discuss in groups

- What type of difficulties do your students tend to experience with academic reading?
- What type of difficulties do you personally experience with teaching of academic reading to your students?

Needs Analysis Survey: Key Findings (Academic Reading)

- **Students'** difficulties with **academic reading** (perceived by teachers):

  1. Critical reading
  2. Distinguishing main ideas from supporting ideas
  3. Finding and evaluating academic sources

- **Teachers'** perceived difficulties with **teaching of academic reading:**

  1. Critical reading
  2. Finding and evaluating academic sources
  3. Distinguishing main ideas from supporting ideas

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Discuss in groups

- What type of difficulties do your students tend to experience with academic writing?
- What type of difficulties do you personally experience with teaching of academic writing to your students?

Needs Analysis Survey: Key Findings (Academic Writing)

- **Students'** difficulties with **academic writing** (perceived by teachers):
  1. *Synthesising academic sources*
  2. *Academic language and style*
  3. *Essay macrostructure*
  4. *Referencing and plagiarism*
  5. *Building arguments*

- **Teachers'** perceived difficulties with **teaching of academic writing:**
  1. *Synthesising academic sources*
  2. *Building arguments*
  3. *Referencing and plagiarism*
  4. *Academic language and style*
  5. *Essay macrostructure*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Workshop Programme

- Introduction to the Academic English Teacher Training Workshop
- Giving Feedback and Evaluating Academic Writing
- Finding and Evaluating Sources
- Thinking, Reading and Writing Critically
- Building Argument and Integrating Evidence
- Summarising and Evaluating Academic Sources
- Coherence and Cohesion in Academic Writing
- Introducing the AIM Website
- Giving Feedback and Reflecting of the Workshop

Workshop Aims

- With this intensive three-day teacher training workshop, we aim to:
  - help you address some of the challenges of teaching academic English
  - build your capacity as teachers of academic English
  - enable you to disseminate the knowledge and skills you gained at the workshop to other teachers of academic English in your home institutions

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Lancaster University

Lancaster University

Comments and feedback appreciated!

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 1: INTRODUCTION TO THE ACADEMIC ENGLISH TEACHER TRAINING WORKSHOP

Handouts

Handout A. Programme of the Academic English Teacher Training Workshop

Session 1: Introduction to the Academic English Teacher Training Workshop

Session 2: Giving Feedback and Evaluating Academic Writing

Session 3: Finding and Evaluating Sources

Session 4: Thinking, Reading and Writing Critically

Session 5: Building Argument and Integrating Evidence

Session 6: Summarising and Evaluating Academic Sources

Session 7: Coherence and Cohesion in Academic Writing

Session 8: Introducing the AIM Website

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout B. Reflecting on the Workshop

Teacher Training Workshop Evaluation Form

We are interested in your feedback to help us make improvements to the workshop. Please spend a few minutes to give us your views on the sessions. Your feedback will be kept confidential and will only be used to help us improve the content and delivery of training. We may publicise the general findings of the feedback.

Please indicate your level of agreement with the statements listed below by selecting the relevant box.

	Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
1. The aims and objectives of the workshop were clearly defined.	○	○	○	○
2. The topics covered in the workshop were relevant to me.	○	○	○	○
3. The materials and handouts distributed were helpful.	○	○	○	○
4. Participation and interaction were encouraged during the workshop.	○	○	○	○
5. The workshop programme was overall useful.	○	○	○	○

6. Which of the sessions did you find <u>most</u> relevant to your background and needs and why?

7. Which of the sessions did you find <u>least</u> relevant to your background and needs and why?

8. Were there any sessions in the workshop that you would like to have spent <u>more</u> time on?

9. Were there any sessions in the workshop that you would have liked to have spent <u>less</u> time on?

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

10. What other session(s) would you have liked to be included in the workshop programme (if any)?

11. Do you think the knowledge and skills you gained from this workshop will be useful in your teaching?

Yes ☐ *No* ☐

If *Yes*, please list at least one element of the workshop which you think might be useful in your teaching.

If *No*, please explain why not.

12. To what extent have the aims of the workshop been met? Please tick the relevant box.

☐ Not at all ☐ Partially ☐ Mostly ☐ Fully

13. Do you have any suggestions for improvement of the teacher training workshop?

14. Would you recommend the workshop to a colleague?

Yes ☐ Why? *No* ☐ Why not?

15. Are there any other comments you would like to make about the workshop?

Thank you for your feedback!

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Lancaster University

SESSION 2: GIVING FEEDBACK AND EVALUATING ACADEMIC WRITING

Trainer notes

Session Objectives:

- To raise participants' awareness of giving proper feedback
- To enable participants practice giving feedback on learners' writing
- To raise participants' awareness of the core criteria of giving feedback

Time: 90 minutes

Materials: handouts, board, posters, markers, pins, computer, projector, the Internet

Procedure:

Lead-in *(10 min)*

T asks Ps the following questions, and discuss them in plenary.

1. *How do you usually give oral and written feedback?*
2. *How, do you think, is the feedback you give generally received by your students?*
3. *What do you think your students usually do with the feedback they get from you?*
4. *Have you ever been given feedback on your writing? How did you find it? Was it helpful?*

Activity 1. Effective versus ineffective feedback *(30 min)*

1. T shows Ps an episode from the "America's Got Talent 2017" (length: 3.20) (https://www.youtube.com/watch?v=2tyr92K218M) where both positive and negative feedback is given by the judges. While watching, Ps take notes and make a list of the feedback features.
2. T explains that in this activity they will be discussing the characteristic features of effective and ineffective feedback on academic writing.
3. T divides Ps into 2 groups and distributes poster paper, markers and pins to each group. *Group 1* prepares a poster presentation about the features of effective feedback, and *Group 2* about the features of ineffective feedback.
4. Ps work on their posters for approximately 10 minutes.
5. Once the posters are ready, the representatives of each group put their posters up on the wall and present them to the whole group. T encourages Ps to be more specific and support the points they make with relevant examples.
6. T might anticipate the following features of effective and ineffective feedback to be mentioned in the presentations:

Timely	Not offensive	Objective	Personal	Vague
Subjective	Structured	Dialogic	Too general	Negative
Clear	Impersonal	Adequate	Non-specific	Biased
Reasonable	Unbiased	Constructive	Detailed	Unstructured

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Activity 2. Giving feedback on a student essay *(35 min)*

1. T explains that the purpose of this activity is to discuss how the Ps themselves give feedback on their students' writing.
2. T asks Ps to make a birthday line and form pairs: every two people in sequencing order makes one pair.
3. T distributes **Handout A** and ask Ps to provide feedback on an authentic problem-solution essay produced by a student.
4. T invites the Ps to share their ideas in a plenary by discussing the following questions:

    - *What are the strengths of this essay?*
    - *What are the weaknesses of this essay?*
    - *What mark would you give for this piece of writing?*

5. T concludes this activity by asking Ps to respond to the four multiple-choice questions on **Handout A**.

Activity 3. Round up *(15 min)*

1. T explains that the aim of this part of the session is to ensure that Ps are aware of the importance of giving feedback on students' writing and of the principles of good feedback.
2. T invites Ps to complete the Giving feedback quiz (**Handout B**) first individually and then compare their ideas with their partner.
3. T distributes **Handout C** which contains the section from the article "The Seven Principles of good feedback" and asks Ps to read the text individually and take notes.
4. T might want to elaborate on the first 5 principles and invite Ps to elaborate on the last 2 reflecting on their own teaching and feedback giving practice.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 2: GIVING FEEDBACK AND EVALUATING ACADEMIC WRITING

PowerPoint Slides

Lancaster University

Giving Feedback and Evaluating Academic Writing

Lancaster University

Session Objectives

- To raise participants' awareness of giving proper feedback
- To enable participants practice giving feedback on learners' writing
- To raise participants' awareness of the core criteria of giving feedback

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Lead in

- How do you usually give oral and written feedback?
- How, do you think, is the feedback you give generally received by your students?
- What do you think your students usually do with the feedback they get from you?
- Have you ever been given feedback on your writing? How did you find it? Was it helpful?

Feedback effective or ineffective?

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Features of effective feedback

1)

2)

3)

4)

5)

Features of ineffective feedback

1)

2)

3)

4)

5)

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Birthday line

Your feedback!

1) What are the weak points of the essay?

2) Are there any strengths?

3) What mark would you give?

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Your feedback!

Lancaster University

Question 1

According to the thesis statement, i.e., the sentence that states the main idea of the essay, how many main points will the essay consist of?

A: One main point
B: Two main points
C: Three main points

Your feedback!

Lancaster University

Question 2

Which of the essay paragraphs has a more effective topic sentence, i.e., a sentence that expresses the main idea of the paragraph?

A: Paragraph 2
B: Paragraph 3
C: Paragraph 4

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Your feedback!

Question 3

Which of the essay paragraphs requires some use of research-based evidence?

A: Paragraph 1
B: Paragraph 2
C: Paragraph 3

Your feedback!

Question 4

What is the main problem with this essay?

A: The topic sentence
B: The Thesis statement
C: Supporting sentences

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Giving Feedback Quiz

For each statement, check 'rarely', 'sometimes', or 'often' to indicate how consistently you use the described behaviour in the workplace.

Your result

Rarely	Sometimes	Often
There is room for improvement. Gaining insight into your skills is the first step in improving.	You are on your way to demonstrating good feedback behaviours – keep practising!	Excellent work – but there is always room for improvement!

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Seven Principles of Effective Feedback

Lancaster University

1. helps clarify what good performance is (goals, criteria, expected standards);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides opportunities to close the gap between current and desired performance;
7. provides information to teachers that can be used to help shape the teaching.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Lancaster University

SESSION 2: GIVING FEEDBACK AND EVALUATING ACADEMIC WRITING

Handouts

Handout A. Giving feedback on a student essay

A. Imagine that your student has written a problem-solution essay and you need to give them feedback.
Read the essay and decide what mark you would give to this student and why (justify by providing at least 2 or 3 reasons).
What criteria would you use to evaluate this essay?

Smoking is on the increase among young people. What solutions to this problem can you suggest?

In this developed 21th century smoking has already been one of the most global and noticeable issue in the world, actually among young people**. I am concerned to believe that some necessary and essential solutions should be done in order to decrease it such as to make parents not to be indulgent to their children, to restrict sophisticating advertisements of smoking and to make strict laws against for it.**

To my way of thinking the best way to solve the problem is associated with parents. This is because unfortunately some parents are so indulgent that many convenient conditions are created for their children by them at present. As a result they are doing what they want. If parents can bring up children strictly, they cannot manage to do such kind of things. This will lead to the effect to the problem.

I am convinced that another practical suggestion to this is to ban the presentations of the smoking. Due to the fact that such nice advertisement make young people interest to use alcohol such as smoking. By the restricting the advertisements of alcohols, there could be decrease of using them among people. In addition to this not only young people, but also other people should be warned medically that smoking is being attributed to the rise in death rates.

It is conviction that one possibility of the issue is that strict disciplines should be implemented such as expensive fine for smokers by the government. Consequently, the number of the smokers will highly go down.

As a conclusion, I would like to say that the exclusive and effective ways to prevent humanity from smoking are related to parents, mass media and eventually government.

***Source**: An authentic essay produced by an undergraduate university student in Uzbekistan, 2013.*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

B. Answer the following questions about the essay *Smoking is on the increase among young people. What solutions to this problem can you suggest?*

Question 1
According to the thesis statement, i.e., the sentence that states the main idea of the essay, how many main points will the essay consist of?

a. One main point
b. Two main points
c. Three main points

Question 2
Which of the essay paragraphs has a more effective topic sentence, i.e., a sentence that expresses the main idea of the paragraph?

a. Paragraph 2
b. Paragraph 3
c. Paragraph 4

Question 3
Which of the essay paragraphs requires some use of research-based evidence?

a. Paragraph 1
b. Paragraph 2
c. Paragraph 3

Question 4
What is the main problem with this essay?

a. The topic sentence
b. The thesis statement
c. Supporting sentences

***Source**: Authentic tasks designed by a teacher in Uzbekistan, 2013.*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout B. Giving feedback quiz

For each statement, choose 'Rarely', 'Sometimes', or 'Often' to indicate how consistently you use the described behaviour in the workplace.

	Rarely	Sometimes	Often
1. I pick an appropriate time and place to give feedback.	☐	☐	☐
2. I keep my emotions in check remaining calm and keeping my voice even.	☐	☐	☐
3. I provide specific, detailed information about a person's behaviour or performance.	☐	☐	☐
4. I explain the impact the actions are having on the team or organisation.	☐	☐	☐
5. I really listen to the response of those receiving my feedback.	☐	☐	☐
6. I clarify my expectations if there is any confusion about the behaviour in question.	☐	☐	☐
7. I remember to thank and encourage the receivers of my feedback.	☐	☐	☐
8. I provide input as needed in developing an action plan for meeting behavioural or performance goals.	☐	☐	☐
9. I focus on the steps of the feedback process to keep the dialogue on track.	☐	☐	☐
10. I try to understand feedback from the other person's point of view and preferred communication style.	☐	☐	☐
11. I provide feedback that is fact-based.	☐	☐	☐
12. Feedback I provide has a positive intent.	☐	☐	☐
13. I end a feedback session with an action plan to move forward.	☐	☐	☐

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Rarely	Sometimes	Often
There is room for improvement. Gaining insight into your skills is the first step in improving.	You are on your way to demonstrating good feedback behaviours – keep practising!	Excellent work – but there is always room for improvement!

***Source**: Health Education and Training Institute (2012). The Learning Guide: a handbook for allied health professionals facilitating learning in the workplace. HETI, Sydney.*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout C. Seven principles of effective feedback

Read the article below and take notes.

Seven principles of good feedback practice: Facilitating self-regulation

From the self-regulation model and the research literature on formative assessment it is possible to identify some principles of good feedback practice. Good feedback practice is broadly defined here as anything that might strengthen the students' capacity to self-regulate their own performance. A synthesis of the research literature led to the following seven principles:

Good feedback practice:

1. helps clarify what good performance is (goals, criteria, expected standards);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides opportunities to close the gap between current and desired performance;
7. provides information to teachers that can be used to help shape the teaching.

The following sections provide the rationale for each principle in terms of the self-regulation and the associated research literature. Specific strategies that teachers can use to facilitate self-regulation are proposed after the presentation of each principle.

1. Helps clarify what good performance is.

Students can only achieve learning goals if they understand those goals, assume some ownership of them, and can assess progress (Sadler, 1989; Black & Wiliam, 1998). In academic settings, understanding goals means that there must be a reasonable degree of overlap between the task goals set by students and the goals originally set by the teacher. This is logically essential given that it is the students' goals that serve as the criteria for self-regulation. However, there is considerable research evidence showing significant mismatches between tutors' and students' conceptions of goals and of assessment criteria and standards.

Hounsell (1997) has shown that tutors and students often have quite different conceptions about the goals and criteria for essays in undergraduate courses in history and psychology and that poor essay performance is correlated with the degree of mismatch. In a similar vein, Norton (1990) has shown that when students were asked to rank specific assessment criteria for an essay task they produced quite different rankings from those of their teachers, emphasising content above critical thinking and argument. Weak and incorrect conceptions of goals not only influence what students do but also the value of external feedback information. If students do not share (at least in part) their teacher's conceptions of assessment goals (and criteria and standards) then the feedback information they receive is unlikely to 'connect' (Hounsell, 1997). In this case, it will be difficult for students to evaluate discrepancies between required and actual performance. It is also important to note here that feedback not has not only has a role in helping guide students towards academic goals but, over time, it also has a role in helping clarify what these goals are (Sadler, 1989).

One way of clarifying task requirements (goals/criteria/standards) is to provide students with written documents containing statements that describe assessment criteria and/or the standards that define different levels of achievement. However, many studies have shown that it is difficult to make assessment criteria and standards explicit through written documentation or through verbal descriptions in class (Rust,

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Price & O'Donovan, 2003). Most criteria for academic tasks are complex, multidimensional (Sadler, 1989) and difficult to articulate; they are often 'tacit' and unarticulated in the mind of the teacher. As Yorke (2003) notes:
Statements of expected standards, curriculum objectives or learning outcomes are generally insufficient to convey the richness of meaning that is wrapped up in them (Yorke, 2003, p480)

Hence there is a need for strategies that complement written materials and simple verbal explanations. An approach that has proved particularly powerful in clarifying goals and standards has been to provide students with 'exemplars' of performance (Orsmond, Merry and Reiling, 2002). Exemplars are effective because they make explicit what is required and they define a valid standard against which students can compare their work.

Other strategies that have proved effective in clarifying criteria, standards and goals include: (i) providing better definitions of requirements using carefully constructed criteria sheets and performance level definitions; (ii) increasing discussion and reflection about criteria and standards in class (e.g. before an assignment); (iii) involving students in assessment exercises where they mark or comment on other students' work in relation to defined criteria and standards; (iv) workshops where students in collaboration with the teacher devise or negotiate their own assessment criteria for a piece of work. These strategies exemplify increasing levels of self-regulation.

2. Facilitates the development of self-assessment (reflection) in learning

As suggested earlier, one effective way to develop self-regulation in students is to provide them with opportunities to practise regulating aspects of their own learning and to reflect on that practice. Students are (to some extent) already engaged in monitoring gaps between internally set task goals and the outcomes that they are generating (both internal and external). This monitoring is a by-product of such purposeful engagement in a task (Figure 1). However, in order to build on this, and to develop systematically the learner's capacity for self-regulation, teachers need to create more structured opportunities for self-monitoring and the judging of progression to goals. Self-assessment tasks are an effective way of achieving this, as are activities that encourage reflection on learning progress.

Over the last decade there has been an increasing interest in self-assessment in higher education (Boud, 1995). Research shows that, when suitably organised, self-assessment can lead to significant enhancements in learning and achievement. For example, McDonald and Boud (2003) have shown that training in self-assessment can improve students' performance in final examinations. Also, Taras (2001; 2002; 2003) has carried out a number of studies on student self-assessment in higher education which have shown positive benefits. In one study, students were trained in self-assessment under two conditions: self-assessment prior to peer and tutor feedback and self-assessment with integrated tutor feedback. The latter condition involved students self-assessing after they had received tutor feedback. The results showed that while both conditions benefited learning, self-assessment with integrated tutor feedback helped students identify and correct more errors (those that they or peers had not been aware of) than self-assessment prior to peer or tutor feedback. Interestingly, this study not only shows the benefits of integrating external and internal feedback but it also shows ways of helping students internalise and use tutor feedback.

In developing self-assessment skills it is important to engage students in both identifying standards/criteria that will apply to their work (discussed in principle 1 above) and in making judgements about how their work relates to these standards (Boud, 1986). While structured opportunities for training in self-assessment are important there are other ways of supporting the development of these skills. One approach is to provide students with opportunities to evaluate and provide feedback on each other's work. Such peer processes help develop the skills needed to make objective judgements against standards, skills which are transferred when students turn to producing and regulating their own work (Boud, Cohen and Sampson, 1999; Gibbs,

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

1999). Another approach is to create frequent opportunities for reflection by students during their study. Cowan (1999) identifies ways that this can be done both in the context of simple classroom activities and during longer-term projects.

Other examples of structured reflection and self-assessment are varied and might include students: (i) requesting the kinds of feedback they would like when they hand in work; (ii) identifying the strengths and weaknesses in their own work in relation to criteria or standards before handing it in for teacher feedback; (iii) reflecting on their achievements and selecting work in order to compile a portfolio; (iv) reflecting before a task on achievement milestones and reflecting back on progress and forward to the next stage of action (Cowan, 1999).

3. Delivers high quality information to students about their learning.

While research shows that teachers have a central role in developing their students' own capacity for self-regulation, they are also a crucial source of external feedback. Feedback from teachers is a source against which students can evaluate progress and check out their own internal constructions of goals, criteria and standards. Moreover, teachers are much more effective in identifying errors or misconceptions in students' work than peers or the students themselves. In effect, feedback from teachers can help substantiate student self-regulation.

In the research literature there is little consensus about what constitutes good quality external feedback. Quality is defined quite broadly and tends to be discussed in relation to student needs and teacher-defined goals. For example, most researchers and textbook writers (e.g. Freeman and Lewis, 1998) are concerned that feedback to students might be delayed, not relevant or informative, that it might focus on low level learning goals or might be overwhelming in quantity or deficient in tone (i.e. too critical). For these researchers, the way forward is to ensure that feedback is provided in a timely manner (close to the act of learning production), that it focuses not just on strengths and weaknesses but also on offering corrective advice, that it directs students to higher order learning goals and that it involves some praise alongside constructive criticism. While each of these issues is important, there is a need for a more focused definition of quality in relation to external feedback, a definition that links more closely to the idea of self-regulation. Hence it is proposed here that:

Good quality external feedback is information that helps students trouble-shoot their own performance and self-correct: that is, it helps students take action to reduce the discrepancy between their intentions and the resulting effects.

In this context, it is argued that where feedback is given it is important that it is related to (and that students understand its relation to) goals, standards or criteria. Moreover, from this definition it is clear that external feedback should also help convey to students an appropriate conception of the goal. This is not always the case. For example, it has become common practice in recent years to devise feedback sheets with assessment criteria as a way of informing students about task requirements and of providing consistent feedback in relation to goals (where there are a number of assessors). However, Sadler (1983) has argued that the use of criteria sheets often has unwanted effects in relation to essay assessments: for example, if there are a large number of criteria (12-20) this may convey to the student a conception of an the essay as a list of things to be done (ticked off) rather than as a holistic process (e.g. involving the production of a coherent argument supported by evidence). So as well as relating feedback to criteria and goals, teachers should also be alert to the fact that instruments they use to deliver feedback might adversely influence students' conceptions of the expected goals.

In the literature on essay assessment, some researchers have tried to formulate guidelines regarding the quantity and tone of feedback comments that, when analysed, show a close correspondence with the

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

principle underlying the above definition of feedback quality. For example, Lunsford (1997) examined the written feedback comments given by writing experts on students' essays. From his analysis he made two proposals. Firstly, that three well thought out feedback comments per essay was the optimum if the expectation was that students would act on these comments. Secondly, and more importantly, these comments should indicate to the student how the reader (the teacher) experienced the essay as it was read (i.e. playing back to the students how the essay worked) rather than offer judgemental comments. Such comments would help the student grasp the difference between his or her intentions (goals) and the effects of the writing. Lunsford also advises that the comments should always be written in a non-authoritative tone and where possible they should offer corrective advice (both about the writing process as well as about content) instead of just information about strengths and weaknesses. In relation to self-regulation, Lunsford's reader response strategy supports the shift from feedback provided by the teacher to students' evaluating their own writing.

The literature on external feedback is undeveloped in terms of how teachers should frame feedback comments, what kind of discourse should be used, how many comments are appropriate and in what context they should be made. Much more research is required in this area. One fruitful area of investigation is that, currently being conducted by Gibbs and Simpson (in press), on the relationship between feedback and the time students spend on task. They have shown that if students receive feedback often and regularly it enables better monitoring and self-regulation of progress by students. Other research is investigating the strengths of alternative modes of feedback communication (e.g. audio feedback, computer feedback) and of alternative ways of producing feedback information (e.g. poster productions where students get feedback by comparing their work with that of other students) (Hounsell, 2004; Hounsel & McCune, 2003).

Further strategies that increase the quality of teacher feedback based on the definition given above and on traditional research include: (i) making sure that feedback is provided in relation to pre-defined criteria but paying particular attention to the number of criteria; (ii) providing timely feedback – this means before it is too late for students to change their work (i.e. before submission) rather than just, as the research literature often suggests, soon after submission; (iii) providing corrective advice, not just information on strengths/weaknesses; (iv) limiting the amount of feedback so that it is actually used; (v) prioritising areas for improvement; (vi) providing online tests so that feedback can be accessed anytime, any place and as many times as students wish.

4. Encourages teacher and peer dialogue around learning.

In the self-regulation model, for external feedback to be effective it must be understood and internalised by the student before it can be used to make productive improvements. Yet in the research literature (Chanock, 2000; Hyland, 2000) there is a great deal of evidence that students do not understand the feedback given by tutors (e.g. 'this essay is not sufficiently analytical') and are therefore not be able to take action to reduce the discrepancy between their intentions (goals) and the effects they would like to produce (i.e. the student may not know what to do to make the essay 'more analytical'). External feedback as a transmission process involving 'telling' ignores the active role the student must play in constructing meaning from feedback messages and of using this to regulate performance.

One way of increasing the effectiveness of external feedback and the likelihood that the information provided is understood by students is to conceptualise feedback more as *dialogue* rather than as information transmission. Feedback as dialogue means that the student not only receives initial feedback information but also has the opportunity to engage the teacher in discussion about that feedback. Some researchers maintain that teacher-student dialogue is essential if feedback is to be effective in higher education (Laurillard, 2002). Freeman and Lewis (1998) argue that the teacher 'should try to stimulate a response and a continuing dialogue – whether this be on the topics that formed the basis of the assignment or aspects of students' performance or the feedback itself' (p51). Discussions with the teacher help students

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

to develop their understanding of expectations and standards, to check out and correct misunderstandings and to get an immediate response to difficulties.

Unfortunately, with large class sizes it can be difficult for the teacher to engage in dialogue with students. Nonetheless, there are ways that teachers might increase feedback dialogue even in these situations. One approach is to structure small group break-out discussions of feedback in class after students have received written comments on their individual assignments. Another approach is to use classroom technologies. These technologies help collate student responses to in-class questions (often multiple-choice questions) using handset devices. The results are feed back to the class visually as a histogram. This collated feedback has been used as a trigger for peer discussion (e.g. 'convince your neighbour that you have the right answer') and teacher-managed discussion in large classes (e.g. Nicol and Boyle, 2003; Boyle and Nicol, 2003).

These studies identify another source of external feedback to students – their peers. Peer dialogue enhances in students a sense of self-control over learning in a variety of ways. Firstly, students who have just learned something are often better able than teachers to explain it to their classmates in a language and in a way that is accessible. Secondly, peer discussion exposes students to alternative perspectives on problems and to alternative tactics and strategies. Alternative perspectives enable students to revise or reject their initial hypothesis and construct new knowledge and meaning through negotiation. Thirdly, by commenting on the work of peers, students develop detachment of judgement (about work in relation to standards) which is transferred to the assessment of their own work (e.g. 'I didn't do that either'). Fourthly, peer discussion can be motivational in that it encourages students to persist (see, Boyle and Nicol, 2003). Finally, it is sometimes easier for students to accept critiques of their work from peers rather than tutors.

Dialogical feedback strategies that support self-regulation include: (i) providing feedback using one-minute papers in class (see, Angelo and Cross, 1993); (ii) reviewing feedback in tutorials where students are asked to read the feedback comments they have been given earlier on an assignment and discuss these with peers (they might also be asked to suggest strategies to improve performance next time); (iii) asking students to find one or two examples of feedback comments that they found useful and to explain how they helped (iv) having students give each other descriptive feedback on their work in relation to published criteria before submission; (iv) group projects especially where students discuss criteria and standards before the project begins.

5. Encourages positive motivational beliefs and self-esteem

Motivation and self-esteem play a very important role in learning and assessment. Studies by Dweck (1999) show that depending on their beliefs about learning students possess qualitatively different motivational frameworks. These frameworks affect both students' responses to external feedback and their commitment to the self-regulation of learning.

Research in school settings has shown that frequent high stakes assessment (where marks or grades are given) has a 'negative impact on motivation for learning that militates against preparation for lifelong learning' (Harlen & Crick, 2003). Dweck (1999) argues that such assessments encourage students to focus on performance goals (passing the test, looking good) rather than learning goals (mastering the subject). In one study, Butler (1988) demonstrated that feedback comments alone increased students' subsequent interest in learning when compared with two other controlled situations, one where only marks were given and the other where students were given feedback and marks. Butler argued that students paid less attention to the comments when given marks and consequently did not try to use the comments to make improvements. This phenomenon is also commonly reported by academics in higher education.

Butler (1987) has also argued that grading student performance has less effect than feedback comments because it leads students to compare themselves against others (ego-involvement) rather than to focus on

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

the difficulties in the task and on making efforts to improve (task involvement). Feedback given as grades has also been shown to have especially negative effects on the self-esteem of low ability students (Craven, Marsh & Debus, 1991).

Dweck (1999) has interpreted these findings in terms of a developmental model that differentiates students into those who believe that ability is fixed and that there is a limit to what they can achieve (the 'entity view') and those that believe that their ability is malleable and depends on the effort that is input into a task (the 'incremental view'). These views affect how students respond to learning difficulties. Those with an entity view (fixed) interpret failure as a reflection of their low ability and are likely to give up whereas those with an incremental view (malleable) interpret this as a challenge or an obstacle to be overcome and increase their effort. Grant and Dweck (2003) have confirmed the validity of this model
within higher education as have Yorke and Knight (2003) who found that about one-third of a sample of 2269 undergraduates students in first and final years, and across a range of disciplines, held beliefs in fixed intelligence.

Although this is an under-explored area of research in HE, there is evidence that teachers can have a positive or negative effect on motivation and self-esteem. They can influence both the goals that students set (learning or performance goals) as well as their commitment to those goals. Praising effort and strategic behaviours, and focusing students through feedback on learning goals, leads to higher achievement than praising ability or intelligence. The latter can result in a learned-helplessness orientation (Dweck, 1999). As Black and Wiliam (1998) note, feedback that draws attention away from the task and towards self-esteem can have a negative effect on attitudes and performance. In other words, it is important that students understand that feedback is an evaluation, not of the person but of the performance in context. This holds true whether the feedback derives from an external source or is generated through self-assessment.

These studies on motivation and self-esteem are important - they help explain why students often fail to self-regulate. In terms of teaching practice they suggest that motivation and self-esteem are more likely to be enhanced when a course has many low-stakes assessment tasks, with feedback geared to providing information about progress and achievement, rather than high stakes summative assessment tasks where information is only about success or failure or about how students compare with their peers (e.g. grades). Other strategies that help encourage high levels of motivation and self-esteem include: (i) providing marks on written work only after students have responded to feedback comments (Gibbs, 1999); (ii) allocating time for students to re-write selected pieces of work – this would help change students' expectations about purpose and learning goals; (iii) automated testing with feedback; (iv) drafts and resubmissions.

6. Provides opportunities to close the gap between current and desired performance.

So far, feedback has been discussed from a cognitive or informational perspective and from a motivational perspective. However, in terms of self-regulation we must also consider how feedback influences behaviour and the academic work that is produced. According to Yorke (2003), two questions might be asked regarding external feedback. First, is the feedback of the best quality and second, does it lead to changes in student behaviour? Many writers have focused on the first question but the second is equally important. External feedback provides an opportunity to close a gap between current performance and the performance expected by the teacher. As Boud notes:

The only way to tell if learning results from feedback is for students to make some kind of response to complete the feedback loop (Sadler, 1989). This is one of the most often forgotten aspects of formative assessment. Unless students are able to use the feedback to produce improved work, through for example, re-doing the same assignment, neither they nor those giving the feedback will know that it has been effective. (Boud, 2000, p158)

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

In the self-regulation model (Figure 1), Boud's arguments about closing the performance gap might be viewed in two ways. First, closing the gap is about supporting students while engaged in the act of production of a piece of work (e.g. essays, presentations). Second, it is about providing opportunities to repeat the same 'task-performance-external feedback cycle' by, for example, allowing resubmission. External feedback should support both processes: it should help students to recognise the next steps in learning and how to take them, both during production and in relation to the next assignment.

Supporting the act of production requires the generation of concurrent or intrinsic feedback that students can interact with while engaged in an assessment task. This feedback would normally be built into the task (e.g. a group task with peer interaction, or a computer simulation) or the task might be broken down into components each associated with its own feedback. Many forms of electronic feedback (e.g. online simulations) can be automatically generated to support task engagement (Bull & McKenna, 2004). Providing feedback at subtask level is not significantly different from other forms of feedback described in this paper.

In higher education, most students have little opportunity to use directly the feedback they receive to close the performance gap especially in the case of planned assignments. Invariably they move on to the next assessment task soon after feedback is received. While not all work can be re-submitted, many writers argue that re-submissions should play a more prominent role in learning (Boud, 2000). Also, greater emphasis might need to be given to providing feedback on work-in-progress (e.g. on structures for essays, plans for reports, sketches) and to encouraging students to plan the strategies they might use to improve subsequent work (Hounsell, 2004).

The following are some specific strategies to help students use external feedback to regulate and close the performance gap: (i) provide feedback on work in progress and increase opportunities for resubmission; (ii) introduce two stage assignments where feedback on stage one helps improve stage two (Gibbs, 2004); (iii) teachers might model the strategies they would use to close a performance gap in class (e.g. model how to structure an essay when given a new question); (iv) specifically provide some 'action points' alongside the normal feedback provision; (v) involve students in groups in identifying their own action points in class after they have read the feedback on their assignments. The latter strategy would integrate feedback into the teaching and learning process and involve the students more actively in the generation and planned use of feedback.

7. Provides information to teachers that can be used to help shape the teaching.

Good feedback practice is not only about providing accessible and usable information that helps students improve their learning, but it is also about providing good information to teachers. As Yorke (2003) notes:

The act of assessing has an effect on the assessor as well as the student. Assessors learn about the extent to which they [students] have developed expertise and can tailor their teaching accordingly (York, 2003, p482)

In order to produce feedback that is relevant and informative and meets students' needs, teachers themselves need good data about how students are progressing. They also need to be involved in reviewing and reflecting on this data and in taking action to help support the development of self regulation in their students.

In the self-regulation model information about students only becomes available when the learning outcomes are translated into public performances and products. Teachers help generate this public information about students through a variety of methods – by setting assessment tasks, by questioning of students in class and by observing behaviour (e.g. presentations). Such information helps teachers uncover student difficulties with subject matter (e.g. conceptual misunderstandings) and with study methods.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Frequent assessment tasks, especially diagnostic tests, can help teachers generate cumulative information about students' levels of understanding and skill so that they can adapt their teaching accordingly. This is one of the key ideas behind the work in the US of Angelo and Cross (1993). They have shown how teachers can gain regular feedback information about student learning within large classes by using variants of the one-minute paper – questions that are posed to students before a teaching session begins and responded to at the end of the session (e.g. What was the most important argument in this lecture? What question remains uppermost in your mind now at the end of this teaching session?). These strategies can be adapted to any classroom situation or discipline. Moreover, they help develop in students important meta-cognitive skills such as the ability to think holistically and to identify gaps in understanding (Steadman, 1998).

As well as giving feedback to the teacher, one-minute papers can also be used to provide feedback to the student (e.g. when teachers replay some of the student responses to the one minute paper in class at the next teaching session). Indeed, this approach allows teachers and students to share, on a regular basis, their conceptions about both the goals and processes of learning (Stefani & Nicol, 1997) thus supporting academic self-regulation.

Other strategies available to teachers to help generate and collate quality information about student learning include (i) having students request the feedback they would like when they make an assignment submission (e.g. on a proforma with published criteria); (ii) having students identify where they are having difficulties when they hand in assessed work; (iii) asking students in groups to identify 'a question worth asking', based on prior study, that they would like to explore for a short time at the beginning of the next tutorial.

***Source**: Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Studies in Higher Education, 31(2), 199-218.*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 3: FINDING AND EVALUATING SOURCES

Trainer notes

Session Objectives:

- To raise participants' awareness of finding and evaluating sources
- To raise participants' awareness of the core criteria of source evaluation
- To enable participants to explore and evaluate online materials

Time: 90 minutes

Materials: handouts, board, posters, markers, computer, projector and the Internet

Procedure:

Lead-in *(10 min)*

1. Trainer (T) introduces the topic of the session and shows participants (Ps) a power point slide with several questions they are asked to discuss the following questions in groups of three or four:

- *What is evaluation?*
- *What do we usually have to evaluate? (materials, information…?)*
- *How often do you use the Internet for academic research?*
- *Do you think the online resources are always of good quality?*
- *How do you evaluate the quality of the resources that you find online?*

2. T elicits ideas from each group in a plenary discussion.

Activity 1. Evaluating source reliability *(20 min)*

1. T asks Ps to work in pairs and distributes **Handout A** with the excerpts of three different texts.
2. T gives Ps the following instructions: "Imagine that you are a young researcher and you are searching for some sources on the theme of *second language acquisition*. Read the excerpts from the two different articles and decide which one is more reliable. Justify your answer by providing several reasons."
3. The Ps read the texts, discuss them in pairs and share their ideas with the whole group in a plenary.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Activity 2. Introducing source evaluation criteria *(15 min)*

1. T explains that this activity will be focused on the core criteria of source evaluation.
2. T introduces the five criteria of source evaluation on the board, i.e., *currency, authority, objectivity, audience and accuracy.*
3. T uses "think, pair, share" technique to involve the Ps in the discussion of each criterion.
4. T divides participants into groups of 3 or 4 and assigns one of the five criteria to each group. T then asks groups to come up with several questions (perhaps at least three questions) that need to be considered for each criterion.
5. T invites a representative from each group to come to the board and write their questions.

Activity 3. Discussing source evaluation criteria *(15 min)*

1. T distributes **Handout B** and invites Ps to match the questions with the appropriate criteria of source evaluation.
2. T asks Ps to compare the questions with the questions they wrote in Activity 2.
3. T discusses the source evaluation criteria in a plenary.

Activity 4. Exploring online materials *(30 min)*

1. T explains that the purpose of this activity is to search for and evaluate the credibility of the materials found online.
2. T divides Ps into pairs or small groups and invites then to complete the quiz (**Handout C**). The Internet access is essential for this activity because Ps need to look for the answers to each question online.
3. Ps work for approximately 15 minutes looking for the answers to the quiz questions online.
4. T discusses the answers to all questions in a plenary.

Answer Key to Handout C (trainer's notes)

1. *Which scholarly associations can you join to find out the latest information about teaching, research and development of academic English in higher education?*

- *European Association of Teaching Academic Writing (EATAW)* is a scholarly forum which seeks to bring together those involved or interested in the teaching, tutoring, research, administration and development of academic writing in higher education in Europe. EATAW membership is free, and this forum is open to individuals from all over the world, not only from Europe.
  LINK: http://www.eataw.eu/
- British Association of Lecturers in English for Academic Purposes (BALEAP) is the global forum that supports the professional development of those involved in learning, teaching, scholarship and research in English for Academic Purposes. Individual membership is available to anyone with an interest in EAP and costs £70 pa.
  LINK: https://www.baleap.org/

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

2. *Find at least three peer-reviewed journals that may be of particular interest to EAP professionals.*

- *Journal of Academic Writing* is an international, peer-reviewed journal that focuses on the teaching, tutoring, researching, administration and development of academic writing in higher education in Europe.
  LINK: http://e-learning.coventry.ac.uk/ojs/index.php/joaw
- *Journal of English for Academic Purposes (JEAP)* is an international, peer-reviewed journal that published articles, book reviews and conference reports on teaching and researching of academic English.
  LINK: www.sciencedirect.com/science/journal/14751585
- *Journal of Academic Language and Learning (JALL)* is an electronic scholarly journal devoted to the interests of professionals who provide academic language and learning development to students and staff in tertiary education settings.
  LINK: http://www.aall.org.au/journal
- *International Student Experience Journal* is a peer-reviewed online publication for those involved in researching, teaching and providing services to international students in Higher Education in the UK and other English-speaking countries.
  LINK: http://isejournal.weebly.com/

3. *What English language teaching organisations could you associate with to be part of a network of English teachers?*

- International Association of Teachers of English as a Foreign Language (IATEFL)
  LINK: https://www.iatefl.org/
- Teachers of English to Speakers of Other Languages (TESOL) international association.
  LINK: http://www.tesol.org/

4. *One professional magazine that English teachers can read (in order to stay up-to-date with English language teaching trends) and publish their own professional articles in is the English Teaching Professional (ETp). Look up the ETp website and find what this month's teaching tip is about?*

   Link to the website is: (https://www.etprofessional.com/home)
   See video from Lindsay Warwick, teacher, trainer and materials writer who gives a tip on questioning in the classroom. The tip: *give all students thinking time so that everyone has the chance to think of an answer before you accept an answer.* The teachers should say: I am going to ask you a question, don't answer, just think. Then the teacher counts to about 6-7 seconds and then elicit answers from a few different students before saying whether the answer is right of wrong. This, everyone has worked out what the answer is.

5. *Look up the website of the ETp and find the current issue of the magazine. Which article offers ideas for improving students' essays?*

   Rory O'Kane in his article on COHERENCE AND COHESION IN IELTS ACADEMIC WRITING 2 offers ideas for improving students' essays.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

6. *Look up the website of the Modern English Teacher (MET) and find the current issue of the magazine. Which articles in the October issue focus on teaching of academic writing?*

   LINK to the website is: https://www.modernenglishteacher.com/homepage

   Biljana Naumoska-Sarakinska in her article on An alternative assessment approach in EFL writing reviews the advantages and disadvantages of peer review as a part of process writing.
   Diana Mazgutova in her paper on How to build academic writers' confidence? offers some useful tips on improving university students' academic writing.
   Christopher Redmond in his article on Academic writing: a Chinese perspective highlights some issues faced by some of his first-year students.

7. *Find three most downloaded peer reviewed articles on feedback in second language writing, published in the Journal of English for Academic Purposes.*

   a. *Error feedback in L2 writing classes How explicit does it need to be?* by Ferris (2001)
   b. *The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing* by Chandler (2003)
   c. *Motivation and feedback: How implicit theories of intelligence predict L2 writers' motivation and feedback orientation* by Waller and Papi (2017).

8. *What is "open access"? Provide an example of an open access journal for writing professionals.*

   Open access (OA) journals are are scholarly journals that are freely available online to the reader. Open access publishing provides immediate, worldwide, barrier-free access to the full-text of all published articles. *Journal of Writing Research (JoWR)* is an open access peer reviewed journal that publishes papers on writing research. LINK: http://www.jowr.org/

9. *What is a different name for a "refereed" journal and what is the best definition for this kind of journal?*

   Refereed journals are also known as peer-reviewed journals. It means that the articles published in this journal are reviewed by other professionals/researchers in the same field of study before it is published.

10. *Which journal is sponsored by the European Association of Teaching Academic Writing (EATAW)?*

    Journal of Academic Writing
    LINK: http://e-learning.coventry.ac.uk/ojs/index.php/joaw/index

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

11. *What is the publishing company of the Journal of Second Language Writing and how many volumes of this journal are published annually?*

    Elsevier is the publishing company, and the journal is published on a quarterly basis, i.e., four times a year.

12. *Find the journal that the paper on "Relating beliefs in writing skill malleability to writing performance: The mediating role of achievement goals and self-efficacy" appears in and evaluate its credibility.*

    It was published in the current (October 2017) issue of Academic Writing Journal, which is double-blind peer-reviewed journal which publishes only excellent innovative writing research. The authors' affiliation is provided at the beginning of the article. It can thus be concluded that the information found in the article is current and authoritative.

13. *What does UEfAP stand for and what kind of information on teaching of writing does it contain, i.e., give at least 5 examples of themes?*

    Using English for Academic Purposes for Students in Higher Education is a website for teachers and learners of English language for academic purposes. The Writing section of the website contains some useful resources on *writing paragraphs, avoiding plagiarism, citing sources, reporting the work of others, writing a list of references, punctuation, spelling* ,etc.

14. *On the BALEAP website, find Dr Norman L. Butler's review of the book Academic Writing: A Handbook for International Students by Stephen Bailey (2011). According to Norman Butler, what are the two weaknesses of Bailey's book?*

    1. The book has limited use in the classroom. Correct responses to exercises are readily available to learners on the book's website making it easy for them to avoid actually doing the activities thus compromising the teaching process – it is difficult for teachers to assess their students.
    2. No teacher's manual or teaching aids are provided. Therefore, the book is more suitable for independent study than for use with an instructor.

15. *Look at the Sample Issue of the Journal of Second Language Writing. How many papers are published in this issue? Skim through the paper by Waller and Papi on Motivation and feedback: How implicit theories of intelligence predict L2 writers' motivation and feedback orientation and evaluate the source in terms of its credibility.*
    The *Journal of Second Language Writing* (https://www.journals.elsevier.com/journal-of-second-language-writing)
    Three papers were published in the Sample Issue. The paper is a credible source. It was published in the international peer-reviewed journal in 2017, i.e., the source is current, reliable and authoritative.

T summarises the session by saying that it is very important to evaluate the credibility of the sources one finds and intends to use.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 3: FINDING AND EVALUATING SOURCES

PowerPoint Slides

Lancaster University

Finding and Evaluating Sources

Lancaster University

Session Objectives

- To raise participants' awareness of finding and evaluating sources
- To raise participants' awareness of the core criteria of source evaluation
- To enable participants explore and evaluate online materials

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Lead-in

Lancaster University

- What is evaluation?
- What do we usually have to evaluate? (materials, information…?)
- How often do you use the Internet for academic research?
- Do you think the online resources are always of good quality?
- How do you evaluate the quality of the resources that you find online?

Situation

Lancaster University

- "Imagine that you are a young researcher and you are searching for some sources on the theme of "second language acquisition". Read two articles and choose one that you think is more reliable.
- Justify your choice by providing several reasons. Make a list of questions that helped you to make your choice.
- Present your questions to the whole group.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Criteria of source evaluation

- **Currency**
- **Authority**
- **Objectivity**
- **Audience**
- **Accuracy**

Criteria of source evaluation

- **Currency** - When was the information created or updated?
- **Authority** - Who produced the content?
- **Objectivity** - Why was the information produced?
- **Audience** - Who was the information intended for?
- **Accuracy** - Is the content flawed or inconsistent?

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

QUIZ Time!

- Work in groups of three or four and look for the answers to the 15 questions as quickly as possible.
- The team that finds all 15 answers first WINS.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Lancaster University

SESSION 3: FINDING AND EVALUATING SOURCES

Handouts

Handout A. Evaluating source reliability

Skim each of the two articles and choose the one that you think is more reliable. Justify your answer by providing several reasons.

Text I:

Second Language Acquisition by American Speech-Language-Hearing Association

Retrieved from: http://www.readingrockets.org/article/second-language-acquisition

Text II:

Kartashova, V. (2015). Developing foreign language Teaching: Regional experience. *Procedia - Social and Behavioral Sciences 214*, 614 – 618. [Open Access CC BY-NC-ND 4.0; https://www.sciencedirect.com/science/article/pii/S1877042815061224]

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout B. Source Evaluation Criteria

Match the questions with the criteria of source evaluation.

1	• When was the content created? • Is this the most up-to-date version? • Is the website, database or journal updated regularly?	A) Objectivity B) Audience C) Currency D) Accuracy E) Authority
2	▪ Is the author affiliated with a recognised and reliable organisation? ▪ Does the author possess the appropriate training, knowledge or recognition in the relevant field?	
3	▪ What are the author's affiliations? ▪ Are commercial products recommended or advertised? ▪ Does the information represent multiple points of view? Does it consider both sides of an argument?	
4	▪ Who is the intended audience? Does this audience require a similar level of depth, complexity and rigour as that required from academic researchers?	
5	▪ Are there any accountability safeguards, or standards for the information? ▪ Do the authors offer evidence to support their content? Is referencing or other acknowledgement of sources provided? ▪ Does the information correspond to that provided in other resources such as journal articles?	

***Source**: Monash University Library. Retrieved from: https://www.monash.edu/library*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout C. Quiz on Finding and Evaluating Academic Sources

Try to solve the following questions, browsing the Internet. By all means, take some time to explore the websites and resources in more depth!

1. Which scholarly associations can you join to find out the latest information about teaching, research and development of *academic English* in higher education?

_____
_____
_____

2. Find *at least three peer-reviewed journals* that may be of particular interest to *EAP professionals.*

_____
_____
_____

3. What *English language teaching organisations* could you associate with to be part of a network of English teachers?

_____
_____
_____

4. One professional magazine that English teachers can read (in order to stay up-to-date with ELT trends) and publish their own professional articles in is the *English Teaching Professional (ETp).* Look up the *ETp* website and find what *this month's teaching tip* is about?

_____
_____
_____

5. Look up the website of the *ETp* and find the current issue of the magazine. Which article offers *ideas for improving students' essays?*

_____
_____
_____

6. Look up the website of the *Modern English Teacher (MET)* and find the current issue of the magazine. Which articles in the October issue focus on *teaching of academic writing*?

_____
_____
_____

7. Find three most downloaded peer reviewed articles on *feedback in second language writing*, published in the *Journal of English for Academic Purposes.*

_____
_____
_____

8. What is *"open access"*? Provide an example of an *open access journal for writing professionals.*

_____
_____
_____

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

9. What is a different name for a *refereed* journal and what is the best *definition* for this kind of journal?

_____
_____
_____

10. Which *journal* is sponsored by the *European Association of Teaching Academic Writing (EATAW)?*

_____
_____
_____

11. What is the *publishing company* of the *Journal of Second Language Writing* and how many volumes of this journal are published annually?

_____
_____
_____

12. Find the *journal* that the paper on *Relating beliefs in writing skill malleability to writing performance: The mediating role of achievement goals and self-efficacy* appears in and evaluate its *credibility.*

_____
_____
_____

13. What does *UEfAP* stand for and what kind of information on *teaching of writing* does it contain, i.e., give *at least 5 examples of themes*?

_____
_____
_____

14. On the BALEAP website, find Dr Norman L. Butler's review of the book *Academic Writing: A Handbook for International Students* by Stephen Bailey (2011). According to Norman Butler, what are the *two weaknesses of Bailey's book*?

_____
_____
_____

15. Look at the Sample Issue of the *Journal of Second Language Writing*. *How many papers* are published in this issue? Skim through the paper by Waller and Papi on *Motivation and feedback: How implicit theories of intelligence predict L2 writers' motivation and feedback orientation* and evaluate the source in terms of its *credibility.*

_____
_____
_____

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 4: THINKING, READING AND WRITING CRITICALLY

Trainer notes

Session Objectives:

- To raise participants' awareness of thinking, reading and writing critically
- To encourage participants to develop their learners' ability of thinking, reading and writing critically

Time: 90 minutes

Materials: handouts, board, markers, computer, projector, the Internet

Procedure:

Lead-in *(15 min)*

1. Trainer (T) introduces the topic of the session and explains to participants (Ps) that there are two approaches to learning: a *surface approach* and a *deep approach*.
2. T invites Ps to take the quiz, with the help of which they would be able to check their ability to read critically and find out how they learn. T distributes **Handout A** to every teacher and asks them to answer the questions individually by choosing either *Yes* or *No* option to every question.
3. When Ps finish taking the quiz, T distributes **Handout B** and asks them to read the interpretation of their scores and find the difference between the deep and the surface approach to learning.
4. T elicits a few random responses from the whole class and explains where necessary.

Activity 1. Watching and discussing the video *(20 min)*

1. T explains that Ps are going to watch a video (duration: 4:23 min) about critical thinking, reading and writing. (https://www.youtube.com/watch?v=iOGvwPmKOqQ)
2. While watching, they should make notes about the questions in **Handout C**.
3. T asks Ps to read the questions first, and then plays the video.
4. After watching the video, T asks Ps to work in pairs and compare their answers.
5. T elicits responses and comments from the whole group.

Answer Key to Handout C (notes for the trainer):

1. Critical thinking is a disciplined thinking that is clear, rational, open-minded, and informed by evidence.
2. Three types: reasoning, making judgments and problem-solving.
3. Critical thinkers raise questions and problems; gather and assess relevant information; come up with well-reasoned conclusions and solutions; keep an open mind and challenge preconceived ideas; and are self-directed, self-disciplined, self-monitored, and self-corrective.
4. Evaluation means examining the information, asking questions, study the evidence, checking if the facts are relevant and accurate, opinions justifiable.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Activity 2. Grouping the writing characteristics statements *(15 min)*

1. T divides Ps into groups of 3 and distributes **Handout D**, which contains a set of 30 strips with writing characteristics. The writing characteristics are mixed: some are typical for *descriptive writing* and some are for *critical-analytical writing.*
2. Ps should decide which of the two groups: descriptive writing or critical-analytical writing each of the characteristics belongs. T asks Ps to underline the words/phrases that helped them to make a decision.

Answer Key to Handout D (notes for the trainer):

Descriptive writing	**Critical-analytical writing**
States what happened	Identifies the significance
States what something is like	Evaluates the value, strengths and weaknesses
Gives the story so far	Weighs one piece of information against another
States the order in which thing happened	Makes reasoned judgments
Says how to do something	Argues a case according to evidence
Explains what a theory says	Shows why something is relevant or suitable
Explains how something works	Indicates why something will work
Notes the method used	Indicates whether something is appropriate or suitable
Says when something occurred	Identifies why the timing is important
States the different components	Weighs up the importance of component parts
States options	Gives reasons for selecting each option
Lists details	Evaluates the relative significance of details
Lists in any order	Structures information in order of importance
States links between items	Shows the relevance of links between pieces of information
Gives information	Draws conclusions

3. T elicits responses from each group and gives feedback where necessary.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Activity 3. Exercise on the quality of critical thinking *(30 min)*

1. T explains that since Ps have already been some information on critical thinking, they can now practice thinking critically and evaluating.
2. T divided Ps into 3 groups and tells them that each group is going to read 2 accounts of the student and evaluate how their thinking critically deepened. T asks the Ps to find evidence in the text. Group 1 is given accounts 1 and 4 (**Handout E**), Group 2- accounts 2 and 4 (**Handout F**), and Group 3- accounts 3 and 4 (**Handout G**).
3. When Ps finish reading their accounts, T elicits responses from each group, and after that, gives them **Handout H (available to download from http//:www.aeim.co.uk)** with ready comments for all four accounts and evidence of how the writing changed as thinking critically deepened. Ps compare the given comments with their own answers.

Activity 4. Matching and summarising *(10 min)*

1. T distributes **Handout I** and asks Ps to work individually and match the critical thinking concepts with their definitions.
2. T asks Ps to compare their answers in pairs.
3. T elicits random responses from the whole group and corrects where necessary.

Answers Key to Handout I (notes for the trainer):

Questioning	whatever it is that you are studying: asking what, who, where, when, how, why, what if, what next, so what? … and so on. Attempting to answer these questions leads you to fulfil functions – or do things - that are vital in scientific, academic and social life
Describing	defining clearly what it is you are talking about, saying exactly what is involved, where it takes place, or under what circumstances
Analysing	examining and explaining how parts fit into a whole; comparing and contrasting different elements; understanding relationships
Reflecting	reconsidering a topic to take account of new information or experience in practice; considering other viewpoints; recognising underlying principles;
Reasoning	demonstrating logical thinking about causes and effects; resenting evidence to provide sound arguments and refuting unsound ones
Evaluating	commenting on degrees of success or failure, or judging the implications, ultimate use or value of something
Criticising or critiquing	identifying and examining faults and weaknesses in arguments, as well as acknowledging strengths and merits

T invites Ps to ask questions they might have on the session and summarises the key points on the Power Point slide.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 4: THINKING, READING AND WRITING CRITICALLY

PowerPoint Slides

Lancaster University

Thinking, Reading and Writing Critically

Lancaster University

Session Objectives

- To raise participants' awareness of thinking, reading and writing critically
- To encourage participants to develop their learners' ability of thinking, reading and writing critically

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Watching and discussing the video

- What is 'critical thinking'?
- How many types of critical thinking have been mentioned in the video?
- How do critical thinkers differ from other learners?
- What does evaluation mean according to the speaker?

What is 'critical thinking'?

Critical thinking is …

- a disciplined thinking that is clear, rational, open-minded, and informed by evidence.
- fundamental and integral to success at learning and in life generally. It is the process of asking logical questions.
- at the core of reading and writing and involves asking questions to find out if information is reliable, truthful, biased or helpful. It involves reflecting, inferring, reasoning, exploring, interpreting, analyzing and evaluating.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

How many types of critical thinking have been mentioned in the video?

- Reasoning
- Making judgments
- Problem-solving

How do critical thinkers differ from other learners?

Critical thinkers:

- raise questions and problems;
- gather and assess relevant information;
- come up with well-reasoned conclusions and solutions;
- keep an open mind and challenge preconceived ideas;
- are self-directed, self-disciplined, self-monitored, and self-corrective.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

What does 'evaluation' mean according to the speaker?

- examining the information
- asking questions
- studying the evidence
- checking if the facts are relevant and accurate
- checking if the opinions are justifiable.

Summary of the session

Give someone a fish and they'll eat that day.

Teach your learners how to catch a fish and they'll never go hungry.

Help your learners to move from dependence to self-reliance.

Give them intellectual independence.

When we teach and encourage critical thinking, we empower individual lives and invest in our collective future.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 4: THINKING, READING AND WRITING CRITICALLY

Handouts

Handout A. How do I read?

Choose Yes or No to each of the questions below.

1. I tend to read very little beyond what is actually required to pass.	yes/ no
2. I concentrate on memorizing a good deal of what I read.	yes/ no
3. I try to relate ideas I come across in other topics to what I read.	yes/ no
4. When I read an article or book, I try to find out exactly what the author means.	yes/ no
5. Often I find myself questioning what I read.	yes/ no
6. When I read I concentrate on learning just those bits of information I need to pass.	yes/ no
7. When I am reading, I stop from time to time to reflect on what I'm trying to learn from it.	yes/ no
8. When I read, I examine the details carefully to see how they fit in with what's being said.	yes/ no
9. I like books which challenge me and provide explanations which go beyond the lectures.	yes/ no
10. I like books which give definite facts and information which can be learned easily.	yes/ no
11. I read an article straight through from start to finish.	yes/ no
12. I note down all the facts and figures.	yes/ no
13. I note the author's main arguments.	yes/ no
14. I think about whether the facts supported these arguments.	yes/ no
15. I make summary notes to use later.	yes/ no

***Source**: Verma, S. (2014). Development of Life Skills and Professional Practice (WBSCTE). Vikas.*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout B. Interpretation of quiz scores

Read the interpretation of your quiz score and identify the difference between the two approaches to learning.

If you have answered 'yes' to all or most of questions **1,2,6,10,11,12,15** you are adopting a SURFACE APPROACH to your learning. You are organising your learning in order to be able to remember facts and figures to use in essays and exams. Many students previous experience of learning is of a school system where exams assessed their ability to memorize and regurgitate and a good student was one who could remember lots of information.

If you have answered 'yes' to all or most of questions **3, 4, 5, 7, 8, 9, 13, 14** you are adopting what is termed a DEEP APPROACH to your learning. You are thinking critically about the information you read and trying to make sense of it in the wider context of your studies. This approach to learning and studying shows initiative and understanding and an ability to undertake independent study. Many tutors when questioned would include this in their definitions of an 'ideal student'.

SURFACE APPROACH = MEMORISATION
DEEP APPROACH = UNDERSTANDING

Characteristics of a Surface Approach to Learning:

- Intention to complete task requirements
- Memorize information needed for assessments
- Failure to distinguish principles from examples
- Treats task as an external imposition
- Focus on discrete elements without integration
- Unreflectiveness about purpose or strategies
- "I just read through from start to finish."
- "I tried to concentrate on remembering as much as possible."
- "I didn't remember what I read, because I was just hurrying on."

Characteristics of a Deep Approach to Learning:

- Intention to understand Vigorous interaction with content
- Relate new ideas to previous knowledge
- Relate concepts to everyday experience
- Relate evidence to conclusions
- Examine the logic of the argument
- "I tried to get at the main points of the article"
- "I thought about how the author had built up his argument"

***Source**: Verma, S. (2014). Development of Life Skills and Professional Practice (WBSCTE). Vikas.*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout C. While-viewing questions

Watch the video attentively and find the answers for each of the questions below.

1. What is 'critical thinking'?

2. How many types of critical thinking have been mentioned in the video?

3. How do critical thinkers differ from other learners?

4. What does evaluation mean according to the speaker?

***Source**: Critical Thinking and Reading. Snap Language eLearning Platform. Retrieved from: https://www.youtube.com/watch?v=iOGvwPmKOqQ*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout D. Writing characteristics

Decide whether each of the following is characteristic of *descriptive* or *critical-analytical* writing.

Makes reasoned judgments

Identifies the significance

Identifies why the timing is important

States the order in which thing happened

Notes the method used

Evaluates the relative significance of details

Weighs up the importance of component parts

Explains what a theory says

Structures information in order of importance

Says how to do something

States the different components

Gives reasons for selecting each option

Weighs one piece of information against another

Explains how something works

Indicates why something will work

Identifies the significance

Lists details

States what something is like

Shows why something is relevant or suitable

Evaluates the value, strengths and weaknesses

Lists in any order

Shows the relevance of links between pieces of information

States what happened

Indicates whether something is appropriate or suitable

Gives information

Draws conclusions

Says when something occurred

Argues a case according to evidence

States links between items

States options

***Source**: Study guide 8: 'Critical Thinking' summary version, Learning Development, University of Plymouth (2009)*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout E. Exercise on the quality of critical thinking: The discussion about learning

Background

In a seminar on the subject of learning in higher education for a postgraduate certificate in education students, Sallyanne flippantly says: 'Good learning in higher education is simply all about getting good marks in the modules of the programme'. John, the tutor intervenes and asks the learners to go away and think critically on the statement for half an hour. He indicates that he is less interested in the issues in the statement than the quality of the critical thinking that is involved.

Account 1

I have been asked to think about what I mean by 'good learning'. A programme in higher education is made up of a number of modules. In the average undergraduate programme of three years, the marks for the modules at level 2 (i) and 3(h) are usually counted towards the degree grade and there is a formula used to determine which students get firsts, upper seconds and so on and which are the failures. Firsts and upper seconds are usually taken to be good degrees, although an upper second is also the average degree. It used to be that lower seconds were average.

Good learners usually get good degrees, though this is not always the case. A good learner might be ill or just have a bad time for a while and get lower marks and therefore not do so well on some modules. There are mechanisms of compensation and condonement that allow their better marks to make up for their less good marks.

Sometimes learners seem to be really good in the first year of higher education and then something happens to them and they do not do so well. Perhaps it is that they have really chosen the wrong subject or they get lazy and go out too much or they drink too much. Some students are not good at learning because they are out so much that they do not meet the deadlines that are set for their work. Some have jobs that take up - possibly - too many hours of time and they just do not come to all of the lectures.

I can illustrate that last point by reference to an Engineering student who I know. He did really well in his first year, getting good marks for practically all of the modules that he studied. He found that he was getting short of cash and decided to get a job at the local pub. The landlord would only take him on if he would work five evenings a week, so he agreed. He started to get bad marks because he missed the first lectures in the morning quite often and did not have time to catch up by writing up notes. He would have been a good student though – and by that I mean a good learner.

Thinking critically about the statement, then, I would agree that good learning in higher education is about getting good marks in the modules of the programme because students who get good marks usually get good degrees.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Account 4

I am considering the statement: 'Good learning in higher education is simply all about getting good marks in the modules of the programme'.

In order to think critically on this statement, I first need to consider the meaning of the statement itself. It was given as a bit of a 'throw-away' line with slight cynicism. The words 'simply all about' feel persuasive without much room for disagreement, though I may ultimately disagree. I note the 'mood' of the statement. There is a message in it beyond the words.

The statement equates 'good' marks with 'good learning'. While there may be some disagreement about the term 'good' in relation to the marks, 'good learning' could mean many different things. Much of this question hinges on the meanings of the uses of the words 'good'.

A set of 'good marks' is likely to imply that the learner has achieved well in the context of the modules of the programme and it may mean thereby that the learner does well in the overall degree. This may be true, but there is another issue hidden here. Good marks are defined as 'good' in relation to the assessment process which involves an assessment method and assessment criteria. Some students have great difficulties with some assessment methods (eg dyslexics may have difficulties with written work). The assessment criteria may reward particular kinds of learning – perhaps they reward those who just learn facts easily and not those who can reason, but are not so efficient in factual recall. In other words, being successful in the degree does not define a person as good at all learning because 'good' in the sense of the degree is relative to assessment methods and criteria.

I need also to question what is meant by 'good learning'. Firstly, is there one thing called good learning? Different people might construe 'good learning' in different ways. In research by XYZ, in which the meaning of 'good' learning was examined in different contexts (school, further, adult, professional and higher education), different concepts of 'good' learning were evident in different contexts (XYZ, date – *ie the student gives a reference*) – so the interpretation of the word may differ. In the literature of learning, there are even different theoretical bases associated with the different sectors of education. Secondly, from my own and colleagues' experience of working in professional education, it is not necessarily those students with good marks who are most successful in the profession. Those who get high marks often lack the personal skills to start with. Indeed, we can take it further. Some who turn out to be the wisest or most clever in society had poor results in their higher education programme or were not in higher education. In this respect, there is a time scale that needs to be taken into account for this judgment. Are we talking about 'good learners' now or over their lifetimes?

In the time available for this critique, I have started to examine the statement that 'Good learning in higher education is simply all about getting good marks in the modules of the programme'. While the wording of the statement tries to persuade me of the case, I cannot agree with it, though in restricted senses it could be meaningful. As I have indicated above, the word, 'good' can be interpreted differently in different contexts and by different people, and additionally, the notion of 'good marks' is relative to local assessment issues that define what 'good' means in that context of assessment.

***Source**: Moon, J. Resources for Critical Thinking. Retrieved from: https://cemp.ac.uk/people/jennymoon.php*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout F. Exercise on the quality of critical thinking: The discussion about learning

Background

In a seminar on the subject of learning in higher education for a postgraduate certificate in education students, Sallyanne flippantly says: 'Good learning in higher education is simply all about getting good marks in the modules of the programme'. John, the tutor intervenes and asks the learners to go away and think critically on the statement for half an hour. He indicates that he is less interested in the issues in the statement than the quality of the critical thinking that is involved.

Account 2

I have been asked to think critically about the following statement: 'Good learning in higher education is simply all about getting good marks in the modules of the programme'. What is the statement asserting? It asserts that students who are good at learning get good marks in modules. In general I would agree with that statement, though I need to look at it further because there are some ideas in it that need to be explored more. For example, what is meant by 'good' here?

I explore the notion of 'good learning'. A good learner is not necessarily a student who is passionately interested in his course and who asks questions about the work in other words, one who takes a deep approach to his learning (reference given here), but usually it is a student who is also fairly strategic – in other words, can manage time reasonably well, can organise ideas, prepares well for examinations and so on (*the learner gives references here*). It is such students who tend to do well in their modules and get good degrees so long as they put the time in. It is always possible that a good student can make slip up or be ill for some modules.

It is also right to question the time scale of 'good at learning'. Does it assume that they were always good and will always be good, or just that they are good at the time of the degree? Since the word 'student' has not been used, we might be talking about a longer time scale than the time of the study of a degree. I also would question the use of the word 'simply' and what it is meant to imply. In addition another issue that needs to be discussed here is the assessment of the learning – to what extent is good learning defined as good marks in the assessment of a module?

It is also necessary to look at how module grades accumulate to a degree class and whether good learning in all the modules is reflected in good learning at degree level (or programme level).
In general, and after consideration of the facts, I think that I agree with the statement that good learning in HE is all about getting good marks in the modules, because good learning is good learning. There are, though, some things to think about here, such as the meaning of 'good' and whether this statement would be true in other areas of education.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Account 4

I am considering the statement: 'Good learning in higher education is simply all about getting good marks in the modules of the programme'.

In order to think critically on this statement, I first need to consider the meaning of the statement itself. It was given as a bit of a 'throw-away' line with slight cynicism. The words 'simply all about' feel persuasive without much room for disagreement, though I may ultimately disagree. I note the 'mood' of the statement. There is a message in it beyond the words.

The statement equates 'good' marks with 'good learning'. While there may be some disagreement about the term 'good' in relation to the marks, 'good learning' could mean many different things. Much of this question hinges on the meanings of the uses of the words 'good'.

A set of 'good marks' is likely to imply that the learner has achieved well in the context of the modules of the programme and it may mean thereby that the learner does well in the overall degree. This may be true, but there is another issue hidden here. Good marks are defined as 'good' in relation to the assessment process which involves an assessment method and assessment criteria. Some students have great difficulties with some assessment methods (eg dyslexics may have difficulties with written work). The assessment criteria may reward particular kinds of learning – perhaps they reward those who just learn facts easily and not those who can reason, but are not so efficient in factual recall. In other words, being successful in the degree does not define a person as good at all learning because 'good' in the sense of the degree is relative to assessment methods and criteria.

I need also to question what is meant by 'good learning'. Firstly, is there one thing called good learning? Different people might construe 'good learning' in different ways. In research by XYZ, in which the meaning of 'good' learning was examined in different contexts (school, further, adult, professional and higher education), different concepts of 'good' learning were evident in different contexts (XYZ, date – *ie the student gives a reference*) – so the interpretation of the word may differ. In the literature of learning, there are even different theoretical bases associated with the different sectors of education. Secondly, from my own and colleagues' experience of working in professional education, it is not necessarily those students with good marks who are most successful in the profession. Those who get high marks often lack the personal skills to start with. Indeed, we can take it further. Some who turn out to be the wisest or most clever in society had poor results in their higher education programme or were not in higher education. In this respect, there is a time scale that needs to be taken into account for this judgment. Are we talking about 'good learners' now or over their lifetimes?

In the time available for this critique, I have started to examine the statement that 'Good learning in higher education is simply all about getting good marks in the modules of the programme'. While the wording of the statement tries to persuade me of the case, I cannot agree with it, though in restricted senses it could be meaningful. As I have indicated above, the word, 'good' can be interpreted differently in different contexts and by different people, and additionally, the notion of 'good marks' is relative to local assessment issues that define what 'good' means in that context of assessment.

***Source**: Moon, J. Resources for Critical Thinking. Retrieved from: https://cemp.ac.uk/people/jennymoon.php*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout G. Exercise on the quality of critical thinking: The discussion about learning

Background

In a seminar on the subject of learning in higher education for a postgraduate certificate in education students, Sallyanne flippantly says: 'Good learning in higher education is simply all about getting good marks in the modules of the programme'. John, the tutor intervenes and asks the learners to go away and think critically on the statement for half an hour. He indicates that he is less interested in the issues in the statement than the quality of the critical thinking that is involved.

Account 3

I have been asked to think critically about the following statement: 'Good learning in higher education is simply all about getting good marks in the modules of the programme'. What is the statement asserting? It is saying that a student who gets good marks will be a good learner and that is all there is to it. There are some assumptions in the statement.

First I look at the words – what is meant by 'good learning'? There is an ambiguity here. The statement either implies that students who are good at learning get good marks in modules or that it requires the quality of 'good learning' – whatever that is – for a student to get good marks in modules. There are assumptions in the statement that 'good' is a similar quality in relation to learning in both uses of the word. 'Good' in relation to marks means that there are high marks. That is a different meaning from 'good' in relation to learning – which might mean that the learning is effective, or quick or thorough or it can be applied and so on.

The use of good in relation to good marks depends on the process of assessment. Some learners are good at assessment and others are less good. A student could be a good learner in one sense, but he is poor at the assessment and in the sense of the statement, we cannot say that he is a good learner – but equally it does not work around the other way. He is not a poor learner because he got poor marks.

In my experience, it is very possible for there to be students who I would say were 'good learners', who do not get very good degrees. The fact that they do not get good degrees is related to the fact that they have not got good marks for their modules. Some of these students make excellent professionals – sometimes they have more of the skills that are actually required for the profession – but they certainly could not be defined as good learners at the time of their graduation or on the basis of their actual marks.

So, in conclusion, I would say that the statement could be said to hold in a narrow sense – it is not untrue. However, there are many assumptions and distortions in it and I could not agree with it as it stands. In particular there is the issue of the use of the word 'good' in relation to assessment and its use in relation to the word learning. They are different uses and confuse the statement.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Account 4

I am considering the statement: 'Good learning in higher education is simply all about getting good marks in the modules of the programme'.

In order to think critically on this statement, I first need to consider the meaning of the statement itself. It was given as a bit of a 'throw-away' line with slight cynicism. The words 'simply all about' feel persuasive without much room for disagreement, though I may ultimately disagree. I note the 'mood' of the statement. There is a message in it beyond the words.

The statement equates 'good' marks with 'good learning'. While there may be some disagreement about the term 'good' in relation to the marks, 'good learning' could mean many different things. Much of this question hinges on the meanings of the uses of the words 'good'.

A set of 'good marks' is likely to imply that the learner has achieved well in the context of the modules of the programme and it may mean thereby that the learner does well in the overall degree. This may be true, but there is another issue hidden here. Good marks are defined as 'good' in relation to the assessment process which involves an assessment method and assessment criteria. Some students have great difficulties with some assessment methods (eg dyslexics may have difficulties with written work). The assessment criteria may reward particular kinds of learning – perhaps they reward those who just learn facts easily and not those who can reason, but are not so efficient in factual recall. In other words, being successful in the degree does not define a person as good at all learning because 'good' in the sense of the degree is relative to assessment methods and criteria.

I need also to question what is meant by 'good learning'. Firstly, is there one thing called good learning? Different people might construe 'good learning' in different ways. In research by XYZ, in which the meaning of 'good' learning was examined in different contexts (school, further, adult, professional and higher education), different concepts of 'good' learning were evident in different contexts (XYZ, date – *ie the student gives a reference*) – so the interpretation of the word may differ. In the literature of learning, there are even different theoretical bases associated with the different sectors of education. Secondly, from my own and colleagues' experience of working in professional education, it is not necessarily those students with good marks who are most successful in the profession. Those who get high marks often lack the personal skills to start with. Indeed, we can take it further. Some who turn out to be the wisest or most clever in society had poor results in their higher education programme or were not in higher education. In this respect, there is a time scale that needs to be taken into account for this judgment. Are we talking about 'good learners' now or over their lifetimes?

In the time available for this critique, I have started to examine the statement that 'Good learning in higher education is simply all about getting good marks in the modules of the programme'. While the wording of the statement tries to persuade me of the case, I cannot agree with it, though in restricted senses it could be meaningful. As I have indicated above, the word, 'good' can be interpreted differently in different contexts and by different people, and additionally, the notion of 'good marks' is relative to local assessment issues that define what 'good' means in that context of assessment.

***Source**: Moon, J. Resources for Critical Thinking. Retrieved from: https://cemp.ac.uk/people/jennymoon.php*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout I. Critical thinking concepts

Match each of the following critical thinking concepts with their definitions.

Questioning	examining and explaining how parts fit into a whole; comparing and contrasting different elements; understanding relationships
Describing	reconsidering a topic to take account of new information or experience in practice; considering other viewpoints; recognizing underlying principles
Analysing	identifying and examining faults and weaknesses in arguments, as well as acknowledging strengths and merits
Reflecting	whatever it is that you are studying: asking what, who, where, when, how, why, what if, what next, so what? … and so on. Attempting to answer these questions leads you to fulfil functions – or do things - that are vital in scientific, academic and social life
Reasoning	demonstrating logical thinking about causes and effects; resenting evidence to provide sound arguments and refuting unsound ones
Evaluating	defining clearly what it is you are talking about, saying exactly what is involved, where it takes place, or under what circumstances
Criticising or critiquing	commenting on degrees of success or failure, or judging the implications, ultimate use or value of something.

***Source**: Study guide 8: 'Critical Thinking' summary version, Learning Development, University of Plymouth (2009).*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 5: BUILDING ARGUMENT AND INTEGRATING EVIDENCE

Trainer notes

Session Objectives:

- To raise participants' awareness of argument building in academic writing
- To help participants identify the difference between persuasive and argumentative writing
- To focus on developing effective arguments with evidence and introduce the ways of presenting evidence, e.g., quoting, paraphrasing, and summarising

Time: 90 minutes

Materials: handouts, board, posters, markers, computer, projector and the Internet

Procedure:

Lead-in *(10 min)*

Trainer (T) introduces the topic of the session and shows participants (Ps) a power point slide with several questions they are asked to discuss as a whole group:

- *What is an argument?*
- *Why is argumentation important in academic writing?*
- *What is the evidence and how is it presented in academic texts?*
- *How do you usually integrate evidence in your writing?*

Activity 1. Identifying the argument *(20 min)*

1. T establishes that identifying the argument can be challenging. T asks Ps to think of the definitions of several concepts, i.e., "premise", "conclusion", and "argument". On the power point slide, T first shows 3 words, and after having some discussion, T shows the definitions of each of the three concepts.
2. Then T gives an ancient example of logic, the one that Aristotle used in teaching at his Academy:
   (1) All men are mortal.
   (2) Socrates was a man.
   (3) Therefore, Socrates is mortal.

   T explains that the three lines above taken together constitute an argument. Line 3 is the conclusion. Lines 1 and 2 are premises. T points out that before analysing arguments, they need to be identified (in terms of premises and conclusions). The easiest way to do that is to examine the text for clues.
3. T distributes **Handout A** and asks Ps to sort out the indicators of premise and conclusion into appropriate columns. T shows the answer on the power point slide.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Answer Key to Handout A:

Premise Indicators		**Conclusion Indicators**	
Since	As indicated by	Therefore	For this reason
Because	The reason is that	Hence	For these reasons
For	May be inferred from	So	It follows that
As	May be derived from	Accordingly	I conclude that
Follows from	May be deduced from	Consequently	Which shows that
As shown by	Given that	Proves that	Which means that
Inasmuch as		As a result	Which entails that
		Thus	Which implies that

Activity 2. Building an argument *(10 min)*

1. T distributes **Handout B** with examples of argument and asks Ps to identify the *premise, conclusion* and their indicators.
2. T reminds Ps that premises can come before or after conclusions, or they can occur in partial sentences.
3. T asks Ps to work in pairs and compare/discuss their answers.

Activity 3. Identifying characteristics of persuasive and argumentative writing *(15 min)*

1. T divides Ps into 2 groups and gives both groups posters and markers.
2. T gives Ps instructions for the activity: the 2 groups are responsible for different types of writing: Group 1- for *persuasive writing*, and Group 2- for *argumentative writing*. Their task is to decide on the key characteristics specific to that type of writing, i.e., argumentative or persuasive and reflect it on their posters.
3. When the groups finish both posters, they put them up on the wall, and a representative from each group presents their poster to the whole group followed by a plenary discussion.
4. T distributes **Handout C** which summarises the main differences between persuasive and argumentative writing.

Activity 4. Differentiating between persuasive and argumentative writing *(15 min)*

1. T distributes **Handout D** and asks Ps to read the 2 essays and identify whether each of them represents persuasive or argumentative writing by color-coding the distinctive features of each type of writing.
2. T gives feedback and discusses the activity in the plenary.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Activity 5. Developing effective argument: integrating and presenting evidence *(20 min)*

1. T explains that every argument should be supported with the evidence and asks Ps to give their definitions of *evidence*.
2. Then, on the power point slide "What is evidence?", T shows the definition of 'evidence' and 'supporting details' which can be considered as evidence, i.e., *facts, reasons, personal experience, expert research, statistics*)
3. T divides Ps into 2 smaller groups, distributes **Handout E** and gives examples of evidence referring to two opposing debatable topics and asks the Ps to name the type of evidence and integrate them. T asks Ps to write down a claim and a counterclaim while listening to each other.
4. T explains that there are 3 ways to present evidence and shows them on the power point slide: *quoting, paraphrasing, and summarising.*
5. T divides the whole group into 3 smaller groups and distributes posters and markers to each group. T then asks Ps to make a list of DO'S and DON'TS of each way of presenting evidence on their poster.
6. When Ps finish the task, T invites them to present their posters to the whole group.

T summarises the whole session by emphasizing that presenting precise evidence and integrating it is essential in building an argument which makes academic writing effective.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 5: BUILDING ARGUMENT AND INTEGRATING EVIDENCE

PowerPoint Slides

Building Argument and Integrating Evidence

Session Objectives

- To raise participants' awareness of argument building in academic writing
- To help participants identify the difference between persuasive and argumentative writing
- To focus on developing effective arguments with evidence and introduce the ways of presenting evidence, e.g., quoting, paraphrasing, and summarising

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Lead in

- What is an argument?
- Why is argumentation important in academic writing?
- What is evidence and how is it presented in academic texts?
- How do you integrate evidence in your writing?

Identifying the argument

Premise

+

Conclusion

=

Argument

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Identifying the argument

- ***Premise*** - a reason offered as support for a claim
- ***Conclusion*** - the claim being supported by a premise or premises
- ***Argument*** - a conclusion together with the premises that support it

Identifying the argument

All men are mortal.
Socrates was a man.
Therefore Socrates is mortal.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout A: Answer Key

Premise indicators		Conclusion indicators	
Since	As indicated by	Therefore	For this reason
Because	The reason is that	Hence	For these reasons
For	May be inferred from	So	It follows that
As	May be derived from	Accordingly	I conclude that
Follows from	May be deduced from	Consequently	Which shows that
As shown by	Given that	Proves that	Which means that
Inasmuch as		As a result	Which entails that
		Thus	Which implies that

Argumentative papers call the thesis a **CLAIM.**

A claim is always **DEBATABLE.**

They also must present opposing viewpoint which is called a **COUNTERCLAIM.**

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

What is evidence?

Evidence =

facts,
reasons,
personal experience,
expert research,
statistics, etc.

Ways to present evidence

- Quoting
- Paraphrasing
- Summarising

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 5: BUILDING ARGUMENT AND INTEGRATING EVIDENCE

Handouts

Handout A. Identifying the argument

Put the indicators of premise and conclusion in the box into one of the columns below.

Since Which shows that Hence Because For Accordingly I conclude that
Which means that It follows that As Consequently Follows from For these reasons
As shown by So May be derived from Which implies that Thus May be deduced from
In as much as For this reason May be inferred from Proves that Therefore
As indicated by The reason is that Given that As a result Which entails that

Premise Indicators		**Conclusion Indicators**	

***Source**: Annenberg Classroom Fact Check. Building a Better Argument. http://www.annenbergclassroom.org/*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout B. Building an argument

Identify the *premise, conclusion* and their indicators in each of the examples below.

1. “Since pain is a state of consciousness, a ‘mental event,’ it can never be directly observed” (Singer, 1973).

2. “All segregation statutes are unjust because segregation distorts the soul and damages the personality” (Luther King, 1963).

3. “Genes and proteins are discovered, not invented. Inventions are patentable, discoveries are not. Thus, protein patents are intrinsically flawed” (Alroy, 2000).

4. A meter is longer than a yard. Therefore, since this ship is 100 meters long, it is longer than a football field.

5. “I hate books. They only teach us to talk about what we do not know” (Rousseau, 1762).

6. “Twenty-eight children in the United States were killed by falling television sets between 1990 and 1997. That is four times as many people as were killed by great white shark attacks in the twentieth century. Loosely speaking, this means that watching ‘Jaws’ on TV is more dangerous than swimming in the Pacific (“The Statistical Shark,” 2001).

7. “It is a capital mistake to theorize before one has data. Insensibly one begins to twist facts to suit theories, instead of theories to suit facts” (Conan Doyle, 1891).

8. “Since 1976, states [in the United States] have executed 612 people, and released 81 from death row who were found to be innocent. Is there any reason to believe that the criminal justice system is more accurate in non-capital cases? If the criminal justice system makes half the mistakes in non-capital cases that it makes in capital cases, thousands of innocent people live in our prisons” (Moustakis, 2000).

9. “Has it ever occurred to you how lucky you are to be alive? More than 99% of all creatures that have ever lived have died without progeny, but not a single one of your ancestors falls into this group” (Dennett, 1995).

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

10. “Men love the suit so much, we’ve actually styled our pajamas to look like a tiny suit. Our pajamas have little lapels, little cuffs, simulated breast pockets. Do you need a breast pocket on your pajamas? You put a pen in there, you roll over in the middle of the night, you kill yourself” (Seinfeld, 1993).

11. “Rights are either God-given or evolve out of the democratic process. Most rights are based on the ability of people to agree on a social contract, the ability to make and keep agreements. Animals cannot possibly reach such an agreement with other creatures. They cannot respect anyone else’s rights. Therefore they cannot be said to have rights” (Limbaugh, 1992).

12. “If having rights requires being able to make moral claims, to grasp and apply moral laws, then many humans – the brain-damaged, the comatose, the senile – who plainly lack those capacities must be without rights. But that is absurd. This proves that rights do not depend on the presence of moral capacities” (Cohen, 1986).

13. “It is a scientific fact that 1974 was the worst year in world history for rock music. And I am NOT saying this because among the top musical acts to emerge that year were Abba AND Barry Manilow. I am saying it because the hit songs included ‘Kung Fu Fighting,’ ‘Seasons in the Sun,’ ‘Billy Don’t Be a Hero,’ ‘The Night Chicago Died’ and ‘(You’re) Having My Baby’ “ (Barry, 1998).

14. “Get a job that lets you ‘analyze’ or ‘evaluate’ something as opposed to actually ‘doing’ something. When you evaluate something you get to criticize the work of others. If you do something, other people get to criticize *you*” (Adams, 1996).

***Source**: Annenberg Classroom Fact Check. Building a Better Argument. http://www.annenbergclassroom.org/*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout C. Identifying characteristics of persuasive and argumentative writing

Subtle, but Significant differences between Persuasive Writing v. Argumentative Writing	
Goal of persuasive writing: To get reader to agree with you/your point of view on a particular topic.	**Goal** of argumentative writing: To get reader to acknowledge that your side is valid and deserves consideration as another point of view.
General technique of persuasive writing: Blends facts and emotion in attempt to convince the reader that the writer is "right."(Often relies heavily on opinion.)	**General technique** of argumentative writing: Offers the reader relevant reasons, credible facts, and sufficient evidence to honor the writer has a valid and worthy perspective.
Starting point of persuasive writing: *Identify* a topic *and* your side.	**Starting point** of argumentative writing: *Research* a topic and *then* align with one side.
Viewpoint presented in persuasive writing: Persuasion has a single-minded goal. It is based on a personal conviction that a particular way of thinking is the only sensible way to think. Writer presents one side— his side. (Persuasive writing *may* include ONE opposing point, it is then quickly dismissed/refuted.)	**Viewpoint** presented in argumentative writing: Acknowledge that opposing views exist, not only to hint at what a fair-minded person you are, but to give you the opportunity to counter these views tactfully in order to show why you feel that your own view is the more worthy one to hold. Writer presents multiple perspectives, although is clearly for one side.
Audience of persuasive writing: Needs intended audience. Knowing what they think and currently believe, the writer "attacks" attempting to persuade them to his side.	**Audience** of argumentative writing: Doesn't need an audience to convince. The writer is content with simply putting it out there.
Attitude of persuasive writing: Persuasive writers want to gain another "vote" so they "go after" readers more aggressively. Persuasive writing is more personal, more passionate, more emotional.	**Attitude** of argumentative writing: Simply to get the reader to consider you have an idea worthy of listening to. The writer is sharing a conviction, whether the audience ends up agreeing or not.

***Source**: Smekens Education Solutions, Inc. (2011). Retrieved from: www.SmekensEducation.com*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout D. Differentiating between persuasive and argumentative writing

Read the two essays and identify the types of writing.

Animal Testing

Animal testing has benefited human health. People do not contract polio anymore because of a vaccine tested on animals. Advances in antibiotics, insulin, and other drugs have been made possible through research done on animals. Animal testing should continue to benefit medical research.

In order for scientists to create new drugs, they have to be able to test them. Scientists have found that many animals have similar physical processes to humans. Watching how a new drug affects an animal makes it possible to find out how new drugs might affect the human body.

The cost of animal testing makes it an affordable option. Laboratory animals are in abundance. It is easy to breed rats and other animals and to keep them in labs.

Animal testing saves human lives. It would be wrong to test new drugs on humans. How many people would die because doctors could not administer medication before compiling all the information about a new drug? When surveyed, 99% of all active doctors in the United States stated that animal research has paved the way to many medical advancements. An impressive 97% of doctors support the continuous use of animals for research.

Animal testing should be continued for medical research. It provides a safe method for drug testing that is inexpensive and easy to maintain. Doctors endorse the usage of animals for testing. It is possible that the cure for AIDS could come about through animal testing.

Type of writing:_____

Animal Testing

Medical research involving animals has dramatically improved the health of the human race. Without animal testing, the cure for polio would not exist and diabetics would suffer or die from their disease. Despite these benefits, some people believe that animals should be not be used for testing medical techniques and drugs. This essay will outline the advantages of animal testing.

Animal testing allows scientists to test and create new drugs. Animals such as monkeys or rabbits have similar physical processes to humans. This allows scientists to test the effects of certain drugs. If a drug produces adverse effects in animals, it is probably unfit for human use.

Animal testing is cheap. There is a large supply of animals for medical research. Animals are easily bred and maintained safely in controlled labs. The costs of testing on humans would be extremely high.

Many people argue that animal testing is cruel. In some cases, this is true. However, it would be much more cruel to test new drugs on people or children, or to let people die because there was not enough information about a drug. Furthermore, legislation in most countries sets standards for animal treatment, and laboratories have guidelines to prevent cruelty.

Opponents of animal research also say that information from animals does not apply to humans. They point to certain commercial drugs, which have been withdrawn because of side effects in humans. While it is true that animal systems differ from human systems, there are enough similarities to apply information from animals to humans.

Animal rights campaigners claim that we don't need new tests because we already have vast amounts of information. However, many new deadly infections appear every year and new treatments and drugs are needed to combat these deadly plagues.

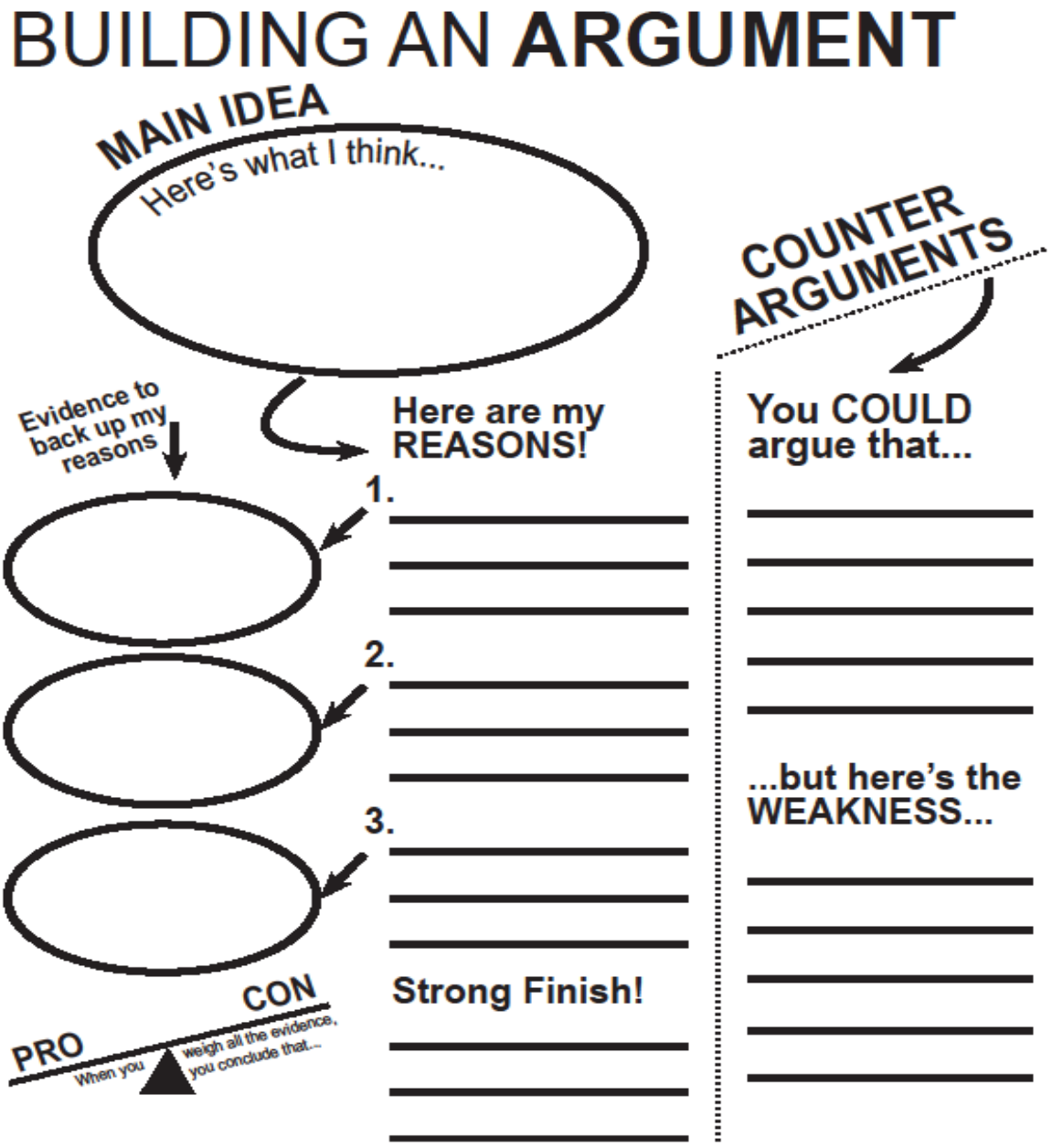
Animal testing is needed in the world we live in. Our responsibility is to manage the animals in our care and balance their suffering against the good that comes from them.

Type of writing: _____

***Source**: Smekens Education Solutions, Inc. (2011). Retrieved from: www.SmekensEducation.com*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout D. Building an argument



***Source**: Smekens Education Solutions, Inc. (2011). Retrieved from: www.SmekensEducation.com*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout E. Developing effective argument: integrating and presenting evidence (Group 1)

DEBATABLE CLAIM ***Year-round school IMROVES students' academic achievement.***	
Evidence type?	**Evidence**
	Because students have multiple breaks throughout the year, they experience less academic burnout. They have frequent opportunities to refresh and restart their learning experience.
	A review of 39 studies confirmed summertime learning loss: test scores drop over summer vacation (Cooper, et al., 1996)> *This is the name of the expert who did the review and the year it was*
	Year-round schools have lower drop-out rates (2%) than traditional schools (5%) (StatisticBrain.com).
	One study of six elementary schools, three on traditional calendars and three on year-round schedules, found positive effects of year-round education. The sample of students in the year-round schools posted overall test-scores that were higher than students at the schools with traditional calendars (*Education Week*).
	I forgot fewer of my math skills over the summer because my summer break was so short thanks to year-round school.

***Source**: ELA Common Core Standards 6th Grade Argument Paragraph: Make and support claim. Retrieved from: http://www.corestandards.org/ELA-Literacy/W/6/*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout E. Developing effective argument: integrating and presenting evidence (Group 2)

DEBATABLE CLAIM ***Year-round school DOES NOT improve students' academic achievement.***	
Evidence type?	**Evidence**
	Year-round school and traditional schools are the same academically because they both require students to go to school for 180 days per year.
	Bradley McMillan, from the North Carolina Department of Public Instruction, examined achievement differences between year-round and traditional-calendar students using data for more than 345,000 North Carolina public school students. He found that achievement in year-round schools was no higher than in traditional schools (*Education Week*).
	I get really tired attending year-round school. Because we don't have an extended summer break when I can go to camp or play sports or relax with my friends, it just seems like I'm in school endlessly.
	In Salt Lake City, Utah, of the district's elementary year-round schools, only 50% made Adequate Yearly Progress on standardized tests last year. Eighty percent of the traditional calendar elementary schools made Adequate Yearly Progress (*Deseret News*).
	The year-round calendar, with its multiple 3-week breaks, offers more chances for students to forget concepts and skills than a traditional school calendar with one long summer break.

***Source**: ELA Common Core Standards 6th Grade Argument Paragraph: Make and support claim. Retrieved from: http://www.corestandards.org/ELA-Literacy/W/6/*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 6: SUMMARISING AND EVALUATING ACADEMIC SOURCES

Trainer notes

Session Objectives:

- To raise participants' awareness of summarising and critically evaluating academic sources
- To introduce the concept of plagiarism and discuss the best ways to avoid plagiarism via summarising and evaluating sources
- To involve participants in reading and critically reviewing academic papers

Time: 90 minutes

Materials: handouts, poster papers, board, markers, computer, projector and the Internet

Procedure:

Lead-in *(15 min)*

1. Trainer (T) introduces the topic of the session and shows participants (Ps) power point slides with the definitions of 'summarising', 'critical evaluation' and 'plagiarism'.
2. T asks Ps to reflect on their teaching experience and answer the following questions:
   - *Do you teach your students summarising academic sources?*
   - *Do you practice critically evaluating sources with your students in your reading classes?*
   - *What are some of the approaches or methods that you use in your classes to practice critical evaluation of academic sources?*
   - *How can summarising and evaluating sources help writers avoid plagiarism?*

Activity 1. Reading and Note-taking *(20 min)*

1. T divides Ps into two groups and distributes handouts with two different texts: **Handout A** (*Summarising scholarly journal articles*) to Group 1 and **Handout B** (*Critical reviews of journal articles*) to Group 2. Together with their text each group gets questions on the other text (at the bottom of each handout).
2. Ps read their text and become 'experts' of what they have read.
3. T pairs up people from different groups, and they ask each other questions and exchange ideas on their texts.
4. When they finish the discussion, they return to their former big group and share what they learnt.
5. T summarises the activity by emphasizing the key points of both articles (See Power Point slides).

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Activity 2. Poster Presentations (*45 min)*

!!! T should have given every teacher one of the two scholarly articles **(Handout C or Handout D)** to read and take notes on at least one day before the session.

Handout C *(Article 1): "An Analysis of the Citation Practices of Undergraduate Spanish Students"* **(available to download from http//:www.aeim.co.uk)**
Handout D *(Article 2): "Developing Student-Writers' Self-efficacy Beliefs"* **(available to download from http//:www.aeim.co.uk)**

1. T asks Ps who read the same article (either Handout C or Handout D) to sit together as a group.
2. T distributes **Handout E** (*Checklist on text evaluation*) and asks Ps to read it carefully in their groups.
3. Then Ps in their groups summarise the key points of the article they read and critically evaluate the Methodology and the Findings of the research (with the aid of the questions on **Handout E**).
4. Each group prepares a poster presentation. Ps should develop and present their finding under the headings: *Aims of the research*, *Methods*, *Findings, Conclusion, Key references* and *Critical reflection*. In the Critical reflection part, Ps should critically evaluate and comment on the key findings of the study. In case T notices any signs of copy pasting while working on posters, they should talk about plagiarism.
5. Each group presents their posters to the trainer and other groups.

Activity 3. Reflective Discussion *(10 min)*

1. T concludes the session by asking the whole group the following questions:

   - *What have you learnt about summarising and evaluating academic sources in this session?*
   - *How will you help your students to overcome the challenges that they might experience with summarising and critically evaluating sources?*
   - *Any further comments/questions?*

2. If time, T shows a short video (2,5 min) about avoiding a plagiarism and discusses the video in a plenary.

   https://15-lvl3-pdl.vimeocdn.com/01/399/3/76997342/207218730.mp4?expires=1509124972&token=05718a9f77c17a121a5cb

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 6: SUMMARISING AND EVALUATING ACADEMIC SOURCES

PowerPoint Slides

Summarising and Evaluating Academic Sources

Session Objectives

- To raise participants' awareness of summarizing and critically evaluating academic sources
- To introduce the concept of plagiarism and discuss the best ways to avoid plagiarism via summarizing and evaluating sources
- To involve participants in reading and critically reviewing academic papers

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Lead in

Lancaster University

- ***Summarising*** is a concise restatement in writer's own words of the main ideas or information from the source(s). Summary is always shorter than the original text and must be written without extended direct quotations or paraphrases.
- When ***summarising*** a source, the writer needs to concentrate on the main points, omitting unnecessary detail such as examples. It is important that a summary should preserve the original meaning of the text, and not contain the writer's own ideas or comments.
- ***Summarising*** helps writers to avoid plagiarism.

Lead in (contd.)

Lancaster University

- ***Critical evaluation*** involves reading the article carefully, analysing it, and evaluating the quality and originality of the research, as well as its relevance and presentation. Its strengths and weaknesses are assessed, followed by its overall value.
- The writer should not be confused by the term critique: it does not mean that you only look at the negative aspects of what the researcher has done. They should address both the positive and negative aspects.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Lead in (contd.)

Lancaster University

- There is no one definition of ***plagiarism*** but there are a number of features common to plagiarism:
  - presenting somebody else's, e.g., other student's work, as your own;
  - copying material from books/journals/websites;
  - cutting and pasting from other sources and not referencing/ acknowledging the original author;
  - paraphrasing or summarising information without acknowledging the source of that information within the text and at the end of the assignment; and
  - buying a course work assignment and presenting it as your own.
- Citing sources prevents accusations of plagiarism, shows good practice and demonstrates critical reading skills (Levin, 2004).

Discussion

Lancaster University

- Do you teach your students summarising academic sources?
- Do you practise critically evaluating sources with your students in your reading classes?
- What are some of the approaches or methods that you use in your classes to practice critical evaluation of academic sources?
- How can summarising and evaluating sources help writers avoid plagiarism?

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Activity 1: Reading and Note-taking

- Read the text (either on *Summarising scholarly journal articles* or on *Critical reviews of journal articles*)
- Pair up with someone else who has read a different text. Ask each other question and discuss the key points on different approaches to summarising and critically evaluating academic sources.

Text A: Key Points

1. Read through the article noting headings and subheadings to understand the author's organization and structure of the information in the article.
2. Read the abstract (if there is one).
3. Read the article for the gist to get its main ideas.
4. Read the article for details (make notes, highlight..).
5. Look for connections and write the first draft.
6. Read your draft to someone for evaluation.
7. Get your summary into a scholarly style.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Text B: Key Points

1. Convey the content of the article, the author's approach to the subject, and the author's conclusions; avoid a point-by-point listing of themes in favour of a more integrated approach.
2. In the Introduction, include full bibliographic citation, highlight the purpose, objectives, methodology, major findings and conclusions.
3. Organise the body of the critical review by clearly identifiable sections, e.g., *Introduction, Methodology, Results, Discussion.*
4. In the Conclusion, give your personal judgement on the research.
5. Form an overall evaluation of the research and the article, based on the points made in the earlier parts of your critique.

Activity 2: Poster Presentations

In groups of three, prepare a presentation based on the journal article you were asked to read (either Article 1 or Article 2):

- On the poster, summarise the key points of the article, focusing on the *a) Aims of the study, b) Methods, c) Findings, d) Conclusions, and e) Key References.*
- Critically evaluate the key findings of the study.
- Be ready to present your poster to other groups.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Activity 3: Reflective Discussion

- What have you learnt about summarising and evaluating academic sources in this session?
- How will you help your students to overcome the challenges that they might experience with summarising and critically evaluating sources?
- Any further comments/questions?

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Lancaster University

SESSION 6: SUMMARISING AND EVALUATING ACADEMIC SOURCES

Handouts

Handout A. Summarising scholarly journal articles

Students are often required to summarize scholarly journal articles or to base reviews or critiques or research papers on scholarly sources, all of which require acts of summary. Summary is one of the most prominent features of academic writing because it gives writers access to the ideas of others.

Summary *Reports*; Summary *Does not Evaluate*

The goal of the summary is to *report in a brief and yet accurate manner the main gist* ("gist" refers to the main or essential parts of the article, its main line or lines of reasoning) of the article. The goal of summary *is not to offer an evaluation or opinion* of the original article, but, rather, to report the writer's main ideas and findings. This means that you will need to *indicate to your reader the writer's main point or points or purpose for writing.* You will also need to *point out how the writer develops or supports his or her main point.*

Since one of the goals of summary is to present a far more concise version than the original, it is *not* usual to include direct quotes from the original or even to include very many specific, concrete details from the original, though you may need to include one or two brief examples that illustrate the writer's main point or points. Think of a summary as the child of the original document: fully formed and able to make sense and stand on its own, a new text, not exactly the same as its original, but bearing the features of its parental origins, so much so that anyone who sees the summary might be heard to remark, "Oh, you have your parents' main features; you even sound like you parents, but you are much shorter!

How to Produce a Small Child from an Unwieldy Parent, or the Process of Summarizing a Scholarly Journal Article

1. *To begin, flip through* the entire article, noting any headings the author may have used to indicate main sections or topic shifts in the article. These headings reflect the writer's organization or structure in the article. Pay special attention to the title of the article; it should indicate the writer's topic and approach to that topic. If you can get a sense of how the writer has structured the information in her article, you are well on your way to summarizing it.

2. *Read the abstract* at the beginning of the article if there is one. The abstract is an even more concise summary of the article than the summary you will do.

3. *Read the article* through once to capture the gist of the article, its main ideas. You are reading here to get a sense of the writer's topic and the important relationships or connections between the parts of the article. Understanding these connections is necessary to write a coherent summary.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

4. *Read the article again* in a far more active way: this involves note taking (by making notes in the margins of the paper to capture essential ideas) and sorting more abstract, general information or ideas from detailed, concrete information (by highlighting these different kinds of information with differently-coloured highlighter pens).

   As you take notes, keep in mind that you are *actively sorting* through the text for important ideas that will need to appear in the summary to accurately represent the writer's ideas, *leaving behind* information that is too detailed, that if retained would extend the summary, making it far too long. Summary cannot capture all of the abstract ideas within an article and the detailed supporting material which the writer includes to help the reader to interpret those abstract concepts or ideas. Neither can summary report all of the technical terminology of the original, though it should retain some of the key terminology. After all, your summary has to resemble its source. This suggests that summary involves acts of *sorting* (general, abstract concepts from detailed examples or cases), acts of *connecting* important ideas, and acts of *translation*(rephrasing complex ideas into more concise, portable forms), which can make a long, complicated document accessible for use.
   Remember that the goal of summary is to produce a handsome, fully formed, coherent text that bears an accurate relationship to its original, presenting it in a much briefer form.

   5. Look for connections between the nuggets of information the emerged from the note-taking process and *write a first draft* of your summary. Your summary does not need to capture all of the detailed description, but it should capture the connection between ideas, suggesting that you shouldn't expect to retain a key idea in every paragraph of the original article. Be cautious in the amount of detail you bring into your summary. Too much will bog down your summary and obscure the writer's main ideas that you are attempting to report.

   6. Read the draft of your summary to someone who has not read the original article. Ask him or her to let you know if it makes sense. Above all, your summary needs to be a coherent document that *both makes sense on its own and accurately reflects its original source.*

   7. Express your summary in a scholarly style. This involves introducing your source in a scholarly way, describing what kind of writing your source is and its main finding, and keeping in touch with your source throughout your summary.

***Source**: University of the Fraser Valley – Academic Success Centre*

***Questions on Text B** (Critical reviews of journal articles)*

1. What is the goal of a critical review?
2. How should a good critical review start?
3. How should a critical review be organised?

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout B. Critical reviews of journal articles

A critical review evaluates the clarity, quality and originality of research, as well as its relevance and presentation. A good review carefully analyses an article's strengths and weaknesses before assessing its overall value. Writing a critical review can be a useful academic exercise that helps to improve basic research skills.

Critical reviews:

- convey the content of the article, the author's approach to the subject, and the author's conclusions; the best reviews avoid a point-by-point listing of themes in favour of a more integrated approach;
- place the work in the context of its field and give a sense of the work's significance;
- present a balanced analysis of the article's strengths and weaknesses and illustrate those points with examples;
- are written in a clear and lively style. Style is not easy to define, but the best reviews illustrate that elusive quality which makes their piece both interesting and engaging.

INTRODUCING YOUR REVIEW

Bibliographic citation. Begin with a full bibliographic citation for the journal article, using the appropriate style guide. For education and other social science research, use *APA Style.*
Overview. Highlight the purpose, methodology, significant findings and conclusions of the article.
Authorship. Review the author's qualifications and authority if this information is available. Some journals provide basic information in a separate "Notes on contributors" section. Many scholars provide more detailed information about their research interests and publications on the Internet.
Audience. Identify the intended audience. Consult the journal's editorial policy or statement of purpose for this information.

ORGANISING THE BODY OF YOUR REVIEW

The simplest way to organise your review is to follow the structure of the article. A well organised research article has readily identifiable sections including the Introduction, Methodology, Results (Findings), and Discussion (Conclusions and Recommendations). Briefly describe, discuss and evaluate the key points involved in each section of the article.

Introduction

- Does the author clearly define a research problem or topic?
- Is its significance explained? Are core issues or research variables identified?
- Is specialized terminology usefully defined?
- Does the author provide an adequate literature review?
- Does it discuss current research on the problem, and help to situate the author's own research?
- Are the research objectives clearly stated? Are hypotheses or specific research questions identified?

Methodology

- Does the author clearly identify the research methodology and any associated limitations of the research design?
- Are participants described, including the method of sample selection if appropriate?
- Are instruments adequately described, including issues of appropriateness, validity and reliability?
- Do any evident biases or ethical considerations arise in relation to the methodology?
- Are the methods for measuring results clearly explained and appropriate?

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Results

- Are the author's major findings clearly presented?
- Do they adequately address the stated research objectives?
- Are supporting data presented? Are tables, graphs or figures helpful and well-integrated with the text?

Discussion

- Do the research results validate the author's conclusions and/or recommendations?
- Are alternative conclusions and/or limitations of the research considered?
- Is there discussion of any variance between the author's research and prior research findings?
- Does the author's research suggest any direction for further research?
- Is the practical or theoretical significance of the research emphasized?
- Does the author recommend the revision of theory or practice in the field?

CONCLUDING YOUR REVIEW

Considering the needs and interests of a typical reader of the journal in which the article appears, provide your personal judgement on the suitability and adequacy of the research. Distinguish between the overall quality of the research project and the report of it as presented in the journal article.

- Is the research timely and worthwhile?
- Is the research design appropriately inclusive and/or sensitive to the cultural context?
- Are you aware of any significant omissions or errors that might affect the validity or reliability of the research?
- Are the results original and significant?
- Does the author provide fresh insight or stimulate needed discussion in the field?
- Is the article well structured?
- Are the sections of appropriate length?
- Do the author's style and language maintain interest and clarity?
- Is the presentation unbiased, objective and reasonable?
- Is the author respectful of participants and the work of other researchers?

***Source**: Coutts, H.T. (2011). Critical reviews of journal articles. University of Alberta & University of Saskatchewan Library.*

***Questions on Text A** (Summarising scholarly journal articles)*

1. What is the goal of a summary?
2. How can we reflect on the writer's organisation or structure of the article?
3. What are the stages of writing a summary?

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout E. Checklist on text evaluation

INTRODUCTION

- Read the statement of purpose at the end of the introduction. What was the objective of the study?
- Consider the title. Does it precisely state the subject of the paper?
- Read the statement of purpose in the abstract. Does it match the one in the introduction?
- Check the sequence of statements in the introduction. Does all the information lead coherently to the purpose of the study?

METHODS

- Review all methods in relation to the objective(s) of the study. Are the methods valid for studying the problem?
- Check the methods for essential information. Could the study be duplicated from the methods and information given?
- Check the methods for flaws. Is the sample selection adequate? Is the experimental design sound?
- Check the sequence of statements in the methods. Does all the information belong there? Is the sequence of methods clear and pertinent?

RESULTS

- Examine carefully the data as presented in the tables and diagrams. Does the title or legend accurately describe the content? Are column headings and labels accurate? Are the data organized for ready comparison and interpretation? (A table should be self-explanatory, with a title that accurately and concisely describes content and column headings that accurately describe information in the cells.)
- Review the results as presented in the text while referring to the data in the tables and diagrams. Does the text complement, and not simple repeat, data? Are there discrepancies between the results in the text and those in the tables?
- Check all calculations and presentation of data.
- Review the results in light of the stated objectives. Does the study reveal what the researcher intended?

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

DISCUSSION

- Check the interpretation against the results. Does the discussion merely repeat the results? Does the interpretation arise logically from the data or is it too far-fetched? Have the faults/flaws/shortcomings of the research been addressed?
- Is the interpretation supported by other research cited in the study?
- Does the study consider key studies in the field?
- Are there other research possibilities/directions suggested?

OVERVIEW

- Reread the abstract. Does it accurately summarize the article?
- Check the structure of the article (first headings and then paragraphing). Is all the material organised under the appropriate headings?
- Are sections divided logically into subsections or paragraphs?
- Are stylistic concerns, logic, clarity and economy of expression addressed?

***Source**: Kuyper, B.J. (1991). Bringing up scientists in the art of critiquing research. Bioscience 41(4), 248-250.*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 7: COHERENCE AND COHESION IN ACADEMIC WRITING

Trainer notes

Session Objectives:

- To raise participants' awareness of coherence and cohesion in academic writing
- To enable participants to identify the problems of coherence and cohesion in written texts
- To focus on different kinds of cohesive devices, namely reference, conjunctions, and repetition

Time: 90 minutes

Materials: handouts, board, posters, markers, computer and projector

Procedure:

Lead-in *(10 min)*

Trainer (T) discusses the following questions with the whole group:

- *What is coherence?*
- *What is cohesion?*
- *What is the role of coherence and cohesion in academic writing?*
- *What kind of cohesive devices do you usually use in your writing?*
- *What kind of cohesive devices do your students use in their writing?*

Activity 1. Identifying the meaning of pronouns and conjunctions *(20 min)*

1. T asks Ps to work in pairs or groups of three and draws their attention to the power point slides and asks them to pay attention to the pronouns and conjunctions in the texts.
2. T asks Ps to look at the first power point slide, find all pronouns in texts and see if their reference is clear. If they think it is not clear, T asks them to identify the problem and decide on how the texts could be improved.
3. T asks Ps to look at the next power point slide, find all conjunctions in texts and read the sentence before and after each one. T reminds Ps not to forget to decide on the relation between the two sentences. Then, Ps need to think of the conjunction used and whether it serves this relation. If not, they should decide which other conjunction(s) should be used to deliver the intended meaning.
4. T invites Ps to discuss their ideas in a plenary.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Activity 2. Introduction to cohesion *(15 min)*

1. T explains to Ps that in this activity they are going to identify the types of cohesive devices. T explains that while *coherence* focuses on the overall (macro) structure of the essay, *cohesion* is more specific.
2. T states that according to Halliday and Hasan (1976), there are six main ways that cohesion is created in a text, and shows these six ways on the power point slide:
   Reference, Substitution, Ellipsis, Lexical Chains, Cohesive Nouns, and Conjunctions.
3. T divides the whole group into 2 groups, distributes **Handout A** and asks the Ps to write down the ways of creating cohesion and match them with the given examples.

Activity 3. Cohesion in a discursive text *(15 min)*

1. T explains to Ps that they are going to see how the 6 ways of creating cohesion are used in a short text arguing in favor of working in groups as a way to learn better in class.
2. T divides the whole group into 3 or 4 small groups and distributes **Handout B.**
3. T asks Ps to fill in the gaps with appropriate words to raise their awareness of different forms of cohesion used in academic writing.

Activity 4. Cohesive words and phrases *(15 min)*

1. T explains that in this activity Ps will be using the same text as in Activity 3 in order to see how their awareness of cohesion has improved.
2. T divides the whole group into 2 groups, distributes **Handout C** and asks them to color-code in 6 different colors the words and phrases that contribute to cohesion in the text.
3. T asks Ps to use the following color scheme:
   - **Cohesive Nouns (purple)**
   - **Conjunctions (green)**
   - **Reference (blue)**
   - **Substitution (pink)**
   - **Lexical Chain: Education (red)**
   - **Lexical Chain: Work (yellow)**

Activity 5. Cohesion and coherence at the paragraph level (10 min)

1. T explains that cohesion has a strong connection to coherence (logic and meaning). In fact, cohesion is the grammatical and lexical realization of coherence at a profound level within the text. It is what makes a text more than just a jumbled mixture of sentences.
2. T divides Ps into small groups of 3 or 4 people and distributes Handout D. T asks Ps to put the sentences into the most logical order based on their understanding of cohesion, punctuation and their understanding of the underlying meaning of the paragraph.

Note! This activity can be also completed online at:
http://aeo.sllf.qmul.ac.uk/Files/Cohesion/cohesion%20quizzes/paragraph_cohesion.html

T summarises the session by emphasizing that both cohesion and coherence play an important role in making a piece of writing clear, accurate and precise.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 7: COHERENCE AND COHESION IN ACADEMIC WRITING

PowerPoint Slides

Lancaster University

Coherence and Cohesion in Academic Writing

Lancaster University

Session Objectives

- To raise participants' awareness of coherence and cohesion in academic writing
- To enable participants identify the problems of coherence and cohesion in written texts
- To focus on different kinds of cohesive devices, namely reference, conjunctions, and repetition

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Lead in

- What is cohesion?
- What is coherence?
- What is the role of coherence and cohesion in academic writing?
- What kind of cohesive devices do you usually use in your writing?
- What kind of cohesive devices do your students use in their writing?

Identifying the meaning of pronouns

- Even worse is the third type of irresponsibility which is very dangerous to a large number of people such as the prime minister proposing an unsuitable policy to parliament and getting **it** accepted; then implemented **it** in his country.

- Both articles are very well written but Sandra's article speaks more to the Egyptian audience due to the fact of its easy format. The format is more attractive, because all their lives have studied their material in point form. They depended on memorizing instead of thinking and that was caused by the Egyptian education system, which made them prefer the point form topics more than any other topics.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Lead in

- What is cohesion?
- What is coherence?
- What is the role of coherence and cohesion in academic writing?
- What kind of cohesive devices do you usually use in your writing?
- What kind of cohesive devices do your students use in their writing?

Identifying the meaning of pronouns

- Even worse is the third type of irresponsibility which is very dangerous to a large number of people such as the prime minister proposing an unsuitable policy to parliament and getting **it** accepted; then implemented **it** in his country.

- Both articles are very well written but Sandra's article speaks more to the Egyptian audience due to the fact of its easy format. The format is more attractive, because all their lives have studied their material in point form. They depended on memorizing instead of thinking and that was caused by the Egyptian education system, which made them prefer the point form topics more than any other topics.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Identifying the meaning of conjunctions

- While one group (Group A) will be exposed to one treatment, the other group (Group B) will be exposed to the other treatment. However, each group will be exposed to both treatments twice altogether in the study.
- Both in American English and New Zealand English, agreement is the most common response type. However, studies show agreement response included other strategies, such as: appreciation token, comment acceptance, praise upgrade, comment history, reassignment, and return compliment.

Introduction to cohesion

According to *Halliday and Hasan(1976),* there are six main ways that cohesion is created in a text:

Reference
Substitution
Ellipsis
Lexical Chains
Cohesive Nouns
Conjunction

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

???

Lancaster University

In this way of creating cohesion you can use:

synonyms (e.g., "beautiful" for “lovely”);

hyponyms and *superordinates* (e.g., "daffodil", "rose" and "daisy“ for "flower“);

Lexical chains are created in a text by using words in the same *lexical set* (e.g., "army", "soldiers", "barracks", "weapons".)

These techniques allow for the central themes to be reiterated in a way that avoids monotony for the reader.

???

Lancaster University

This way of creating cohesion occurs when we omit words because they are understood from the context

e.g., "*John can type and I can [type] too!*", "*I don't want to go out, do you?*" *[want to go out]*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

???

This way of creating cohesion uses a word/phrase to replace a word/phrase used earlier. For instance "the one(s)" and "the same" can be used to replace nouns (e.g., "I'll have the same.")

Verbs can be replaced by "do" (e.g., "The authorities said they had acted, but nobody believed they had done."). In speaking, whole clauses can be replaced by, "so" or "not" (e.g., "*I hope so/not.*")

???

These words are a kind of lexical reference. They can summarise many words in one (e.g., "attitude", "solution", "difficulty"), and have been called 'umbrella' nouns for this reason (Bailey 2006:150).

They are used to signal what is to come (e.g., "*the* problem *to be discussed...*"), or can refer back (e.g., "*The* issue *mentioned above...*").

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

???

Lancaster University

This way of creating cohesion includes *listing* words such as, "firstly", "next", "lastly"; linkers for *addition* (e.g., "moreover", "and", "also"); *concession* (e.g., "but", "however", "despite"); and *cause and effect* (e.g., "so", "because, "as a result").

???

Lancaster University

This way of creating cohesion uses *determiners* (e.g., "this", "that", "these" and "those"); *pronouns* (e.g., "him", "them", "me"); *possessive pronouns* (e.g., "your", "their", "hers"); *relative pronouns* (e.g., "which", "who", "whose").

This type of cohesion can also be achieved comparatively with expressions like: "similarly", "likewise", "less".

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 7: COHERENCE AND COHESION IN ACADEMIC WRITING

Handouts

Handout A. Introduction to cohesion

Match the six ways of creating cohesion with their descriptions/definitions.

1. This way of creating cohesion uses: *synonyms* (e.g., "**beautiful**" for "**lovely**"); *hyponyms* and *superordinates* (e.g., "**daffodil**", "**rose**" and "**daisy**", are all hyponyms of the superordinate "**flower**"). *Lexical chains* are created in a text by using words in the same *lexical set* (e.g., "**army**", "**soldiers**", "**barracks**", "**weapons**"). These techniques allow for the central themes to be reiterated in a way that avoids monotony for the reader.	**a) Reference**
2. This way of creating cohesion uses a word/phrase to replace a word/phrase used earlier. For instance "**the one(s)**" and "**the same**" can be used to replace nouns (e.g., "I'll have the **same**"). Verbs can be replaced by "**do**" (e.g., "The authorities said they had acted, but nobody believed they had **done**"). In speaking, whole clauses can be replaced by, "**so**" or "**not**" (e.g., "*I hope **so/not***").	**b) Ellipses**
3. This way of creating cohesion includes *listing* words such as, "**firstly**", "**next**", "**lastly**"; linkers for *addition* (e.g., "**moreover**", "**and**", "**also**"); *concession* (e.g., "**but**", "**however**", "**despite**"); and *cause and effect* (e.g., "**so**", "**because**, "**as a result**").	**c) Conjunction**
4. This way of creating cohesion occurs when we omit words because they are understood from the context (e.g., "*John can type and I can **[type]** too!*", "*I don't want to go out, do you?*" ***[want to go out]***	**d) Substitution**
5. These words are a kind of lexical reference. They can summarise many words in one (e.g., "**attitude**", "**solution**", "**difficulty**"), and have been called 'umbrella' nouns for this reason (Bailey 2006:150). They are used to signal what is to come (e.g., "*the* **problem** *to be discussed...*"), or can refer back (e.g., "*The* **issue** *mentioned above...*").	**e) Lexical chain**
6. This way of creating cohesion uses *determiners* (e.g., "**this**", "**that**", "**these**" and "**those**"); *pronouns* (e.g. "**him**", "**them**", "**me**"); *possessive pronouns* (e.g., "**your**", "**their**", "**hers**"); *relative pronouns* (e.g., "**which**", "**who**", "**whose**"). This type of cohesion can also be achieved comparatively with expressions like: "**similarly**", "**likewise**", "**less**".	**f) Cohesive nouns**

***Source**: TESOL International Association. (2013). Coherence and Cohesion in Academic Writing. Retrieved from: https://www.tesol.org/connect/tesol-resource-center/*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout B. Cohesion in a discursive text

Fill in the gaps with appropriate words or phrases from the box below.

Part 1

The idea that working in groups is a bad thing is fundamentally mistaken **because**, overall, the advantages of this way of configuring the class outweigh the potential disadvantages. In groups there is the opportunity for _____, which can often be invaluable. In addition, _____ organised in this way become _____. Moreover, in life today, team-working is a feature of every workplace and one of the roles of _____ is to prepare for _____future careers.

_____ can contribute to effective _____ in most _____situations. Many _____ (especially in large classes) can benefit from this approach. Weaker _____ are often less afraid of _____ and taking risks in front of their peers, than in close contact with their _____ or in front of the whole _____. Also, with regard to the stronger _____, a perfect way to consolidate their learning is to transmit that knowledge to others.

class	**classes**	**classroom**	**learning**	**lessons**	**making mistakes**	**peer teaching**
Peer teaching	**students**	**students'**	**teacher**	**teacher-centered**	**university education**	

Part 2

A further benefit of group-teaching is the preparation it provides for _____. In a great _____ today, _____ are asked to, and are judged on their ability to _____. _____ in class represents basically the same concept. The same _____ are being tested and _____ - _____ and _____, to mention just two. In _____ today, the ability _____ and _____ is prized almost above all other skills.

business	**developed**	**emotional intelligence**	**group working**	**interpersonal skills**	**skills**
the employees	**to lead effectively**	**to support one's peers**	**variety of careers**		
work in teams	**working in teams**				

***Source**: Language and Learning Unit, Queen Mary, University of London. Retrieved from: http://aeo.sllf.qmul.ac.uk/*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout C. Cohesive words and phrases

Color-code the words and phrases that contribute to cohesion in the text using a colour scheme suggested below.

One example of the conjunction *because* is shown in the first paragraph.

"Working in groups is a bad idea because it encourages weak students to let the others do the work." Discuss

The idea that working in groups is a bad thing is fundamentally mistaken **because**, overall, the advantages of this way of configuring the class outweigh the potential disadvantages. In groups there is the opportunity for peer teaching, which can often be invaluable. In addition, lessons organised in this way become less teacher-centred. Moreover, in life today, team work is a feature of every workplace and one of the roles of university education is to provide a preparation for students' future careers.

Firstly, peer teaching can contribute to effective learning in most classroom situations. Many students (especially in large classes) can benefit from this approach. Weaker students are often less afraid of making mistakes and taking risks in front of their peers, than in close contact with their teacher or in front of the whole class. Also, with regard to the stronger students, a perfect way to consolidate their learning is to transmit that knowledge to others. Furthermore, most pedagogic approaches today concur that a lesson that is focused on the teacher at all times, is one from which the students are unlikely to benefit. Certainly, some classroom activities, like project work for example, are best conducted in small groups. The teacher as the source of all wisdom standing at the front of the class, the 'jug and mug' model of education, is not only antiquated, but also ineffective.

A further benefit of group-teaching is the preparation it provides for working in teams. In a great variety of careers today, the employees are asked to, and are judged on their ability to work in teams. Group working in class represents basically the same concept. The same skills are being tested and developed - interpersonal skills and emotional intelligence, to mention just two. In business today, the ability to lead effectively and to support one's peers is prized almost above all other skills.

In conclusion, while it may sometimes be true that the weak students may 'take it easy' in groups, forcing others to work hard to compensate for their laziness, if the lesson materials are interesting and the teacher motivating, this is a rare occurrence. As outlined above, there are so many 'pros' to this method of classroom configuration that these easily outweigh this somewhat questionable 'con'.

Colour-scheme:

Cohesive Nouns (purple)	**Substitution (pink)**
Conjunction (green)	**Lexical Chain: Education (red)**
Reference (blue)	**Lexical Chain: Work (yellow)**

***Source**: Language and Learning Unit, Queen Mary, University of London. Retrieved from: http://aeo.sllf.qmul.ac.uk/*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Handout D. Cohesion and coherence at the paragraph level

The following paragraph, on the subject of *hypermedia design*, has been split into chunks.

Put the sentences in the most logical order to construct a coherent paragraph.

1. Introduce a wide range of additional interactive activities such as
2. In discussing interaction in hypermedia environments, Hemard (1997: 24)
3. and learning and not just passive recipients
4. recommends that designers of language learning application should,
5. of a large quantity of information data.
6. 'Ensure that students are actively engaged in the process of understanding
7. quizzes, gap-filling exercises, texts and phrases jumbling activities'.

***Source**: Language and Learning Unit, Queen Mary, University of London. Retrieved from: http://aeo.sllf.qmul.ac.uk/*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 8: INTRODUCING THE *AIM* WEBSITE

Trainer notes

Session Objectives:

- to familiarise participants with the contents of the AIM website
- to discuss some ways of using the AIM website as a pedagogical tool
- to encourage participants to use a discussion forum on the AIM website
- to introduce participants to some useful online resources on academic reading and writing

Time: 90 minutes

Materials: handouts, board, marker, computers, projector and the Internet

Procedure:

Activity 1. Quiz *(25 min)*

1. Trainer (T) divides participants (Ps) into groups of 3 or 4, and distributes **Handout A** with quiz questions to each group.
2. T explains that the task of each group is to browse through the different pages of the AIM website as quickly as possible and find the answers to all 15 questions of the Quiz. T puts up the link to the AIM website on the board: **http//:www.aeim.co.uk**
3. After approximately 10 minutes, when the groups are ready with their answers, T first elicits answers to every question from different groups, and then, shows the answers on PPT slides.
4. At the end of this activity, T asks Ps to count the number of correct answers and announces the winner group.

Answer Key to Handout A (trainer's notes):

1. *How many parts does the project consist of and what are they?*

two parts, i.e., 1) the AIM website and 2) teacher training workshops

2. *Who is the project mentor and what are her research interests?*

Dr Tineke Brunfaut, whose research interests include second language learning, teaching and assessment, particularly interested in the teaching and testing of English for Academic Purposes and the skills of reading, listening, and writing.

3. *What is the meaning of self-perpetuating nature of the workshop?*

the initial workshop serves to train attendees how to pass on their new knowledge to teachers in their home institutions.

4. *What type of Academic Essays can you find on the AIM website?*

persuasive essays, problem-solution essays, and professional articles.

5. *How are the Academic Essays organised on the AIM website?*

The academic essays are organised by genre rather than by themes

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

***6**. How many categories of Common Problems can you find on the AIM website?*

13 common problems focusing on academic language and style and grammar

***7.** Where on the website can you find the definition of hedging? What is hedging?*

In the Common Problems section of the website. Hedging is being cautious and not making statements that cannot be supported

***8.** How many discussion threads can you find on the Academic Writing Forum and what are they?*

6 discussion threads: structuring the text, using academic language & style, building an argument, synthesizing evidence into writing, paraphrasing & summarising, referencing &plagiarism

***9.** How many grammar-oriented Common Problems can you find on the AIM website and what are they?*

4: definite articles, indefinite articles, run-on sentences, and tenses

***10.** In which two sections of the website can you find useful resources on academic reading and writing?*

in Common Problems: at the end of each common problem description and in Links

***11.** It is recommended that students should read the suggested feedback on Academic Essays as soon as they start reading the essay. True or False?*

False. They should read the essay first and try to identify the problems prior to reading the feedback and doing the tasks.

***12.** How many 'Activities' are there for each Academic Essay?*

four activities

***13**. The Academic Essays are annotated. Which colour is used to flag issues with the academic style of an essay?*

pink

***14.** Where can you post questions about developing a critical approach to reading?*

(discussion)Forums

***15.** Which organisation has helped to organise this workshop?*

Uzbekistan Teachers of English Association (UzTEA)

***Activity 2. Input on the AIM** (10 min)*

1. T gives some input on the AIM website, i.e., what AIM stands for, what the aim of the website is and what the purpose of every page on the website is. T shows the PPT slides when talking about the contents of the AIM website.
2. T asks Ps to ask any questions that they might have about any features or contents of the AIM website.

***Activity 3. Analysing an academic essay** (30 min)*

1. T refers Ps to the *Academic Essays* page of the AIM website and asks them to find Persuasive Essay Two entitled "Key Factors of Being Successful in Career".
2. T asks Ps on their own to first read the *Plain Text Essay* version and identify at least four strengths and weaknesses.
3. T then asks Ps to compare their ideas with the person sitting next to them and make changes (if any) to their own list of strengths and weaknesses.
4. T invites Ps to read the essay the second time and identify specific problems with *1) academic style; 2) source use; and 3) idea development.*

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

5. T then asks Ps to look at the *Annotated Essay* version and find whether they have missed any of the problems with academic style, source use and idea development.
6. Finally, T asks Ps to complete the four interactive activities, i.e., multiple-choice questions supplementing the essay.
7. T discusses the essay feedback and tasks with the whole group.

Activity 4. Reflective discussion *(25 min)*

1. T asks Ps to work in groups of 3 or 4 and discuss the following questions (these questions are put on the PPT slide):

- *How can the AIM website be used a) for in-class teaching purposes and b) as a self-study resource?*
- *Do your students face any of the common problems highlighted on the website? What other common problems do they experience with academic writing?*
- *What do you think of the recommended resources on the website? What other resources might your students find useful?*
- *How useful are the themes of the forum discussion on the website? What other themes should be added to the discussion forums, if any?*
- *Overall, what do you think of the AIM website as a pedagogical tool?*

2. After approximately 10 minutes of small group discussion, T discusses the answers to each question in a plenary.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 8: INTRODUCING THE AIM WEBSITE

PowerPoint Slides

Introducing the AIM Website

Session Objectives

- to familiarise participants with the contents of the AIM website
- to discuss some ways of using the AIM website as a pedagogical tool
- to encourage participants to use a discussion forum on the AIM website
- to introduce participants to some useful online resources on academic reading and writing

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Quiz

- In your teams, browse through the AIM website **http//:www.aeim.co.uk** in order to find the answers to the quiz questions
- The team that finds all correct answers first wins

Quiz Answers

1. How many parts does the project consist of and what are they?

Answer: two parts, i.e., 1) the AIM website and 2) teacher training workshops

2. Who is the project mentor and what are her research interests?

Answer: Dr Tineke Brunfaut, whose research interests include second language learning, teaching and assessment, particularly interested in the teaching and testing of English for Academic Purposes and the skills of reading, listening, and writing.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Quiz Answers (contd.)

3. What is the meaning of *self-perpetuating* nature of the workshop?

Answer: The initial workshop serves to train attendees how to pass on their new knowledge to teachers in their home institutions.

4. What type of academic essays can you find on the AIM website?

Answer: persuasive essays, problem-solution essays, and professional articles.

Quiz Answers (contd.)

5. How are the academic essays organised on the AIM website?

Answer: The academic essays are organised by genre rather than by themes.

6. How many categories of common problems can you find on the AIM website?

Answer: 13 common problems focusing on academic language and style and grammar

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Quiz Answers (contd.)

7. Where on the website can you find the definition of *hedging*? What is *hedging*?

Answer: In the common problems section of the website. Hedging is being cautious and not making statements that cannot be supported.

8. How many discussion threads can you find on the Academic Writing Forum and what are they?

Answer: 6 discussion threads: structuring the text, using academic language & style, building an argument, synthesizing evidence into writing, paraphrasing & summarising, referencing & plagiarism

Quiz Answers (contd.)

9. How many grammar-oriented common problems can you find on the AIM website and what are they?

Answer: 4 - definite articles, indefinite articles, run-on sentences, and tenses

10. In which two sections of the website can you find useful resources on academic reading and writing?

Answer: 1) in the common problems: at the end of each common problem description and 2) in Links

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Quiz Answers (contd.)

11. It is recommended that students should read the suggested feedback on Academic Essays as soon as they start reading the essay. True or False?

Answer: False. They should read the essay first and try to identify the problems prior to reading the feedback and doing the tasks.

12. How many 'Activities' are there for each Academic Essay?

Answer: four activities

Quiz Answers (contd.)

13. The Academic Essays are annotated. Which colour is used to flag issues with the *academic style* of an essay?

Answer: pink

14. Where can you post questions about developing a critical approach to reading?

Answer: (discussion) Forums

15. Which organisation has helped to organise this workshop?

Answer: Uzbekistan Teachers of English Association (UzTEA)

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

What is the AIM website?

- **AIM- A**cademic English **I**nteractive **M**entor website
- **The aim** of the AIM website is to serve as a valuable pedagogical tool that is expected to raise the standards of teaching and learning academic English reading and writing skills in Uzbekistan.

What does the AIM website contain?

- The AIM website contains a corpus of academic essays of different genres, i.e., *persuasive essays, problem-solution essays and professional articles* in English, from the Uzbek context.
- The essays have been annotated with feedback on various aspects of writing including *idea development, macrostructure, academic style, grammatical accuracy, lexical appropriacy, spelling accuracy* and *punctuation accuracy.*
- *Interactive activities* on various aspects of academic writing have been developed for each essay.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Task: Analysing an academic essay

1. On the *Academic Essays* page of the AIM website, find Persuasive Essay Two "Key Factors of Being Successful in Career".

2. First, read the *Plain Text Essay* version and identify at least four strengths and weaknesses of the essay.

3. Compare your ideas with your peer and make changes (if necessary) to your list of strengths and weaknesses.

Task: Analysing an academic essay (contd.)

4. Read the essay the second time and identify specific problems with *1) academic style; 2) source use; and 3) idea development.*

5. Look at the *Annotated Essay* version and find whether you have missed any of these abovementioned problems.

6. Complete four interactive activities supplementing the essay.

7. Discuss the essay feedback and tasks in groups.

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

Reflective discussion

- How can the AIM website be used a) for in-class teaching purposes and b) as a self-study resource?
- Do your students face any of the common problems highlighted on the website? What other common problems do they experience with academic writing?
- What do you think of the recommended resources on the website? What other resources might your students find useful?

Reflective discussion

- How useful are the themes of the forum discussion on the website? What other themes should be added to the discussion forums, if any?
- Overall, what do you think of the AIM website as a pedagogical tool?

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

SESSION 8: INTRODUCING THE *AIM* WEBSITE

Handouts

Handout A. Quiz

Browse through the pages of the AIM website at http//:www.aeim.co.uk as quickly as possible and find the answers to the following questions.

1. How many parts does the project consist of and what are they?

_____
_____
_____

2. Who is the project mentor and what are her research interests?

_____
_____
_____

3. What is the meaning of *self-perpetuating* nature of the workshop?

_____
_____
_____

4. What type of academic essays can you find on the AIM website?

_____
_____
_____

5. How are the academic essays organised on the AIM website?

_____
_____
_____

6. How many categories of common problems can you find on the AIM website?

_____
_____
_____

7. Where on the website can you find the definition of *hedging*? What is *hedging*?

_____
_____
_____

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.

8. How many discussion threads can you find on the Academic Writing Forum and what are they?

_____
_____
_____

9. How many grammar-oriented common problems can you find on the AIM website and what are they?

_____
_____
_____

10. In which two sections of the website can you find useful resources on academic reading and writing?

_____
_____
_____

11. It is recommended that students should read the suggested feedback on academic essays as soon as they start reading the essay. *True or False?*

_____
_____
_____

12. How many activities are there for each academic essay?

_____
_____
_____

13. The academic essays are annotated. Which colour is used to flag issues with the *academic style* of an essay?

_____
_____
_____

14. Where can you post questions about *developing a critical approach to reading*?

_____
_____
_____

15. Which organisation has helped to organise this workshop?

_____
_____
_____

These materials were developed with support of the Economic and Social Research Council, United Kingdom, Grant No ES/P0009689.