



English for Academic Purposes

Student's Book

University of Sri Jayewardenepura

Faculty of Humanities and Social Sciences

Department of English Language Teaching

NOT FOR SALE



Department of English Language Teaching
English for Academic Purposes



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**The Department of English Language Teaching
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Preface

The book 'English for Academic Purposes' is designed for two main purposes. Firstly, it attempts to provide necessary features of academic language by providing ample examples of academic texts. Secondly, it gives opportunities to the students to participate in various activities designed to develop their academic writing skills. It is also anticipated that the academic English skills provided to the students through this book will help them to further engage in academic writing in diverse disciplines while experiencing a wider scope of Academic English which enables them to comprehend academic texts, analyze academic texts, organize academic essays, lead academic discussions, make academic presentations and write academic papers.

The book is used as a course manual for the second-year English medium students of the Faculty of Humanities and Social Sciences of the University of Sri Jayewardenepura.

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Table of Contents

Part 1

Module 1: Features of Academic Language	1
Module 2: Active Participation in Academic	13
Module 3: Interacting with academic texts	19
Module 4: Drafting a descriptive essay	21
Module 5: Deeper understanding of academic texts	31
Module 6: Note-taking in lectures	38
Module 7: Writing descriptions	42
Module 8: Academic presentations	47
Module 9: Describing processes	49
Module 10: Drafting an expository essay	52
Module 11: Delivering an academic presentation	56

Part 2

Module 1: Reading Academic Texts	58
Module 2: Summarising	77
Module 3: Paraphrasing an Academic Text	78
Module 4: In-text Citations and References	83
Module 5: Synthesizing Information in Writing	98
Module 6: Academic Presentation Skills	104
Module 7: Writing an argumentative essay	106
References	120



Module 1: Features of Academic Language

Sub themes:

- Recognizing the sections of a lecture/demonstration (introduction, content, examples and conclusion)
- Listening and recognizing verbal and non-verbal cues in a lecture (Signposting phrases, phonological cues, body language)
- Identifying academic text types
- Identifying academic register (vocabulary, phrases, sentence structures)
- Identifying sections of a descriptive essay
- Identifying sections of an academic presentation

Sections of a lecture/ demonstration

Activity 1

Discuss the problems you face in lectures.

Activity 2

Listen to Dr. Kristel Jones (0 – 0.26). Tick the things that Dr. Lori Peek does in her lecture according to Dr. Kristal Jones.

- Focuses on the reviews
- Defines sociology
- Identifies several foundational thinkers
- Describes major theoretical concepts
- focuses on methodological aspects of sociology
- Highlights some key sociological concepts



Activity 3

Listen to the introduction of Dr. Lori Peek's lecture from 0.01 - 1.42 and identify whether the following statements are true (T) or false (F).

1. She asks the audience to switch off their mobile phones. (.....)
2. She expects her lecture to last for thirty minutes. (.....)
3. She gives a brief overview of some courses. (.....)
4. She gives an overview of what humanism is. (.....)
5. She informs the students that there will be a break. (.....)
6. She reminds the audience what she discussed in the previous lecture (.....)
7. She requests that the students to interact with her. (.....)
8. She requests that the students ask questions then and there. (.....)
9. She requests that the students do not record the lecture. (.....)
10. She thanks the audience. (.....)

Activity 4

1. **Watch Lori Peek's lecture from 11.50 to 13.00. Which phrases does she use to give an example?**

E.g.: for instance

- a.
- b.

2. **Make a list of other phrases that we can use to give examples.**

Activity 5

1. **Watch the lecture from 16.36 to 18.16 and fill in the blanks.**

.....and somewhat similar to Durkheim's concept of enemy, Marx wrote a lot about alienation or the powerlessness that emerges when individuals or groups are detached from the means and modes of production within society. (1)....., a third



great thinker or a classic foundational thinker is Weber who's a German social scientist and he was very important in terms of bringing methods into sociology and bringing this emphasis that our work should be value free and should exclude our own personal values and biases and interests and should instead focus on the science of what we're doing. He also spent a lot of his work writing about bureaucracies and the roles that bureaucracies play in structuring society but also the dangers of bureaucracy, bureaucracies when society becomes over bureaucratized. So, you've already heard the thinkers Durkheim, Durkheim in particular is associated with the founding of this functionalist approach as is Compt, (2)..... when we think about levels of analysis where are we if we're climbing up to that 14th floor, functionalist would be (3)functionalist oftentimes see society almost like a bicycle wheel (4) they recognize there are different parts society that keep society moving forward and they're interested in the interconnection between those parts and how those parts operate together.

2. **The missing words you filled the blanks with are signposting phrases. What are their functions? Put each signposting phrase into an appropriate row in the table below.**

Function	Phrases
to introduce a sequence of points in the lecture	now
to add a detail	
to introduce a reason	
to conclude	
to explain	
to focus on a specific detail	
to give an example	
to summarize	

3. **Discuss with your teacher and think of more examples of signposting phrases for the above functions. Write them in the table above.**

Activity 6

Watch the lecture from 30.58 – 34.12, identify any signposting phrases you hear and complete the table in Activity 5.

Academic Texts



Academic Texts

Activity 7

- 1. You will get a set of different types of texts which belong to the types of texts given below. Study them.**

A - abstract from a research article

B – newspaper article

C - essay

D – journal article

E - report

F – book chapter

G – Wikipedia page

H – magazine article

I – leaflets

- 2. Identify whether the features in column one of the following table are present in the texts you saw. Tick the appropriate columns.**



Feature	Abstract	News- paper article	Essay	Journal article	Report	Book chap- ter	Wiki- pedia page	Mag-L azine arti- cle	caf- let
Has an introduction, body and con- clusion									
Has a summary									
Includes key words									
Includes citations									
Has first person narration (uses I)									
Uses impersonal style (does not use I)									
Has direct quotations									
Uses contracted forms (eg: can't, don't)									
Uses colloquial language (eg. so on)									
Includes statements from people									



Academic Register: vocabulary and phrases

Activity 8

Academic register refers to the formal words, phrases, sentences etc. that are used in academic texts. These words are not usually used in informal contexts. Look at the following word pairs which have similar meanings. However, only the first word in each pair can be considered formal.

amend / change, consequently / so, examine / look at

Try to find answers to the following questions from Text 1, taken from a research article.

1. What is a SUD?
2. Who is at a higher risk of developing and SUD themselves?

Text 1

The family remains the **primary source** of attachment, nurturing, and socialization for humans in our current society. Therefore, the impact of substance use disorders (SUDs) on the family and individual family members deserves attention. Each family and each family member is uniquely affected by the individual using substances including but not limited to having unmet developmental needs, impaired attachment, economic hardship, legal problems, emotional distress, and sometimes violence being perpetrated against him or her. For children there is also an increased risk of developing an SUD themselves (Zimic & Jakic, 2012). Thus, treating only the individual with the active disease of addiction is limited in effectiveness. The social work profession more than any other health care profession has historically recognized the importance of **assessing** the individual in the context of his or her family environment. Social work education and training emphasizes the **significant** impact the environment has on the individual and vice versa. This topic was chosen to **illustrate** how involving the family in the treatment of an SUD in an individual is an effective way to help the family and the individual. The utilization of evidence-based family approaches has **demonstrated** superiority over individual or group-based treatments (Baldwin, Christian, Berkeljon, & Shandish, 2012). Treating the individual without family involvement may limit the effectiveness of treatment for two main reasons: it ignores the devastating **impact** of SUDs on the family system leaving family members untreated, and it does not recognize the family as a **potential** system of support for change. It was considered useful to discuss in this essay, two theories that are important to understanding how and why SUDs impact the family.

3. Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3725219/>
4. Match the words (from Text 1) with the correct definition.



Word	Definition
primary source	noteworthy
assessing	effect
significant	show with evidence
illustrate	first-hand information
demonstrate	explain with examples
impact	showing the ability to develop in the future
potential	evaluating

5. Complete the following sentences using the words from the left column of the table in exercise 3 above. You can change the grammatical form of the word if necessary.

- Comparison between 1905 and 1910 clearly the change which Scottish agriculture had undergone.
- Universities should conduct more workshops to the undergraduates' critical thinking.
- Divorce has a serious on children.
- This paper how a collaborative approach can be used to tackle female drug addiction.
- Professor Wickramasinghe provides many examples and how playing a musical instrument helps adolescents to improve their memory.
- Dr. Silva uses in most of his studies.

Activity 9

Replace the less formal words/ phrases in the below text (in bold type) with more formal ones selected from the words given below. The first one has been done for you.

suggest provides demonstrate a range of expand



Text 2

Generate

Corporate Social Responsibility (CSR) can **whip up** a positive reputation for a company leading to possibly more sales and growth. According to Weerasinghe et al (2019), a corporation that invests in the environmental and ethical approaches of CSR will **flag up** to the public and the media that they are a responsible company. Watson (2018) **forks out** evidence that this improves consumer sales as customers tend to support ethical green business practice thus improving profitability and encouraging growth. For example, a yoghurt company called Rankiri has been investing in making its products organic, creating fully recyclable packaging and reducing its CO2 output. As a result, profits have doubled within the last two years providing the company with **loads of** opportunities to **puff up** (Peterson, 2019). Overall, the evidence seems **to lead you to believe** that investing in CSR can improve brand image and productivity.

Source: <https://www.academic-englishuk.com/wp-content/uploads/2020/03/A-basic-paragraph-on-CSR->

Sections of a descriptive essay

Activity 10

Answer the questions given below.

- What sort of things do you use the internet for?
- Who do you communicate with online and how?
- How often do you communicate with friends/family overseas?
- Are there any downsides to online communication?

Essay title:

With the development of online communication, people never need to be alone and will always be able to make friends. To what extent do you agree or disagree?

The following body paragraphs are taken from an essay written under the above essay topic. Which ones are better organised? Why?

- 1 First of all, with the development of technology we are able to communicate with people around the globe. This means that people can stay in touch more easily *than* before. For example, today it is possible *to* contact family and friends either through *emails* or instant messaging apps such *as* Facebook, Skype or WhatsApp. These applications provide quick and convenient



access to people anywhere in the world. Therefore one is in constant touch with one another at any place and time. *However*, some people assert that this advanced technology will not benefit us and that it may cause harmful effects. For instance, young people could feel lonely *or* homesick through online communication, *especially* if they are studying far away from home

- 2 The development of technology such as Facebook, Skype, WeChat, QQ, WhatsApp and many other ways of staying in touch like Microsoft Teams and Zoom videoconferencing software means people don't have to be alone. There are some harmful effects of technology. Today it is possible to contact family and friends either through emails or instant messaging app. Everyone can communicate with people around the globe, so people can stay in touch. Some people assert that this advanced technology will not benefit us and that it may cause harmful effects. Some people are lonely or homesick through online communication, especially if they are studying far away from home, but other people can be in contact with their friends.
- 3 New technology can be good or bad. For example, it is very convenient these days to use technology when paying for shopping. This means people don't have to carry money around and they don't have to touch dirty money which can spread diseases such as Coronavirus. People can also order shopping online and have it delivered to their house so they do not have to leave home. Also, technology can be used for communicating with teachers and classmates. Many universities these days had to go to online teaching because of pandemic and with the help of teaching technology, students can still learn even if they cannot attend class.

Paragraph Structure

2. Label the parts of the paragraph



Concluding sentences

3. Which sentence fits best in the paragraph above and why?



- A. In summary, Facebook is helpful for young people to make friends online.
- B. In summary, online communication can have negative as well as positive effects.
- C. In summary, online communication is important for the development of the economy.

Activity 11

The paragraphs below come from an essay about translation apps. The topic sentence is missing. Which topic sentence, A, B or C would fit best? Why?

1. _____

For example, a translation app named Youdao Translation is a combination of many electronic dictionaries. It can provide many translation results at the same time, thus students can compare those versions and choose the best one, which can avoid mistakes and misunderstanding as much as possible. In addition, when students use it to look up words, they can find the synonyms, related phrases, collocations and sample sentences at the same time. They can know words comprehensively and learn how to use them. Levy (2015) suggested that teachers should be trained so that they can guide language learners to make the most of online dictionary tools, machine translation and other resources. In this way, translation apps can be useful, but teachers as well as students must understand how to use them.

- A. According to Ridley (2017), 238 Nigerian students from North Cyprus university successfully coped with language barriers by using technology adaptation strategies, including translation apps.
- B. Translation apps cannot help students who want to learn English because they make the students lazy.
- C. Multifunctional translation apps are also very useful and can help students a lot in second language acquisition.

2. _____

Those who study the roots of Chinglish said many examples of translation mistakes can be traced to wildly popular translation apps which have limited accuracy. However, the accuracy of translation apps have increased recently, thanks to the development of corpus which makes translation apps more reliable. Corpus stores language materials that have actually appeared in the actual use of language, which can be applied to the aspects of machine translation, lexicography, language teaching, the study of traditional languages, etc. The more corpora the corpus collects, the more accurate the translation software results will be. Brown (2019) pointed out that the challenges and problems faced by apps-based machine translation still exist and



need to be addressed through the cooperation between computational linguists and computer scientists, but the overall accuracy of translation apps is better than before.

- A. Corpora are language stores that show the use of real-life language.
- B. One of the reasons why translation software is so controversial is that people are skeptical about its accuracy.
- C. Hary (2019) highlighted that machine translation makes people's lives more convenient and comfortable, especially in daily global communication.

For paragraph 3, write your own topic sentence.

3. _____
_____ On one hand, those apps can assist students to know the knowledge well but they should not be over-reliant on them. Students should have their own judgment about the translation result. On the other hand, it is very important to pay attention to the cultivation and the education of academic ethics. Someone believed that one of the disadvantages of translation apps is that they may make students lazy to read English literature by themselves. However, how to use translation apps is up to ourselves. Cheating is a matter of personal quality, not the software itself. If students cannot have a good habit of academic research, then everything may be the cause of cheating, not to mention translation apps.

Academic Presentations

Activity 12

Discuss answers to the following questions.

- What are presentations?
- Have you ever made a presentation?
- If your answer to the above question is “yes”, what was the purpose of your presentation?

Activity 13

Watch the presentation (please find the video at <https://www.youtube.com/watch?v=BR04saqVUFc&t=7s>) and answer the questions given below.

- a. What is the purpose of the presentation?
- b. Who is the target audience?
- c. How do you think the speaker feels while talking?

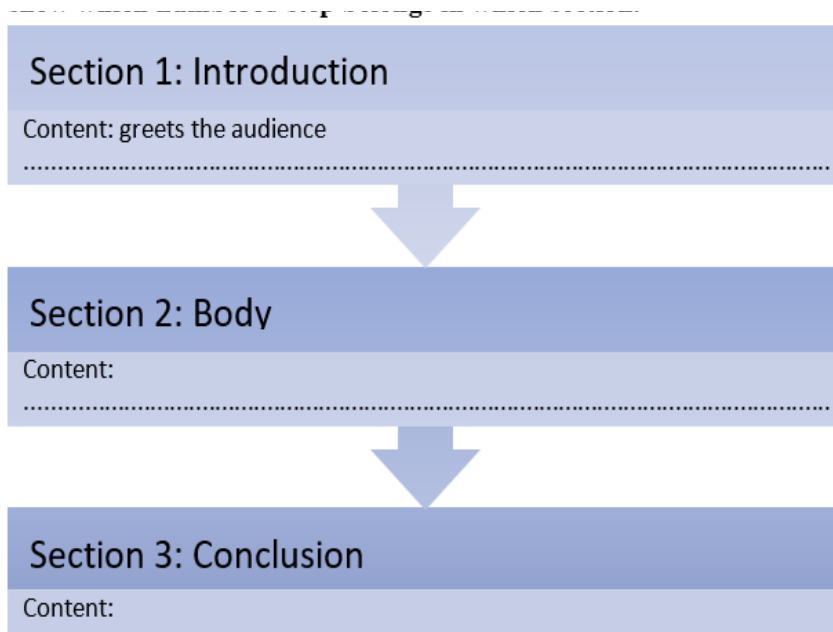


Activity 14

1. Watch the presentation again and number the steps the presenter takes in the correct order.

Introduces the purpose of the presentation and the topic	
Introduces herself	
Gives final comments about the topic	
Explains the topic	
Greets the audience	
Discusses the important points, more details and examples relevant to the topic	
Concludes the presentation by thanking the audience	
Informs the scope of the presentation	

Look at the steps you numbered above. Complete the diagram below to show which numbered step belongs in which section.





Module 2: Active Participation in Academic Lectures and Discussions

Sub themes:

- Recognizing definitions, examples and explanations in a lecture
- Requesting information and giving opinions in an academic lecture (e.g. asking a question)
- Actively participating in a group discussion

Recognizing definitions, examples and explanations

Activity 1

1. Listen to the lecture from 0.01 - 4.23 (<https://drive.google.com/file/d/1BXiX-37S0wZ0ugYCp49yF3w30yC43CIXF/view?usp=sharing>). Complete notes below on how the lecturer defines the term criminology

- Is the study of what is and how it comes to be...
- Specifically, the study of the causes of crime
- Finally, the study of the social reaction to crime

2. Discuss with your partner and write other phrases that can be used to define things.

.....

.....

.....

.....

.....

.....

.....

.....

3. Get into groups and write the definition for the word given to you by your teacher. Ask one member of the group to read aloud the definition to the rest of the class. However, instead of saying the word which you defined, say BZZZZ (the buzzing sound). For example, if you define “router”, your definition would be “A BZZZZ is a device used to connect the computer to the internet.” The rest of the class should guess the word you defined.



Requesting information and giving opinions in an academic lecture

Activity 2

1. Listen to the lecture on criminology from 35.11 – 49.10 and note down one thing to ask the lecturer.
2. Write below the question you want to ask the lecturer based on what you noted down.

.....
.....

Activity 3

Look at the phrases given below which are used to express opinions. Discuss with your partner and think of more phrases that you can use to express opinions.

In my opinion

I think

.....
.....
.....
.....

Actively participating in a group discussion

Activity 4

1. Read the following newspaper article and make notes. Browse the internet to find more information if necessary.

Text 1

Sri Lanka is facing an education crisis. A rising and young population is stretching the higher education facilities, while rapidly changing demands of the domestic job market are outpacing university reforms.

Currently, about 125,000 students pass the GCE A-Level examination, out of which around 25,000 enter State Universities annually leaving the balance with three choices: (1) get admission to a foreign university at a huge cost, (2) get admission to a Sri Lankan private university or Institute at a moderate cost, or (3) join the unskilled workforce. According to the estimates, about 15,000 take the first and second options and the remaining 85,000, due to financial constraints, seek employment.



We have 15 national universities. That is a reasonable number for a small developing country like Sri Lanka. We also do have a considerable number of private universities and institutes offering degree programmes. Some surveys indicate this number to be around 80. We do not know whether the Ministry of Higher Education has done a reliable survey grading them on the quality of education and facilities they offer to their students. However, we do know that proper monitoring mechanisms are not in operation. The students who get enrolled to universities or institutes which are sub-standard or have no affiliation to any reputed university are in risk.

Stresses

A few months ago, this writer met an education consultant who had a good experience in higher education systems in many Asian and Western countries. According to his observation, Sri Lanka has one of the most stressed university education systems in the world.

Those stresses include increasing numbers of qualified students and a limited capacity for university admission, a lack of international competition owing to outdated curricula and teaching standards and a lack of connection between the curricula and the labour market requirements.

The present Government is making ongoing efforts to reform the curricula, implement controls on quality, improve linkages with the market, introduce modified admission systems and improve planning.

But making changes to the large and resistant public system will be difficult. It will take time. Meanwhile we need both a short-term and long-term solutions.

Are private universities the main solution?

Strangely, we have become all too familiar with this question. It has been asked many times by many people and debated in many forums, but could not so far reach a consensus of opinion.

Access to education

The issue of permitting private universities to offer university education in Sri Lanka is not a new concept. In 2010, the then Minister of Higher Education, S.B Dissanayake, said that it was the top priority of his ministry to open up university education to the private sector and reputed foreign universities.

There was an opposition, particularly from the student organisations. Yet, there were many who understood the bitter ground reality, including the Buddhist scholar and respected



educationist, Ven Professor Bellanwila Wimalarathana Thero, Chancellor of the University of Sri Jayewardenepura at that time. He was reported to have encouraged the Minister in his new venture.

The main reason of some student organisations' agitation against the opening for private investments in university education is that they think that private universities would harm the present free education system in Sri Lanka. Experiences of other countries show us that it doesn't. The State and private universities exist complementing each other, not competing. The competition will be amongst the private universities themselves for the rankings. The final beneficiary would be the student, with better academic experience.

Quality drop

It is an open secret that since late 70s, the overall quality of State university graduates has declined sharply as a result of wrong education planning. For a large number of students, the dawning realisation that their degree qualifications are not much valued in the workplace, particularly in the thriving private sector, has come as a rude awakening.

The suggested solutions for the crisis take several forms. The most common of these is to find ways to free the education from State influence, at least partially, so as to be able to promote a more selective admissions policy and a more challenging and adventurous curriculum. State control, it came to light, sets up active impediments towards experimentation in education when it allows its academic elites to promote an agenda of conservatism and general stasis.

Tradition

Most foreign countries have a tradition of private universities. Even among our neighbouring SAARC countries, the concept was adapted and found sound and practical.

For example, after the Private University Act of 1992 over 90 approved private universities have been established in Bangladesh. All private universities must be approved by UGC and a permit obtained before operation. In India, privately funded institutions have existed since independence. Many of these universities offer multidisciplinary professional courses similar to state funded universities; however institutions offering single stream specialization programmes are also in existence. In India there are 246 approved private universities. Pakistan has over 59 approved private degree granting universities. All are supervised by the Higher Education Commission (HEC).

There are many reasons why more private universities should be established in Sri Lanka.



Private university education is important because, first and foremost, they offer time- demanded study courses for the aspiring students. They are far ahead of the state universities in terms of using modern technology in education. Their curricula are updated using western methods and are revised regularly and promptly, while public universities lag behind in this respect. Private universities give students the skills required by the job markets which sharpens their fighting edge in the competition of employment.

Most of the private universities have University student assistance schemes to provide financial assistance to eligible students who are experiencing financial hardship which is adversely affecting their education. The State and private banks too, could move in with soft long-term loans with minimum interest rates. Repayment can start two years after the student obtains employment and period of payment can stretch up to 10-15 years.

Saving

Private universities can save a considerable amount of foreign currency for the country. Good private universities attract students who, having economic solvency would otherwise fly to foreign lands. Private universities will give them the option of studying the desired subjects with the advantage of living with their families and acquaintances in a familiar environment.

Studying outside the country is not only expensive but also carries a element of risk - the culture shock. The second factor, particularly, causes dilution of the indigenous values, which ultimately affects national life and widens the generation gap. The choice of a local university, on the other hand, reduces the risk of disintegration of traditional social codes.

Most private universities have created a culture of close teacher-student contact, unlike state universities. They have the provision of mandatory class attendance and mandatory counselling for students by the tutors. Students are awarded marks for attendance, just like they are for assignment, quiz, presentation, project and examination. It ensures frequent interaction between tutors and students, which has a positive impact on the learning process. Teachers' sanction of extra time obviously strengthens student-teacher relationship.

Mechanism

While there is a strong case for permitting the private sector to venture into university education in Sri Lanka, as a supplement to the existing state university system, unless a suitable mechanism is introduced to assure the quality and standards of such institutions, the new system too may be destined to failure.



If the Government allows only recognised foreign universities to have branches here and also set up a special council to regulate the universities, this sort of malady could be minimised.

Generally, private universities are committed to quality education despite having business concerns. They try to produce competent graduates with their efforts by employing scholarly tutors with high qualifications. They offer salaries very much above the industry standards. They strive to create a congenial atmosphere and use their own developed systems for sharpening their students' skills. The ultimate beneficiaries are the students.

The survival of the private universities will depend on the image they create, the results they generate and the acceptance they inculcate in the minds of the students, tutors, parents, the regulators and the general public.

Through necessary legislation and monitoring actions, the regulatory body can create an environment in which all private universities will come into healthy competition with one another and improve their quality. This way the State universities and private universities can deliver the results for the best interest of the country.

Source: <https://www.dailynews.lk/2016/10/17/features/96101?page=1>

2. Get into groups and discuss the possibilities of further developing the national universities of Sri Lanka. Afterwards, you will tell the class about your discussion. You may use some of the phrases you learned in Activity 3.



Module 3: Interacting with academic texts

Sub themes:

- Reading and identifying the purpose and the structure of academic texts.
- Recognising key information in an academic text

Activity 1

1. Complete the table given below by putting a tick next to the features that you can identify in the texts provided by your teacher.

Feature	Abstract	Journal Article	Chapter	Literature Review
Introduction				
Body				
Conclusion				
Abstract				
Methodology				
Results				
Discussion				
Sub headings				
References				

2. Match the following types of texts with their purposes

Type of text	Purposes
Abstract	A main division of a book
Journal article	A brief preview of a journal article, summarising its aims, methods, and findings
Book chapter	An academic publication in a specialised area, usually published quarterly
Report	A short piece of writing on a particular subject



Essay	A written account of something that one has heard, observed, done or investigated
Research proposal	A long essay on a particular subject, especially written for a university degree
Dissertation	A document explaining how a research project will be carried out

Activity 2

1. Get into groups. Look at the academic texts and identify the key words and main ideas mentioned in the texts.

.....

.....

.....

.....

2. What clues helped you to find the key ideas?

3. In groups study the texts given to you and find examples for the following functions of signposting.

- a. to sequence (show order)
- b. to add a detail
- c. to introduce a reason
- d. to conclude
- e. to explain
- f. to focus on a specific detail
- g. to give an example
- h. to summarise



Module 4: Drafting a descriptive essay

Sub themes:

- Drafting an introduction, a body paragraph and a conclusion in a descriptive essay
- Using mechanics in academic writing (punctuations, abbreviations, capitalization)

Identifying features of an academic essay

Activity 1

1. **The paragraphs in the essay below are not in the correct order. Identify the introduction, body and conclusion of it.**

With Reference to Recent Scholarly Literature, Critically Discuss the Claim that Different Genders Learn Languages Differently.

- 1 There are three critical definitions of key terms in order to allow readers to read this essay with little hindrance, such as girlie thing, learning strategy, and six perspectives of learning strategy. At the beginning, girlie thing means a signal of female which is more appropriate for the girls, but not for the boys. Oxford (1989) defined the learning strategy as some behaviors that language learners can utilize to gain more success, initiative, and enjoyment in the process of learning language. Furthermore, Oxford (1990) extended learning strategy to six aspects which included memory (e.g. using brain to memorize the new information), cognitive (e.g. combining the new information with the known knowledge), compensation (e.g. contacting the context to discover the lost information), metacognitive (e.g. managing the learners' cognition through self-control), affect (e.g. adjustment of mental activities in the process of learning language), and social strategy (e.g. interacting with other language learners to make a progress in language learning).
- 2 Not only girls have advantages in learning languages, but also boys. There are two researchers' experiments to verify this idea. The first research contained two tasks including grammar and imitation tasks. In accordance with English grammar task, Wucherer and Reiterer (2018) had found that in the low score group, it had six men, while there were three women. However, in the high score group, it contained four men, while there were five women. That is to say, female gained the higher score than male in the area of English grammar test. The main reason why girls were able to outperform boys in the grammar test is possible that girls were prone to be more diligent. Additionally, the way of girls' thinking tended to be more structured and organized and female students tended to obey more grammar rules than boys. Moreover, Wucherer and Reiterer (2018)



also conducted a research about Hindi speech imitation task. In this test, the result displayed that the number of men getting low score is fewer than that of woman. Nevertheless, the number of men getting high score is more than that of woman. In other words, male performed superior to female in the realm of Hindi speech imitation test. On the one hand, the cause of this outcome is likely that compared to boys, girls tended to care too much about other people's opinions to concentrate on their speech text. The second research Puteh, Zin, and Ismail conducted in 2016, who illustrated that girls did better than boys in Malaysian reading tests of three aspects: gist of key points, main idea understanding, and information integration and translation. On the other hand, although girls were prone to be sensitive to what others opinions they had, it was also benefit girls a lot in searching information and comprehending general ideas. Additionally, female outperformed male in the realm of Malaysian reading tasks, because female possibly did more exercises than male in the reading parts.

- 3 Nowadays, the topic of gender difference in language learning has been critical for numerous years, because numerous researchers have discussed this topic in various aspects (Koeser & Sczesny, 2014; Viriya & Sapsirin, 2014). Wucherer and Reiterer (2018) tested both genders of foreign language learners' skills with three linguistic texts. What is more, Mahmud and Nur (2018) explored what were the learning strategies' differences between the two genders. Moreover, there still exists traditional gender stereotype, personalities, and motivation connected to language learning. Therefore, in order to follow the prevalent research, this article attempts to explore whether men and women have diversities in the process of learning language in the realm of learning advantages and learning strategies. Furthermore, this essay plans to discover whether there exists some other factors having effect on language learning, for instance, characteristics and motivation. In addition, this essay also aims to eliminate the gender stereotype in language learning.
- 4 In conclusion, first of all, language learning is not a woman's thing; however, man is also having right to learn language. Second, both genders have their own strengths in learning languages: men are prone to being adept at pronunciation, while women are good at grammar. Third, although both female and male have diverse learning strategies, it does not mean they are not able to perform better than another gender with distinct strategies. Subsequently, even though both genders apply their own learning strategies, one strategy is not applicable for one gender all the time. Moreover, gender differences can not determine whether a person can learn a language well or not, for the reason that there are still numerous factors like characteristics and motivation affecting language learning. Finally, this essay expects to make due contribution to explore gender differences in learning language and decrease gender stereotype.
- 5 Language is not a girlie thing, but both men and women are prone to adopting various learning strategies. However, it does not mean that one learning strategy is always suitable for all girls or all boys. There are two prominent evidences to prove this opinion. First of all, Male tend to utilize their memory, metacognitive, and social strategies to learn language. Nevertheless, compared to male language learners, female language learners utilize the strategies of cognition, compensation, and affect more frequently. For example, Mahmud and Nur, (2018) adopted scientific method to prove that male outscored female



in the realm of memory, metacognitive and social strategies while women had more advantages than men in the domains of cognitive, compensation, and affective strategy. Second, although both genders tend to have their own learning styles or learning strategies, it does not signify that one learning strategy can be always utilized to a group of girls or boys. Even though Mahmud and Nur (2018) had discovered both genders had their own language strategies which were regarded effective and efficient, one method, style or strategy still cannot be effectively applied to one gender all the time.

- 6 Although each gender has its own strengths in learning language, there are still some other factors, that possibly play important roles in the language process like personality and motivation. In addition, gender can not determine which type of personality traits the language learners belong to. For example, open personality and motivation like internality (self-directed learning and self-controlled) had positive influence on learning compared to the personality of neuroticism. In order words, neuroticism is a nervous and unstable mental or personality trait disturbance, which likely became a hindrance to learn language. The result of exploration displayed that open personality and the main effect of motivation relevant to language learning were both prominent (Wucherer & Reiterer, 2018). That is to say, open personality was a great help for language learners , because it not only could shape learners' character to have a inclusive spirit to absorb fresh knowledge, but also built learners' character to be more extrovert, proactive, sociable, and outgoing. Meanwhile, the reason of why motivation was also beneficial to learning language is that motivation can stimulate language learners' to be persistent and to gain their goals steps by steps. Nevertheless, there was no significant evidence to prove about which gender tend to have open personality or positive motivation (Wucherer & Reiterer, 2018).

2. **Given below are some of the basic mechanics in academic writing. Underline examples of them in Text 1 above and discuss why the writer has used them.**

- o Capitalisation
- o Abbreviation
- o Punctuation marks

Writing a good topic sentence

Activity 2

Which of the topic sentences below are good for starting a new paragraph? Which are not so good? Put a √ or X next to them.



The topic sentence is the first sentence in a paragraph which shows the reader what the paragraph is about. In other words, the topic sentence shows the main idea of the paragraph.

1. Next about corruption, Sri Lanka has improved the situation on corruption.
2. Another factor that has seen improvement in India is population control.
3. And there is also industrial licensing.
4. Moreover, reducing trade barriers with the USA.
5. A second way in which India has made economic progress is through the reduction of trade barriers.
6. Then there is the Peace Accords.
7. The next step in investing in national people, education, is also the most important in improving economic wellbeing.
8. Aside from reducing government corruption, the country also tried to exploit its own natural resources.
9. In India, communicable diseases, for example, malaria, filariasis, and leprosy have been social threat over the years.
10. In addition, a lot of infrastructure was privatised.
11. The government helped the country to improve its economic situation by privatising many state-owned monopolies.

Drafting a body paragraph

Activity 3

Look at the following essay titles. What are the key words in them?

The impact of social media on society

The effects of online learning on students

The importance of technology for education

The benefits of living in a city

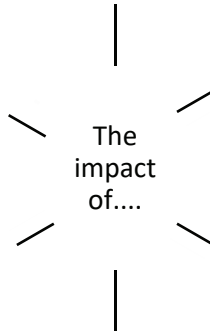
Activity 4

Get into groups. You will be assigned one of the above topics. Brainstorm ideas and examples that you could include in an essay for the given topic using the following mind map.

- 1. Brainstorm on the topic and complete the following mind map.**



Eg:



2. Organize the ideas into paragraphs.

1 st paragraph	2 nd paragraph	3 rd paragraph

3. Write the first paragraph of the body.

Topic sentence:

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Supporting details:

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Concluding statement:

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4. Write the second and third paragraphs of the body (Take-home assignment)

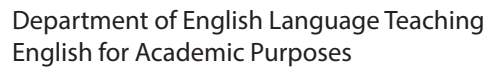
Second paragraph:

Topic sentence:

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Supporting details:

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[illegible]

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27



you make. A good thesis statement states your main point or argument clearly, e.g.

Although the economic situation in Sri Lanka has improved in the last twenty years, there is still much room for improvement.

However, you also need to say *why* you hold this opinion and tell the reader what you will write about (this is the “map” part of the thesis statement), e.g.

Although the economic situation in Sri Lanka has improved in the last twenty years, there is still much room for improvement, particularly in the areas of education, social welfare, and trade.

The reader now knows that this essay will cover three main areas:

1. Sri Lanka’s problems with respect to education
2. Sri Lanka’s problems with respect to social welfare
3. Sri Lanka’s problems with respect to trade

A good thesis statement not only helps your reader to know what to expect, but it also helps you to organise your ideas.

Activity 6

1. Given below is an introduction of a student essay. Underline the thesis statement in this introduction:

India, the world’s third largest developing country, has been suffering from poverty since its independence from British colonial power in the late 1940s. However, recent decades have witnessed the improvement of this situation. Holding the belief that national people are the basis of the country, the government has been taking steps towards an anti-poverty program, especially by investing in national people. Policies of controlling population growth, improving health care and encouraging education have made major progress in people’s welfare on a national level.

2. Based on this thesis statement, what do you expect that the 3 body paragraphs will be about?

- 1.
- 2.
- 3.



Activity 7

The thesis statements below are not parallel. Correct them.

1. Sri Lanka has made progress through trade with the United States, by privatising infrastructure, and the Peace Accords.
.....
.....
.....
2. The government has privatised state-owned companies, strict industrial licensing has been abolished, and encouraged foreign trade.
.....
.....
.....
3. Nigeria, which was once infamous as a developing country, has made progress by its producing natural resources, president Obasanjo's effort to make corruption-free government, and his initiative to play an important role in the international area.
.....
.....
.....

Drafting an introduction

Activity 8

Given below are some of the features of a good introduction. Tick the features that you can identify in the introduction of the essay in Activity 1.

The introduction:

- ☐ defines any unfamiliar terms in the title
- ☐ catches the reader's attention
- ☐ introduces what abbreviated terms mean
- ☐ usually consists of five to ten sentences
- ☐ gives the outline of the essay
- ☐ provides background information about the topic
- ☐ contains quotes
- ☐ states the main point of the essay
- ☐ gives the thesis statement/focus of the essay
- ☐ contains the route map of the essay



Activity 9

Now draft the introduction of the essay of which the body you completed in Activity 4.

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Drafting a conclusion

Activity 10

Given below are features of a good concluding paragraph. Read the conclusion of the essay (Text 1) and tick the ones that you can identify in it.

- ☐ summarises the main points of the essay
- ☐ restates the main argument using different words
- ☐ makes a final comment about the main idea of the essay
- ☐ highlights an action that the writer wants the reader to take
- ☐ does not introduce new ideas about the topic.

Activity 11

Write a concluding paragraph to your essay. Try to include as many features of a good conclusion as possible.

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Module 5: Deeper understanding of academic texts

Sub themes:

- Demonstrating the effective use of sub-skills in reading academic texts (skimming, scanning, inferencing)
- Distinguishing between main ideas and supporting details, facts and opinions in an academic text

Skimming

Activity 1

1. **Read only the first and last sentences of Text 1 and talk about what the text is about in one or two sentences.**

Text 1

Apart from getting to know the people, travelling also affords you incomparable opportunities to appreciate the sites of natural beauty in a foreign country unlike seeing them using modern technology. Admittedly, the Internet, satellite TV and multimedia technology are bringing the world closer to us. It is now easy to view exotic landscapes on a screen in the comfort of your home; virtual reality technology promises three dimensional experiences at the touch of a fingertip. However, is this vicarious experience really satisfying? Hardly. Travel brings us closer to nature, the wonders of which can only be truly appreciated first hand.

Source: Adapted from IELTS Model Essays

2. **Now look at the text and answer the following question within 3 minutes:**

According to the text why is the Internet, satellite TV and multimedia technology important?

- a. How long did you take to find the answer from the text?
- b. What strategy did you use to find the answer? Compare your answer with your friend's.

Scanning

Activity 2

Read the newspaper article below and answer the questions.



Text 2

Teen sets sail on solo round-the-world voyage

A 16-year-old set sail from Portsmouth harbour on Saturday in a bid to become the young-est person to sail solo around the world.

Michael Perham, who became the youngest person to cross the Atlantic alone when he was 14, left Portsmouth at 11:10 am aboard a 50-foot (15-metre) yacht, his spokesman Kizzi Nkwoch told AFP.

He will cover 21,600 nautical miles, crossing every single line of longitude and the equator, in four and a half months, and his only contact with family members back home will be limited to brief satellite conversations.

Perham is expected back in Portsmouth in March 2009, around his 17th birthday.

"I'm a little bit nervous but otherwise really, really excited," Perham said before setting sail, admitting that the voyage was "a little crazy".

"It's just the feeling of being completely in control, relaxed and at one with nature. It's just fantastic. But you don't look forward to the fact you are alone

The youngster started sailing when he was aged seven and was initially inspired to break the record for crossing the Atlantic after Sebastian Clover, aged 15, sailed from the Canary Islands to Antigua in 2003.

After managing to cross the Atlantic in six weeks, setting off from Gibraltar in mid November 2006 and arriving in Antigua in January, he immediately began planning to break the round-the-world record as well.

The current record holder is Australian Jesse Martin, who set the feat aged 18 in 1999. Perham, who will be entirely unassisted in his journey, will sail along the

African coast

before crossing the Pacific and Southern Oceans via the Cape of Good Hope in South Africa, Cape Leeuwin in Australia, and Cape Horn in South America, according to his website.

His family have provided gifts and decorations on board his yacht for Christmas Day, when he is expected to be in the south Atlantic.

Any money raised from his journey will be donated to two charities - Save the Children and the Tall Ships Youth Trust.

Source: <https://waylink-english.co.uk/simply-news/teenager-round-world-voyage>



- a) Who was the youngest person to cross the Atlantic alone?
- b) How many nautical hours will he cover?
- c) How old will he be when he is back in March, 2009?
- d) How old was he when he started sailing?
- e) How long did he take to cross the Atlantic?
- f) Who currently holds the round-the-world record?
- g) Where will he be on the day of Christmas?
- h) To which charities will the money raised from his journey will be donated?

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Skimming, Scanning and Inferencing

Text 3

Question: Discuss why assignment essays are common assessment tasks in undergraduate tertiary coursework, and evaluate the effectiveness of assignments as an avenue for learning.

- 1 Assignment essays are developed from set questions that give students a period of time to research a topic and produce their answer with references to their sources of information. While there are some disadvantages with using assignment essays as an assessment tool, there are sound educational purposes underpinning this practice. This essay examines the reasons why assignment essays are beneficial for student learning and considers some of the problems with this method of assessment.



- 2 Assignment essay tasks are set to assist students to develop mastery of their study subject. Firstly, assignment tasks enhance understandings about subject matter. Yang and Baker (2005) reason that “to master your learning materials and extend your understandings, you need to write about the meanings you gain from your research” (p. 1). Secondly, research (Jinx, 2004; Zapper, 2006) clearly demonstrates that students learn the writing conventions of a subject area while they are researching, reading and writing in their discipline. This activity helps them to “crack the code” of the discipline (Bloggs, 2003, p. 44). Thus, students are learning subject matter and how to write in that disciplinary area by researching and writing assignment essays.

- 3 Using assignment essays for assessment supports student learning better than the traditional examination system. It is considered that course-work assignment essays can lessen the extreme stress experienced by some students over ‘sudden-death’ end of semester examinations:

If we insist that all students write about everything they have learned in their study courses at the same time and in the same place (e.g. in examinations), we are not giving all of our students equal opportunities. Some students are not daunted by the exam experience while others suffer ‘exam nerves’ and perform at the lowest level of their capabilities. (Wonderland University, 2006, p. 4)

Additionally, Jones et al. (2004, pp. 36-37) propose that assignment essays can be used to assess student learning mid-course and so provide them with helpful feedback before they are subjected to the exam experience. Exams only provide students with a mark rather than specific feedback on their progress. Therefore, setting assignment essays for a substantial part of student assessment is a much fairer approach than one off examination testing.

- 4 As an assessment tool, assignment essays have some disadvantages for lecturers and students. It has been found that assignment essays consume a great deal of staff time and money to mark and student time to prepare (Sankey & Liger, 2005, p. 192). A consequence of these problems is that feedback to students is frequently delayed, and this is much less useful to students than rapid feedback (p. 294). It is partly because of these disadvantages of time and expense that other assessments such as multiple-choice tests and short answer questions have an enduring place in the tertiary learning environment.



5 To conclude, it seems that assignment essays continue to have a prominent role in tertiary education as an assessment tool. This is mainly because they are very effective in developing knowledge and writing skills for subject areas. Also, assignment essays can be less stressful than examinations as they allow students to show their understanding of content in less pressured circumstances. On the other hand, the time consuming nature of writing and marking essays points to some disadvantages that also need to be considered. The weight of evidence, however, supports the writing of assignment essays for student assessment because this approach has such positive and proven effects for improved student learning.

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Source: <https://aso-resources.une.edu.au/academic-writing-course/sample-essay/>

Activity 3

1. Look at only the first and last sentences of the first paragraph of Text 2 and explain what the essay is about.
2. Read paragraph 2 and answer the questions.
 - a) What is the purpose of setting assignment essay tasks?
 - b) Why should you write about the meanings you gain from your research?
 - c) What do students learn when they research, read and write in their discipline?



Main ideas and supporting details, facts and opinions in an academic text

Activity 4

1. Read paragraph 3 and answer the questions given below.

- a. What is the main idea discussed in the paragraph?
- b. Underline the fact/s in the paragraph. Ask yourself the following questions to which the answer should be “Yes” for a statement to be considered a fact:

Can the statement be demonstrated to be true?

Can the statement be observed in practice? Can you see it happen?

Can the statement be verified by proof?

- c. Can the statement/s you did not underline be considered opinions? Consider the following features of an opinion:

An opinion is:

an indication of the writer's position towards an issue

a prediction about the future

an evaluation of people, things or places

may contain evaluative words (bad, worse, better, best, worthless, etc.) and/or qualifiers (all, always, likely, never, might, seem, possibly, probably, should, etc.)

2. Read paragraph 4 and answer the questions given below.

- a. What is the main topic of this paragraph?
- b. Is the following extract a fact or an opinion? Discuss with your group members.

“It has been found that assignment essays consume a great deal of staff time and money to mark and student time to prepare (Sankey & Liger, 2005, p. 192)”

3. Read paragraph 5 and answer the questions given below.

- a. What are the pros and cons of assessments?
- b. The writer says,

“The weight of evidence, however, supports the writing of assignment essays for student assessment because this approach has such positive and proven



effects for improved student learning.”

Discuss to what extent you agree with the above statement. As a student, do you think that assignment essays as an effective learning tool? Explain your answers.



Module 6: Note-taking in lectures

Sub themes:

Note taking during a lecture (strategies, use of abbreviations and symbols)

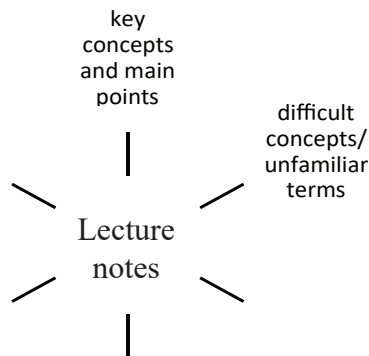
Note-taking strategies

Activity 1

Discuss in groups the different techniques you use to take down notes while listening to a lecture. Present your answer to the class.

Activity 2

What kind of information do you personally include in your lecture notes? Complete the following diagram to answer the question.

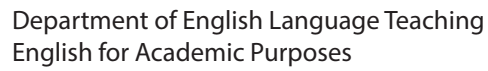


Activity 3

- a. Listen to the lecture from 0.01 – 6.06 and take notes.
- b. Now compare your notes with your partner's and answer the following questions.
 - Are your partner's notes similar to yours?
 - What do you think was the most important information in the lecture?
 - Did you have any difficulties in taking down notes? What were they?

Activity 4

Given below are some of the common note-taking methods. Which ones do you like? Explain your reasons.



```
graph TD; A[Main Topic] --> B[Subtopic #1]; A --> C[Subtopic #2]; B --> D[Key Details]; C --> E[Key Details]; D --> F[Point 1]; D --> G[Point 2]; D --> H[Point 3]; E --> I[Point 1]; E --> J[Point 2]; E --> K[Point 3]
```

The diagram illustrates a hierarchical structure. At the top is a red rounded rectangle labeled "Main Topic". Two lines branch from it to two red rounded rectangles labeled "Subtopic #1" and "Subtopic #2". Below "Subtopic #1" is a blue rounded rectangle labeled "Key Details", which is connected to three light gray circles labeled "Point 1", "Point 2", and "Point 3" in a vertical sequence. Similarly, below "Subtopic #2" is a blue rounded rectangle labeled "Key Details", which is connected to three light gray circles labeled "Point 1", "Point 2", and "Point 3" in a vertical sequence.

C. The outlining method

D. The charting method

[illegible]



E. The sentence note-taking method

Source: <https://student.unsw.edu.au/note-taking-skills>

Abbreviations and Symbols

When taking notes, steps should be taken to reduce the amount of language you have to write by shortening words and sentences.

Activity 5

What does e. g mean? You can see e. g right under 1. Below. What is it called?

One way of shortening words/phrases is abbreviating. Some techniques are: leaving out most articles and conjunctions (words like the, a, and, but)

Shortening words by leaving out vowels or other letters (also known as “wordtruncation”). Fill in the table below. The first two are done for you.

e. g:

people	ppl
research	res
national	.....
education	.....
government	.....
department	.....
years	.....
especially	.....



2. Using abbreviations and symbols for commonly used words and phrases

E. g:

Symbol	Meaning	Symbol	Meaning
∴	because	re	in reference to
∴	therefore/ consequently	min	.....
+	.....	max	.....
&	.....	prob	.....
/	or	=	.....
excl	excluding	≠	.....
poss	.....	imp	important
approx	.....	ie	that is
w/	with	*	.....
w/o	.....	p./ pp.	page/ pages
NB	note well	incl	.....

Source: <https://www.adelaide.edu.au/writingcentre/sites/default/files/docs/learningguide-notetakingabbreviations.pdf>

Activity 6

1. Listen to the lecture from 0.01 – 6.06 again and make notes using any of the above mentioned note-taking methods, abbreviations and symbols.
2. Which abbreviations did you use to make notes? Compare your notes with a partner and report to the class what you and your partner have used.

Activity 7

Listen to the lecture from 6.07 – 14.42 and take notes using any of the note-taking methods you prefer. Exchange your notes with a partner and examine the similarities and differences between your notes and your partner's notes.



Module 7: Writing descriptions

Sub themes:

- Writing a description of visual information (Graphs, charts, tables and maps)

Describing graphs, charts and tables

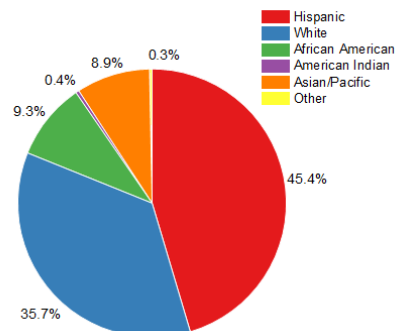
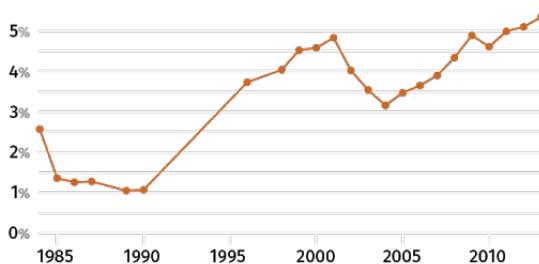
Activity 1

Graphs, charts, tables and maps are visual devices used to display large quantities of information in a form that is quick and easy to understand. Some of the main types of visuals used in academic texts are illustrated below.

1. Complete Column A using the words below (a-f) which show the uses of visual information.

Uses: 1) proportion 2) comparison 3) location 4) function 5) statistical display 6) changes in time

	Column A	Column B
Types	Uses	Examples
map	3	C
diagram		
table		
bar chart		
pie chart		
line graph		



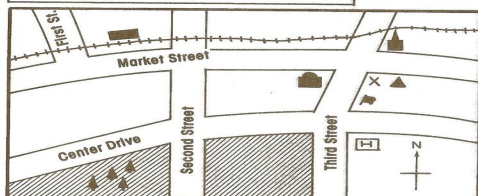
Percentage of students who live in the hostel over the years

A. Origins of international students



LEGEND

	church		park
	museum		forest
	government center		hospital
	police and fire		station
	community center		



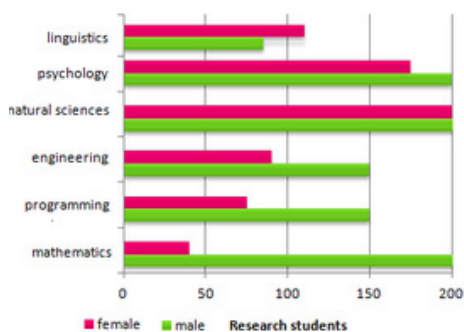
WHERE

Study Time vs. Grades

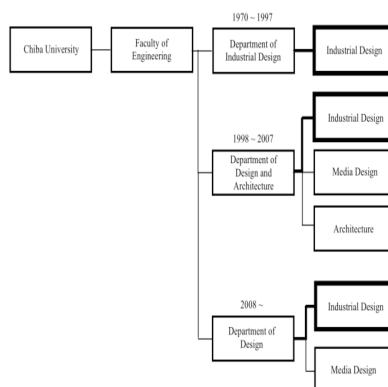
Student	Study Time (hours)	Grade
Bob	2	84
Carlos	4	91
Cindy	5	92
Florence	3	89
Kim	4	88
Lori	4	93
Marisa	1	78
Pat	2	89
Thomas	5	94
Wendy	2.5	87

B. Location of the university

C. Arts Students' study hours



D. Number of male/ female research students per subject



E. Structure of the Faculty of Engineering

1. Answer the following questions and complete Column B of the table above.

- Which one of the above graphs/ tables show us the location of something?
- Which one shows changes over the years?

Activity 2

1. Fill in the blanks in the table below.

Verb	Adverb	Verb	Adjective + Noun
grew	slightly	dropped	a slight d.....
rose	gradually	f.....	a gradual fall
increased	steadily	decreased	a sharp d.....
climbed	sharply		



2. Study Figure 1 and complete the passage that follows using the information in the table above.

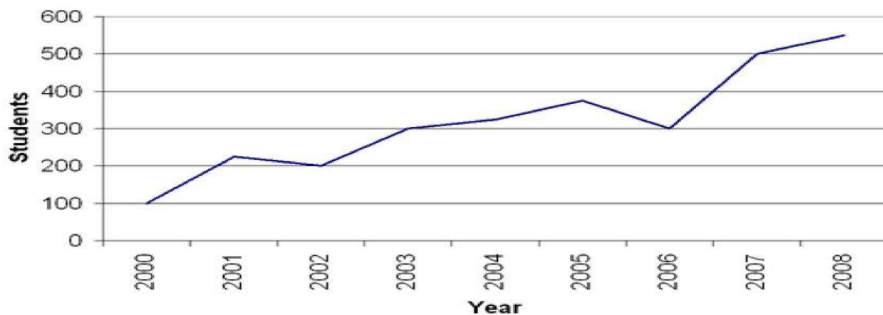


Figure 1

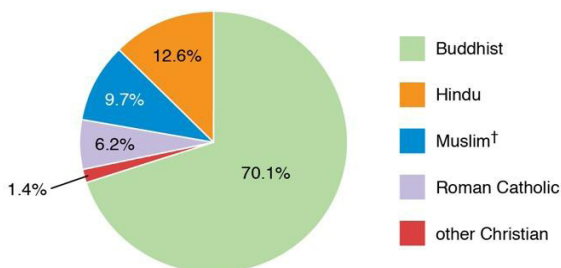
The chart shows that the number of students who registered for clubs and societies in universities (a) _____ in 2002 and then (b) _____ till 2005 reaching a peak of 380. The number of student registrations (c) _____ in 2006, but had a (d) _____ in 2007. Then, in 2008, it (e) _____ again and reached a peak of 550.

Activity 3

Given below is a pie chart showing the representation of religions in Sri Lanka in 2012, and two descriptions about it.

1. Discuss the differences between the descriptions with the teacher.

Religious affiliation (2012)



- a) *The chart shows the composition of Sri Lankan citizens according to religion. More than half of the population consists of Buddhists. Less than a quarter of the population describe themselves as Hindu or Muslim. Other significant religious groups are Roman Catholics and other Christians. Christianity is the least represented religion in Sri Lanka.*



- b) *The chart shows that 70.1% of the population in Sri Lanka are Buddhists, 12.6% are Hindus, 9.7% are Muslims, 6.2% are Roman Catholics, and 1.4% are Christians. The second largest religious group is Hindus and the smallest representation is that of Christians.*

2. Look at the underlined sentence above in a). When writing about graphs/charts, an introductory sentence as such is always used. Can you suggest similar sentences about graphs/ charts in Activity 1?

Activity 4

Complete the following description of the table below using the given words/phrases.

Employment by academic stream in Sri Lanka

	Public sector %	Private sector %
Computer Science and IT	27.2	72.7
Engineering	31.3	68.7
Law	33.3	66.7
Management	35.7	64.3
Architecture	40.0	60.0
Science	52.7	47.3
Arts	68.8	31.2
Agriculture	75.4	24.6
Performing Arts	92.3	7.7
Education	85.8	14.2

rate

public

majority

private

Performing Arts

number

half

employability

Computer Science and IT

table



The a) _____ shows the wide variations in the state graduates' employment rate in the public and private sector across a b) _____ of academic streams. The employment rate in the c) _____ sector varies from 92.3% in d) _____ to 27.2% in e) _____, while the employment f) _____ in the private sector ranges from 72.7% in Computer Science and IT to 7.7% in Performing Arts. It appears that more than g) _____ of graduates can secure a job in the public sector if they have followed Science, Arts, Agriculture, Performing Arts or Education streams, while the h) _____ of graduates employed in the i) _____ sector have followed Computer Science and IT, Engineering, Law, Management and Architecture. This suggests that j) _____ in the public and private sector depends on the academic stream followed by the graduates.

Activity 5

Write a paragraph describing the following bar chart . Include the first sentence introducing the chart. Use the following phrases in your description.

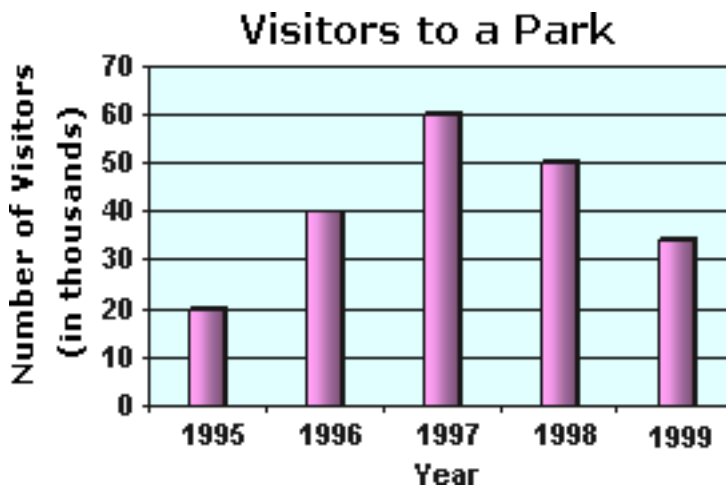
the highest number

slightly dropped

the lowest number

doubled

a downward trend





Module 8: Academic presentations

Sub themes:

- Understanding and practising effective academic presentation skills

Activity 1

1. Given below is a list of things a student should do before (preparation) and while doing a presentation (delivery). Categorise them in the given table by writing the letter assigned to each statement.

- A. Think about the audience and why they want to see your presentation.
- B. Be knowledgeable about your subject.
- C. Know the aims that you want to achieve through the presentation.
- D. Make sure your presentation has a clear structure: introduction, body and conclusion
- E. Use repetition to highlight key points.
- F. Refer to the notes when necessary and avoid reading from a script
- G. Speak loudly, clearly and naturally.
- H. Use signposting to help your audience to follow the direction of your argument
- I. Time your presentation.
- J. Prepare slides that are clear and not crowded
- K. Practise giving the presentation using the slides.
- L. Maintain eye contact with your audience – talk to them and avoid keeping your eyes only on the slides.

Preparation	Delivery

2. From the above guidelines, which do you consider to be the most important? Discuss with your partner while giving reasons for your answer.
3. Are there any other guidelines that you would like to add? What are they?



4. Watch an extract (from 0.01 - 2.08) from a student presentation and tick the guidelines (table above) the presenter has followed. Cross(x) the guidelines that have not been followed. What do you think the presenter has in her hand? To which guideline above, does what she is holding correspond? Discuss how useful this might be for you.

Practising academic presentations

Activity 2

1. Select any topic from your field of study and prepare a five-minute presentation.
2. Get into small groups and take turns to deliver your presentations to the group members. Evaluate other members' presentations and give feedback using the guidelines in Activity 1.

Activity 3

Taking the peer feedback into consideration, expand and develop your presentation to be done in 10 minutes. You will be asked to present it in Module 11 of the course.



Module 9: Describing processes

Sub themes:

Describing a process orally and in writing

Process writing involves writing descriptions of the steps involved in processes that are natural, man-made or both.

Activity 1

1. Read below the processes involved in applying for a course at an educational institution. Put the steps into the correct order.

Submit the application form	
Complete the application form	
Visit the institutes to obtain information on the courses they offer	
Receive acceptance into the course by the institute	
Sit the placement test	
Pass the placement with the required pass mark	
Select an institute and a course	

2. Explain to your partner how you applied for a course in any academic institution.

Eg: I applied to study business English at the London Business School. First, I had to download and print the application form and fill it accordingly. Then....

3. Explain to your partner the steps you follow when you answer an essay question.

Eg: I always start by brainstorming on the topic and then I select the points that I want to include in my answer. Then..., Next...

4. Is your friend's process similar to yours? What are the differences?

Activity 2

Given below is the process of writing an academic article. Study the process and write a paragraph describing the process. Use sequence markers (*first, initially, then, next, finally, afterwards, to begin with etc.*) where necessary to mark the different stages of the process.

Step 1: Identify and develop your topic

Step 2: Do a preliminary search for information

Step 3: Find relevant materials and check the credibility of the sources

Step 4: Organise the materials and make notes



Step 5: Write a first draft

Step 6: Write the final draft

Step 7: Finalise the reference list

Step 8 - Proofread the paper

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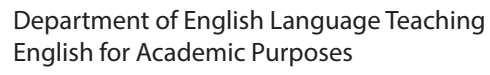
.....

.....

Activity 3

Given below is some information from the methodology section of a research article. Using the phrases, explain the methodology of this research. Please note that it is possible to use active and passive voice in describing a process.

Focus	:	preferred assessment methods
Participants	:	30 participants aged between 18-22 university students in Sri Lanka
Data collection tools	:	questionnaire with 30 closed questions and 5 open-ended questions interviews with only 5 participants 20 minutes each
Data analysis	:	descriptive statistics for closed questions thematic analysis of interview data and open questions
Ethics	:	Approval was taken from University X Informed consent obtained from participants

51



Module 10: Drafting an expository essay

Sub themes:

- Identifying features of expository essays in different disciplines
- Drafting a short expository essay

The expository essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc.

Source: https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/expository_essays.html

Activity 1

“Depression: a silent enemy”

The above is a newspaper headline. According to you, what are the causes of depression? List them below.

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.....

.....

What are the effects of depression? List them below.

.....

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.....

.....

Activity 2

1. Discuss answers to the following questions:

- Do you plan to work after you graduate?
- Is this different or the same as your parents/grandparents?
- At home, who does/did most of the cooking?
- What about cleaning?



2. Given below (Text 1) is a student essay which discusses why women go to work and the consequences of that action. Read the essay and answer the questions that follow in complete sentences. Try to use your own words as much as possible.

Text 1

- 1 In the past, most women stayed at home to take care of domestic chores such as cooking or cleaning. Women's liberation and feminism have meant that this situation has been transformed and in contemporary society women now play an almost equal role to men in terms of work. This (1) has had significant consequences, both in terms of the family, for example, by improving quality of life and increasing children's sense of independence, and also for society itself with greater gender equality.
- 2 The main reasons behind the increase of women in the workplace are women's liberation and feminism. The women's liberation movement originated in the 1960s and was popularised by authors such as Simone de Beauvoir. (2) As a consequence of this, new legislation emerged, granting women equal rights to men in many fields, in particular employment. (3) Because of feminist ideas, men have taken up roles which were previously seen as being for women only, most importantly those related to child rearing. (4) As a result of this, women have more time to pursue their own careers and interests.
- 3 Although the earning capacity of a woman in her lifetime is generally much less than that of a man, she can nevertheless make a significant contribution to the family income. (5) The most important consequence of this is an improved quality of life. By helping to maintain a steady income for the family, the pressure on the husband is considerably reduced, (6) hence improving both the husband's and the wife's emotional wellbeing. Additionally, the purchasing power of the family will also be raised. This means that the family can afford more luxuries such as foreign travel and a family car.
- 4 (7) A further effect on the family is the promotion of independence in the children. Some might argue that having both parents working might be damaging to the children (8) due to lack of parental attention. However, such children have to learn to look after themselves at an earlier age, and their parents often rely on them to help with the housework. This (9) therefore teaches them important life skills.
- 5 As regards society, (10) the most significant impact of women going to work is greater gender equality. There are an increasing number of women who are becoming politicians, lawyers, and even CEOs and company managers. This (11) in turn has led to greater equality for women in all areas of life, not just employment. For example, women today have much stronger legal rights to protect themselves against domestic violence and sexual discrimination in the workplace.



- 6 In conclusion, the increasing number of women at work (12) has brought about some important changes to family life, including improved quality of life and increased independence for children, as well as affecting society itself. It is clear that the sexes are still a long way from being equal in all areas of life, however, and perhaps the challenge for the present century is to ensure that this takes place.

(Paragraph 2)

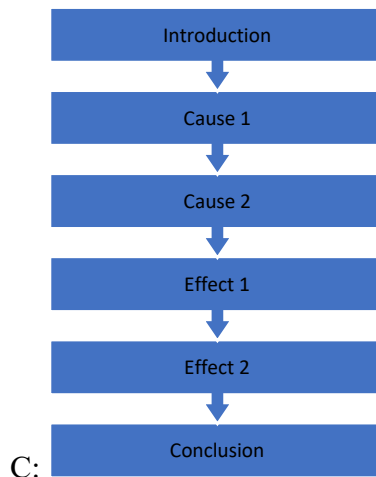
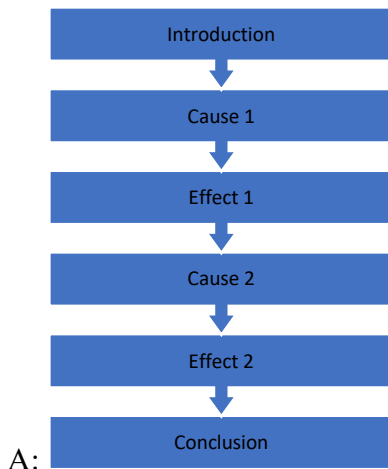
- What was the result of the establishment of the women's liberation movement in 1960?
- What caused men to take roles which were widely perceived to be suitable for women ?
- What is the result of men taking such roles?

(Paragraphs 3-4)

- What is the main consequence of women earning from a job?
- What effect does women's steady contribution to the family finances have on husbands?
- Why might it be seen as damaging to children when both parents go to work?

(Whole text)

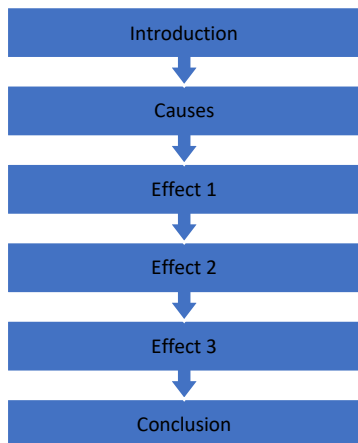
- The words/phrases underlined in Text 1 above are used to talk about either causes or effects. Discuss the function of each underlined word/phrase.
- Which of the following cause/effect essay formats has been used in the above essay?



:



B:



Activity 3

1 Provide answers to the following questions:

- Who has a part-time job? Why do you do a part-time job?
- What are the effects of your job?

2 Write the essay outline for the topic given below by following these steps.

Step 1 - Brainstorm ideas

Step 2 - Agree on which main points to include and which evidence to use to support your main points

Step 3 - Categorize the main points and evidence

Step 4 - Using the information in Step 3, complete the outline given below.

Topic: Why do undergraduates engage in part-time jobs and what are the effects?

Introduction	
Body paragraph 1	
Body paragraph 2	
Body paragraph 3	
Conclusion	

3 Now write the essay.



Module 11: Delivering an academic presentation

Sub themes:

- Delivering a short academic presentation on a topic in your respective discipline
- Responding to academic presentations

Activity 1

1. Deliver the presentation you developed and expanded in Activity 3 in Module 8
2. Your teacher will ask you to evaluate one of your classmates. Evaluate his/her presentation using the following criteria.

Name of the presenter:			
Topic of presentation:			
Date:			Marks:
Assessment Criteria	Mark proportion	Mark	Comments
Introduction <ul style="list-style-type: none">• Introduces him/herself• Clearly states the topic of the presentation	15		
Body <ul style="list-style-type: none">• Content is related to the topic• Contains facts, examples and details to support the topic	20		
Conclusion <ul style="list-style-type: none">• Restates/ summarises/ presents ideas using different words	15		
Fluency <ul style="list-style-type: none">• Uses clear pronunciation• Fluent in English	10		



Presentation <ul style="list-style-type: none"> • Maintains eye contact with the audience • Keeps to the allocated time • Uses appropriate body language 	15		
Grammar <ul style="list-style-type: none"> • Uses appropriate tenses • Uses a variety of sentences and vocabulary • Has coherence (uses signposts, linkers etc.) 	15		
Slides <ul style="list-style-type: none"> • Readable • Contains visual information (tables, graphs, pictures etc.) • Not crowded 	5		
Referencing <ul style="list-style-type: none"> • Cites sources 	5		
Total	100		

Name of the evaluator:



Part 2

Module 1: Reading Academic Texts

Sub themes:

- Finding academic resources
- Reading three extended abstracts and understanding different sections of a research paper

Different sections of a research paper

Activity 1

Given below are two research papers. Skim through them and,

1. Identify the different sections
2. Conduct an online search and explain the function of each section in a research paper.

Paper 1:

The Gender Gap in Second Language Acquisition: Gender Differences in the Acquisition of Dutch among Immigrants from 88 Countries with 49 Mother Tongues

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Abstract

Gender differences were analyzed across countries of origin and continents, and across mother tongues and language families, using a large-scale database, containing information on 27,119 adult learners of Dutch as a second language. Female learners consistently out-performed male learners in speaking and writing proficiency in Dutch as a second language. This gender gap remained remarkably robust and constant when other learner characteristics were taken into account, such as education, age of arrival, length of residence and hours studying Dutch. For reading and listening skills in Dutch, no gender gap was found. In addition, we found a general gender by education effect for all four language skills in Dutch for speaking, writing, reading, and listening. Female language learners turned out to profit more from higher educational training than male learners do in adult second language acquisition. These findings do not seem to match nurture-oriented explanatory frameworks based for instance on a human capital approach or gender-specif-



ic acculturation processes. Rather, they seem to corroborate a nature-based, gene-environment correlational framework in which language proficiency being a genetically-influenced ability interacting with environmental factors such as motivation, orientation, education, and learner strategies that still mediate between endowment and acquiring language proficiency at an adult stage.

Introduction

Contemporary handbooks on second language acquisition hardly pay attention to the role of learners' gender (see [1–4]). A simple reason for the relative absence of research on the role of gender in L2 acquisition might be that female L2 learners doing better than male learners is regarded as being common knowledge. Perhaps Saville-Troike (2005: p.90) expresses the situation best when she critically notes: “There is widespread belief in many western cultures that females tend to be better L2 learners than males, but this belief is probably primarily a social construct, based on outcomes which reflect cultural and sociopsychological constraints and influences” [5].

The sparse research on the impact of gender in L2 acquisition shows a marked contrast with the massive literature on gender effects in first language acquisition (L1) research [6–9]. In a large meta-analytic study with more than 4 million students, Cole (1997) and Willingham and Cole (1997) concluded that female students retained their language advantage over a period of 30 years [6, 9]. Female students fared better in writing and language use (i.e. grammatical conventions, expression, spelling), while small but consistent effect sizes were found for reading and verbal reasoning. Lietz (2006), Rosén (2001), and Wagemaker (1996) observed the existence of a gender gap in many countries around

the world, favoring women over men, regarding language abilities [10–12]. Gender differences in L1 acquisition have also been found to occur in the earliest stages of the life span. Girls develop communicative skills at a younger age than boys exhibiting larger vocabularies and using a larger variety of sentences [13–14].

Literature Review

What precisely is the state of affairs of the sparse empirical support for a gender gap in L2 acquisition? Burstall (1975) and Davies (2004) observed lower attainment scores for British boys than for girls with respect to learning French [15–16]. Pae (2004) found that females outperformed males in reading comprehension among Korean English foreign language (EFL) learners [17]. Boyle (1987) observed that female Chinese students outperformed their male counterparts on a general English proficiency test [18]. In sum, the available evidence, though sparse, agrees with results found in first language acquisition, female language learners outperforming male learners.



Do gender differences require a nature or nurture explanatory scenario or both? The L1 gender distinction nicely matches other basic gender distinctions occurring early in the life span. Halpern (2002) and Kimura (1999) provide ample evidence that differences between male and female cognitive functioning can partly be explained by different hormonal configurations [19–20]. The production of male sex hormones from early childhood on in boys is assumed to be critical in this respect. As a result, masculinization of behavior and cognition occurs, causing a variety of differences between men and women in, for example, motor skills, spatial abilities, mathematical aptitude, perception, and verbal abilities (see [9]).

It is tempting to generalize such a nature-based scenario to L2 acquisition. Ullman (2005) proposes a declarative/procedural model for the description of memory systems [21]. According to Ullman (but see [22] for counterevidence, and [23] for a partial confirmation), women, more than men, store verbal information in declarative memory, whereas men more than women tend to use grammatical or procedural memory to produce language and these processes are found to be accommodated by estrogen [24–25]. This distinction in the prevalence of different memory systems in men and women seems to be relevant for second language learning by adult learners as the availability of the procedural memory decreases more than declarative memory after puberty. As a result, adult female second language learners would be in a more advantageous position than adult male learners, although it is not clear in which language domains a female advantage would occur in particular. Based on the foregoing, it might be hypothesized that, on average, women will perform better than men on speaking and writing proficiencies, because productive skills require active access to all verbal and verbal-related resources available. When gender differences are present because language proficiency is a genetically influenced ability, the probability of these differences showing up seems to be best when this ability has to perform maximally, exploiting all resources.

The expected outcomes concerning listening and reading skills are not straightforward, judging from the sparse available empirical evidence. Farhady (1982) found a female advantage in listening [26], Boyle (1987) found a male advantage in listening vocabulary for Chinese EFL learners [18], but see [27], whereas Bacon (1992) detected no significant difference between Spanish male and female performance in listening skills [28].

[...]

Method

Sample

Since the early 1990s, the State Examination of Dutch as a Second Language (STEX) is administered three times each year. These examinations consist of two separate exams. Program II (STEX II) is offered to immigrants who intend to enroll in a higher-level education in the Netherlands, or who have a higher-level occupation. Program I (STEX I) is aimed at immigrants who intend to follow a lower level of (vocational) education, or who have a lower or middle-level occupation. The requirements for Dutch language



proficiency are the same for both levels, though the abstraction level for Program II is higher (for detailed information, see [53–54]). It is perhaps important to note that when taking lessons in Dutch, learners are given the opportunity to test their acquired level of proficiency by means of older state exams.

Test results were available from the Program II exams from the years 1995 up to 2004. The examination covers four language skills: speaking, writing, reading, and listening, which are tested separately. An examinee passes the entire exam when he or she has acquired 500 points or more on each of the four sub-exams. In the current study, the productive skills of speaking and writing proficiency in Dutch as well as their receptive counterparts, reading and listening skills, have been analyzed. In total, 29,767 examinees took at least one of the four sub-exams in the period 1995–2004. In case of re-exams, we only used the first available test score. Data on test scores, gender and age were available for all examinees, as based on administrative data. Only adult second language learners between 18 and 50 years of age were included in the study.

Before the actual examination took place, examinees were invited to return a brief questionnaire about various background characteristics, such as date of arrival in the Netherlands, country of birth, mother tongue, education, etc., that was sent to them when they subscribed for the exam.

Results

In total, test scores of 27,119 language learners were available who had valid scores on at least one of the four language tests. We have chosen to opt for this inclusive approach, because selecting only language learners who took all four tests would substantially increase the probability of systematically excluding less successful learners, and, thus, underestimating learning effects. All variables involved are summarized in Table 1.

The criterion variables: Speaking, writing, reading, and listening test scores in Dutch.

The Dutch proficiency tests, speaking, writing, reading and listening were constructed by the Centraal Instituut Toetsontwikkeling (Central Institute for Test Development) and the Bureau Interculturele Evaluatie (Bureau for Intercultural Evaluation)—two large test battery constructors in the Netherlands.

Dutch Speaking Proficiency Test. The typical speaking test consists of 14 assignments. The candidates are urged to respond orally to prompts like: “In Dutch television a lot of ads are made for all kinds of products, even in the middle of a program. What is your opinion about ads on TV?” These spoken elicitations were recorded on tape. The examination took 30 minutes. Two independent expert raters evaluated the oral production on content and correctness criteria. The primary content criteria are the appropriateness of the content related to the task (about 30%) and vocabulary size (around 18%). The most important linguistic criteria are word and sentence formation (about 28%), and pronunciation (about 12%) (for detailed information, see [51–52]). Candidates can speak freely, but their responses are evaluated only when their responses go with the speech task.



Dutch Writing Proficiency Test. The writing test lasts 60 minutes, and a typical writing test consists of three different tasks: writing eight short responses on prompts, writing two short texts, and one longer text between 150 and 300 words. Two independent expert raters evaluated the written production on content and correctness. The primary content criterion is adequacy/understandability (about 40%). The most important linguistic criterion is grammatical correctness (about 30%) (for detailed information, see [55–56]).

It has to be emphasized that for both candidate's speaking and writing production, the expert raters are bound to well-elaborated coding schemes that leave little room for subjective evaluations. Apart from that, all expert raters are experienced language teachers who, without exception, have undergone extensive scoring training. A candidate's score is the mean of the two rater scores, which reduces potential bias even further. In case these two raters disagree about the passing or failing of a candidate, a third rater reviews the candidate's writing or speaking production. The rater deviating most from the third one will be discarded in the final decision about a candidate's test score.

Table 1. Description of the Sample for the Dependent Variable, the Dutch Speaking, Writing, Reading, and Listening Proficiency Test, and the Explanatory Variables, Split out between Learner and Context Characteristics (49 L1s and 88 Countries), for Male and Female Learners.

Criterion		
Dutch Speaking Proficiency Test 501 38	522	38 26,084
Dutch Writing Proficiency Test 507 47 535 46 26,383		
Dutch Reading Proficiency Test 506 37 524 40 26,852		
Dutch Listening Proficiency Test 496 39 516 43 26,667		
Learner Characteristics		
Age of Arrival in the Netherlands 27.59 6.07 27.21 6.06 27,119		
Length of Residence (at first exam date) 3.45 3.32 3.11 3.33 27,119		
Number of Hours Studying Dutch language / 100 5.62 4.46 5.41 4.35 27,119		
Years of Education 8.37 2.72	8.19	2.84 27,119
Western Country .30 .46 .65 .48 14,090		
Middle East .31 .46 .10 .30 4,830		
South- and Middle America .03 .18	.07	.26 1,573
Africa .26 .44 .06 .24 3,697		
South Asia .06 .23 .02 .14 851		
East Asia .04 .19	.10	.29 2,078
Context Characteristics		
Morphological Linguistic Distance .07 .08 49		
Gross Enrolment in Secondary Schooling in 1995 72.24 34.48 88		



doi:10.1371/journal.pone.0142056.t001

Dutch Reading Proficiency Test. The reading test lasts 20 minutes and examinees have to read nine in length varying texts on a variety of subjects (i.e. instructions of a dental surgeon; study regulations), and answer in total around 53 multiple choice questions.

Dutch Listening Proficiency Test Examinees have to listen to six recorded interviews in the listening task. These recorded interviews were played back in an examination room for all examinees simultaneously. No headphones were used. After hearing each interview they have to answer a number of multiple choice questions. The skills to be evaluated are global and selective listening based on oral reports and opinions. This examination takes 60 minutes and candidates have to answer a total of 41 multiple choice questions.

[...]

Analysis

We used cross-classified multilevel models (we used SPSS 21 [65]), to take full account of the multilingual reality, i.e. migrants from different countries may use the same mother tongue, while migrants from the same country may speak different first languages. In doing so, we were able to test for gender interaction effects, if present, at the learner level, the mother tongue level, and the country of origin level.

We first constructed null models for the four Dutch language proficiency tests separately with no predictive factors added. Learners, countries and mother tongues were included as random factors (random intercepts). Next, we added gender to these null models as a baseline model (Model 1). Then, in Model 2, we added the remaining learner characteristics in order to test if the gender effect still holds. Next, we tested if the gender effect remained intact by adding interaction effects of gender with these learner characteristics in Model 3. Then, we added the country characteristics in Models 4 and 5. And finally, in Models 6 and 7, language characteristics were included.

The improvement in fit signifies that the model fits the data better and this is tested by means of the Log Likelihood ratio which follows a Chi-square distribution. A given model is considered to have a better fit than a preceding, more parsimonious model if the difference in the Log Likelihood ratio ($-2L2$) is at least 3.84 against one degree of freedom. When the improvement of fit of the less parsimonious model as compared with the previous model was significant, we checked the direction and size of the effect parameters.

The application of the null model to the proficiency scores resulted in three random variance components (so-called intra-unit correlations). They showed that, for speaking proficiency, 14.6% of the variation in scores is across languages and 15.6% across countries. Summing these up (see e.g. [66]), we observed that 30.2% of the total variance is to be attributed to country and language characteristics. For writing proficiency, the distribution is 11.4% across countries; 14.7% across languages (total: 26.1%), while for reading proficiency 15.3% of the variation in scores is across countries and 20.6% across languages (35.9%). For listening proficiency, finally, the variation in scores across languages was 23.7% and across countries 12.8%, giving a total of 36.5% of the total variance. Accordingly, the



remaining variance at the individual level was estimated at 69.8%, 75.9%, 64.1%, and 65.5% of the total variance in respectively speaking, writing, reading, and listening proficiency scores.

In the next step, we added fixed level 1 explanatory variables to the cross-classified design of languages by countries for speaking (see Table 2), writing (see Table 3), reading (Table 4) and listening (Table 5) proficiency in Dutch. Given the huge amount of data used in this study, effects were tested at the $\alpha = .01$ level.

[...]

Discussion and Conclusion

In the present study, our primary aim was to establish whether an overall gender difference exists in adult L2 acquisition, along the lines of the differences found in L1 acquisition, with females outperforming males. Our motive was the lack of clear empirical evidence for a L2 gender distinction. Research data are sparse, and the outcomes are not conclusive. We used a large database with test data from more than 25,000 adult learners of L2 Dutch from 88 countries of origin with 49 different mother tongues. We found a consistent gender effect for speaking and writing proficiency: Female learners outperformed male learners, independent of country of origin and mother tongue. This gender gap remained remarkably robust when individual, learner characteristics were taken into account, such as education, age of arrival, length of residence and number of lessons, or context characteristics, such as country of origin and mother tongue. The occurrence of these effects corroborate the validity of the gender gap found. These characteristics are known to have an impact on L2 proficiency. The negative role of number of lessons (hours studying Dutch), however surprising at first sight, could also be explained, because successful learners may stop attending lessons as soon as they believe to have reached the required level to pass the test. Perhaps the number of lessons works in a positive way at starting levels of language acquisition, but not any longer at higher levels of proficiency, as tested by the state exam Dutch as a second language (CEFR B2). For listening proficiency, this gender gap was absent and for reading proficiency it was even reversed: male language learners scored significantly higher on the reading in Dutch proficiency test than female language learners, although the difference between males' and females' reading proficiency scores was actually quite small.

[...]

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RESEARCH ARTICLE

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Physical and mental health perspectives of first year undergraduate rural university students

Rafat Hussain^{1*}, Michelle Guppy¹, Suzanne Robertson¹ and Elizabeth Temple²

Abstract

Background: University students are often perceived to have a privileged position in society and considered immune to ill-health and disability. There is growing evidence that a sizeable proportion experience poor physical health, and that the prevalence of psychological disorders is higher in university students than their community peers. This study examined the physical and mental health issues for first year Australian rural university students and their perception of access to available health and support services.

Methods: Cross-sectional study design using an online survey form based on the Adolescent Screening Questionnaire modeled on the internationally recognised HEADSS survey tool. The target audience was all first-year undergraduate students enrolled in an on-campus degree program. The response rate was 41% comprising 355 students (244 females, 111 males). Data was analysed using standard statistical techniques including descriptive and inferential statistics; and thematic analysis of the open-ended responses.

Results: The mean age of the respondents was 20.2 years (SD 4.8). The majority of the students lived in on-campus residential college style accommodation, and a third combined part-time paid work with full-time study. Most students reported being in good physical health. However, on average two health conditions were reported over the past six months, with the most common being fatigue (56%), frequent headaches (26%) and allergies (24%). Mental health problems included anxiety (25%), coping difficulties (19.7%) and diagnosed depression (8%). Most respondents reported adequate access to medical doctors and support services for themselves (82%) and friends (78%). However the qualitative comments highlighted concerns about stigma, privacy and anonymity in seeking counselling.

Conclusions: The present study adds to the limited literature of physical and mental health issues as well as barriers to service utilization by rural university students. It provides useful baseline data for the development of customised support programs at rural campuses. Future research using a longitudinal research design and multi-site studies are recommended to facilitate a deeper understanding of health issues affecting rural university students.

Keywords: Physical health, Mental health, Well-being, University students, Adolescents, Young adults

Background

Undergraduate university students comprise a sizeable portion of the younger population and go on to wield a considerable degree of influence in society through the key roles adopted in the future as professionals, senior executives and politicians [1]. The latest OECD report showed that 62% of the young adults in OECD countries were enrolled in tertiary education at universities [2]. The health and well-being of this population group is

important, not only due to their potential societal influence, but because many lifestyle related attitudes and habits are formed at this stage and persist across the life span [3-6].

Before describing the background literature, it is useful to highlight some definitional issues associated with the literature concerning the health of younger age groups. Various authors have used 'late adolescent' and 'young adults' in discussing health issues concerning 18-24 year olds [5,7,8]. We used the term 'young adults' in the current paper. Furthermore, we have used the terms 'health' and 'well-being' to ensure a more holistic

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approach, encompassing a spectrum of self-reported physical, emotional and mental health issues [9].

Much of the research on the health and well-being of university students, including some of the Australian studies, has focused predominantly on self-reported risky health behaviors such as: smoking [10-12]; drug and alcohol use [13-18]; and unsafe sexual activity [19-23]. In comparison studies on self-rated physical health by university students were less common [1,24-27]. Perhaps the most comprehensive research conducted into the self-rated health of college students was carried out regularly by the American College Health Association. Of the 90,666 students surveyed in 2012, 60.2% rated their health status as excellent or very good, while 31.9% rated it as good [28]. The most common health problems experienced by these students in the past year were allergies (19.7%), sinus infection (17.5%), back pain (12.6%), and strep throat (10.7%). Health conditions which had negatively impacted on their academic performance included: stress (29.0%); sleep difficulties (20.6%); anxiety (20.2%); and upper respiratory tract infections (15.6%). Another recent study found that almost 60% of university students had experienced a health problem in the past month, ranging from allergies and asthma, to severe headaches and insomnia [25].

With regard to mental health, there was considerable more literature and the available evidence suggested that a significant proportion of young adults suffered from psychological ill health. The most up-to-date data from the global burden of disease study showed that mental disorders accounted for four and five out of the ten leading causes of disability-adjusted life-years (DALYs) globally for 20-24 year olds, and 15-19 year olds respectively [7,29]. In Australia, the latest data from the national mental health survey reported the 12-month prevalence of any mental health disorder to be 26% amongst the 16-24 year old group [30]. Similar results have been reported from secondary analysis of other Australian national datasets such as the 2007 Household, Income and Labour Dynamics survey in Australia (HILDA), and the 2007-08 National Health Survey [31]. The mental health of young adults is of concern, not only because of the substantial burden of disease, but because adolescence and early adulthood has been linked to onset for a considerable proportion of mental health disorders diagnosed during adulthood, and due to the persistence of mental illness across the life span [7,29,32-34].

Research studies focused on university students have found that psychological distress is at least as common amongst university students when compared with their age group in the general population. One recent study conducted in the US by Hafen et al., of 78 first-year veterinary science students found 30% of university

students rated above the clinical cut-off for depression [35], whilst a large study by Eisenberg et al., of 2785 university students in the US found that that 15.6% of undergraduates tested positive for depression and/or anxiety [36]. Studies in Europe have found similar results. In Hungary in 2008, 19% of students reported considerable psychological distress, with female students scoring significantly worse than their non-student peers in this domain [37]. It is believed that whilst some students commence university with a preexisting mental illness, the stressors associated with university and this stage of life can lead to the manifestation of symptoms in this high risk age group [38,39]. Mental ill-health issues for the university student population can lead to negative outcomes such as: risky health behavior; poor academic performance and attrition; physical illness; antisocial behavior; and suicide [38]. Australian studies involving university students showed a similar pattern [40-43] as found by studies in the US and Europe.

The academic, financial and social challenges associated with university can make this a very stressful time for students [38,44]. There was considerable research on excessive stress leading to burnout in the workplace [45,46], however similar studies into university students' perceptions and experiences of stress and fatigue, and the associated impact on academic performance and quality of life were relatively limited [24,44,47]. Of the available studies, a large proportion focussed on impact of stress on medical students [47-49]. A study by Vaez et al., in Sweden compared first year university students with their work peers [50]; and a US study by Law found that the level of exhaustion experienced by undergraduate business students was similar or higher than that in conventional high-stress and burnout occupations [51]. As mentioned, much of the burnout research in university students centered on medical students. In the US Dyrbye et al. [48] found 45% of medical students met the criteria for burnout, and further research published in 2008 by Dyrbye et al. [49] found burnout in 49.6% of medical students. A recent study from South Australia compared rates of psychological distress in undergraduate university students across four distinct disciplinary areas: medicine, psychology, law and mechanical engineering and found slightly higher levels of distress amongst law students compared to medical students [52].

As evident from the information above, most of the research on health and well-being of university students has been conducted in the US and other developed countries. We found only 16 published research studies conducted in Australia since 1995 across a variety of databases including Medline and ProQuest [12,18,20,31,40,42,43,52-61]. An additional two research papers included a systematic review of physical activity across a number of countries [60]; and a recent paper used secondary analysis of national



communication or contact. *About your friends and activities* covered bullying, participation in group activities, and whether they had a friend they could confide in. *Questions about things you might have done* included recent delinquent behavior, alcohol consumption, cigarette smoking, and drug use. *About your safety* included an additional question on driving whilst under the influence of alcohol or other drugs. *About eating and exercise* measured participation in physical activity, and unhealthy weight loss behaviour. *About your feelings* asked basic mental health screening questions around recent feelings of depression or anxiety on a four-point scale of: 'never, sometimes, often, and always', and whether they had ever self-harmed. The eight items for depression and anxiety included feeling anxious in new situations, finding it hard to cope, worry about what other people think, and getting sudden feelings of panic. Items were specifically looking back at the last three months about feeling unhappy and tearful, feeling there was nothing to look forward to, thoughts of dying, and thoughts of self harm. *Questions about sex* explored sexual attraction, age of first sexual activity, safe sex practices, pregnancy, and sexual abuse. *About your health* asked respondents to rate their health on a five-point scale (excellent, very good, satisfactory, poor, not sure). Information was collected on health problems experienced in the past six months, with options including: allergy (skin, food, other); asthma; frequent headaches; fatigue or low energy; skin problems (other than allergy); period problems; and long-term health problems (stomach complaints, muscle or joint pains etc.). Participants were asked whether they had received a diagnosis from a doctor for any illness, about current medication, and the adequacy of access to a General Practitioner (GP) and other support services for themselves, their friends and fellow students.

Data analysis

Planned analyses included descriptive analyses of demographic, lifestyle and well-being data. In the preliminary analysis frequency distribution of all variables was examined. As this was an exploratory study, post hoc analyses were then conducted to investigate the high prevalence of fatigue reported by the participants. First, a series of one-way ANOVAs was completed to determine if fatigued and non-fatigued groups differed in relation to key demographic, lifestyle and well-being variables. Second, preliminary bivariate Pearson's correlations were utilised to identify variables for inclusion in a multiple regression analysis, which aimed to determine the combined explanatory value of these variables in relation to the variance in fatigue reported by participants. Finally, as the multiple regression results suggested the presence of a mediated relationship between the predictor variables and fatigue, a model was postulated and tested via

structural equation modelling (SEM) and Sobel tests. IBM SPSS Statistics version 20.0 was used for the descriptive, correlational and ANOVA analyses, IBM SPSS AMOS version 20.0 was used for the SEM, and Sobel tests were completed with Preacher and Leonardelli's Sobel Test Calculator (see: <http://quantpsy.org/sobel/sobel.htm>). Open-ended responses under the four categories of: your health; well-being; health & support services; and other university services were analysed using thematic analysis [64]. Some verbatim quotes are included in the paper to illustrate particular themes.

Results

Participant profile

The survey respondents consisted of 244 (69%) females and 111 (31%) males. The mean age was 20.2 years ($SD = 4.77$). The gender differences are in line with the wider university undergraduate population. Nearly three-quarters of the sample (73%) lived on campus in catered or self-catered accommodation, whilst 16% lived independently or in shared accommodation in town, and 10% lived with their family. Most participants (66%) did not carry out any paid work on a weekly basis. Of the 121 participants who reported paid work, 55% worked less than 10 hours per week, 38% worked between 10–20 hours each week, and 7% worked for 21 to 30 hours per week (see Table 1). A small proportion (12%) of participants had other responsibilities, which were predominantly caring or voluntary work commitments. In relation to coping with academic pressures, 40% of participants had considered dropping out of university during the previous three months. Of these students, 75% had thought about it from time to time, 16% had considered this quite frequently and sometimes quite seriously, while 9% had considered dropping out often and very seriously.

An overwhelming majority (80.8%) of students were non-smokers. Whilst nearly 85% reported consuming alcohol, only a small proportion (10.7%) reported drinking three or more times per week (Table 2). A separate question was asked about frequency of binge drinking in the past month. A third of the sample reported no binge drinking, whilst 15.5% reported 3–4 times in the last month and 10.7% reported frequent binge drinking (5 or more times in the past month). There was a demonstrable gender difference in frequency of binge drinking, 27.9% of the male students compared to 12.3% of the female students (see Table 2). In relation to eating patterns, gender difference was marked with 46.2% of female students (vs. 14.4% of male students) indicating that they had used skipping meals as a strategy to lose weight. A small proportion of female students (10.7%) had skipped meals often/always compared to zero percent of male students (Table 2).



Table 1 Socio-demographic profile of study respondents

Socio-demographics	Male n (%)	Female n (%)	Total n (%)
Age (Mean & SD)	Mean 20.7 SD = 6.00	Mean 20.0 SD = 4.10	Mean 20.2 SD = 4.77
Accommodation	78 (70.2)	182 (74.6)	260 (73.2)
On-campus	32 (28.8)	58 (23.7)	90 (25.3)
Private	1 (0.9)	4 (1.6)	5 (1.4)
Other			
Employment			
Don't work	73 (65.7)	161 (65.9)	234 (65.9)
< 10 hours per week	24 (21.6)	42 (17.2)	66 (18.5)
10–20 hours per week	11 (9.9)	35 (14.3)	46 (12.9)
> 20 hours per week	3 (2.7)	6 (2.4)	9 (2.5)

Self-rated health

Participants rated their health as being excellent (12%), very good (44%), satisfactory (37%), or poor (7%). 80% of participants reported experiencing some health problems over the past six months. An average of 2 (SD = 1.54) health conditions were reported, the most common of which were: fatigue or low energy (56%); frequent headaches (26%); and allergies (24%) (see Table 3). A quarter

Table 2 Distribution of smoking, alcohol and eating behaviours

Behaviour	Male n (%)	Female n (%)	Total n (%)
Smoking			
No	90 (81.1)	197 (80.7)	287 (80.8)
Yes	21 (18.9)	47 (19.2)	68 (19.1)
Alcohol (past month)			
Don't drink	14 (12.6)	37 (15.1)	51 (14.3)
1–2 times / month	30 (27.0)	109 (44.6)	139 (39.1)
1–2 times per week	43 (38.7)	84 (34.4)	127 (35.7)
> 2 times per week	24 (21.6)	14 (5.7)	38 (10.7)
Binge drinking (past month)			
Never (includes don't drink & never binge)	35 (31.5)	87 (35.6)	122 (34.3)
1–2 times	29 (26.1)	86 (35.2)	115 (32.3)
3–4 times	16 (14.4)	39 (15.9)	55 (15.4)
5 or more times	31 (27.9)	30 (12.3)	61 (17.1)
Skipped meals (past month) for weight loss			
Never	95 (85.5)	129 (52.8)	224 (63.1)
Sometimes	16 (14.4)	91 (37.3)	107 (30.1)
Often	0 (0.0)	17 (6.9)	17 (4.7)
Always	0 (0.0)	7 (2.8)	7 (1.9)

Note: Some columns do not total to 100% due to missing data.

Table 3 Prevalence of self-reported health conditions

Condition	Female n (%)	Male n (%)	Total n (%)
Allergy	74 (30.3)	14 (12.6)	88 (24.8)
Asthma	46 (18.9)	13 (11.7)	59 (16.6)
Frequent headaches	75 (30.7)	18 (16.2)	93 (26.2)
Fatigue or low energy	147 (60.2)	53 (47.8)	200 (56.3)
Skin problems	50 (20.5)	16 (14.4)	66 (18.6)
Period problems	67 (27.5)	-	-
Long-term health problems	50 (20.5)	13 (11.7)	63 (17.7)
Other problems	35 (14.3)	20 (18.0)	55 (15.5)
Total	544 (223.0)	147 (132.4)	691 (194.6)

Note: Totals and percentage totals are more than 100% due to multiple responses.

of the participants had received a diagnosis of a specific illness from a doctor, the most common of which was asthma (13%), followed by anaemia (11%), respiratory infection (9%), and glandular fever (9%).

Additional comments made in the open-ended comments section at the end of the questionnaire about self-rated health were mixed. Whilst many commented that their health was “good” or “okay”, many students had experienced frequent episodes of ill-health since commencing university. Poor health was generally attributed to a variety of factors such as: unhealthy food available on-campus in residential colleges; excessive stress from study workloads; juggling study and work commitments; virus transmission due to living in close proximity to others; lack of exercise; constant tiredness and fatigue; and excessive alcohol consumption. A few quotes are provided to illustrate the issues.

“I think the main issue is the [academic] workload and the social aspect... of expectations of peers. University is a very stressful environment that is hard to maintain a happy medium in.”

“Being at university has seen my health decline... increase in alcohol and unhealthy food binges during late night study... however, being at college has also encouraged me to exercise as I always have a friend to run or walk with.”

Questions concerning mental health used a four-point response scale (never, sometimes, often, always). Over a quarter of the respondents (26.2%) reported feeling often or always anxious in a new situation, 19.8% often or always found it hard to cope with worries, and 13% reported often or always experiencing sudden feelings of panic. Participants were also asked specifically about their emotional and psychological feelings in the past three months. 21.3% reported often or always feeling unhappy or tearful, nearly 9% often or always felt they had



nothing to look forward to, and a small proportion reported often or always feeling so bad that they had thoughts of dying (4.2%) or harming themselves (3.7%) (see Table 4). The majority of participants (85%) had never harmed themselves, however 17% of the females and 11% of the males had tried to harm themselves at some stage during their life. Participants were asked whether they had ever been diagnosed by a medical practitioner as having anxiety or depression. Slightly over 8% of the participants indicated that they were currently, or in the past, diagnosed as having anxiety or depression.

The eight mental health items were also combined (via summation) to make a single variable, psychological distress (scoring range 8–32; Cronbach's $\alpha = .87$). Female participants ($M = 14.5$, $SD = 4.36$; range: 8–32) scored significantly higher on this variable than male participants ($M = 12.5$, $SD = 3.22$; range: 8–29): $F(1, 348) = 18.79$, $p < .001$, $\eta^2 = .051$. Additional comments were also provided in the open-ended category under well-being. The majority of respondents reporting "good" or "great" well-being "very good, enjoying college, university and all that it has to offer". Negative comments indicated that for some students, well-being was being compromised by stressors such as: alcohol consumption; university workloads; relationship difficulties; and missing loved ones.

"University has... a way of sucking everything out of you and giving you nothing in return. I was generally a happier person until I started undertaking my studies."

"My well-being is great at the moment but there are times when I felt down after being dumped by my boyfriend and approaching the end of term and being homesick after 2.5 months away from family."

Table 4 Frequency of psychological distress

Feeling	Never (%)	Sometimes (%)	Often (%)	Always (%)
Anxious in new situation	175	55.8	20.0	5.9
Hard to cope with worries	245	55.2	14.9	4.8
Worry about what others think	220	49.3	19.7	8.2
Sudden feelings of panic	476	38.6	10.1	2.8
Felt unhappy or tearful	186	59.7	17.5	3.7
Felt nothing to look forward to	718	19.2	7.0	1.7
Thoughts about dying	83.1	12.4	2.5	1.7
Thoughts about self-harming	848	11.3	2.0	1.7

Note: Percentage totals are less than 100% due to missing responses.

Further assessment of quantitative data was undertaken through further bivariate and multivariate analysis. With over half of participants experiencing fatigue or low energy, this variable was examined in greater detail. A series of one-way ANOVAs indicated that fatigue was significantly associated with a number of academic behaviours. Participants reporting fatigue missed more classes ($F(1, 354) = 15.20$, $p < .001$, $\eta^2 = .041$); considered dropping out more seriously ($F(1, 354) = 17.55$, $p < .001$, $\eta^2 = .047$); and enjoyed their studies less ($F(1, 353) = 5.05$, $p = .001$, $\eta^2 = .030$) than those who had not experienced fatigue or low energy. Fatigued and non-fatigued participants differed on a number of health behaviours. People experiencing fatigue over the past six months drank alcohol more frequently ($F(1, 354) = 6.56$, $p = .003$, $\eta^2 = .025$); were more likely to regret alcohol related situations ($F(1, 300) = 7.30$, $p = .007$, $\eta^2 = .024$); and engaged in more weight loss behaviours ($F(1, 353) = 8.23$, $p = .004$, $\eta^2 = .023$); than their non-fatigued peers. Fatigued participants also experienced higher levels of psychological distress ($F(1, 348) = 22.49$, $p < .001$, $\eta^2 = .061$); were more likely to have a history of self-harm ($F(1, 353) = 7.52$, $p = .006$, $\eta^2 = .021$); and felt unsafe in the previous three months more frequently ($F(1, 354) = 8.29$, $p = .004$, $\eta^2 = .040$); than non-fatigued participants.

To understand the factors contributing to fatigue, preliminary correlation analyses were completed. A number of variables were found to be significantly associated with fatigue. However, after consideration of effect sizes, only three variables (with $r > .200$) were considered appropriate for inclusion in the subsequent multiple regression analysis. As the predictor variables used for the multiple regressions in our study (i.e., psychological distress, self-rated health status, and number of health problems experienced in the previous six months) are continuous and without established/validated cut-points for categorisation into binary outcomes (exposed and non-exposed groups) logistic regression analysis was not considered appropriate. The three variables included in the multiple regression analysis include: psychological distress, $r(347) = .247$, $p < .001$; self-rated health status, $r(351) = .326$, $p < .001$; number of health problems experienced in the previous six months, $r(353) = .588$, $p < .001$. While it can be assumed that there will be an association between self-ratings of health status and number of health problems experienced in the previous six months, interestingly the correlation between these variables indicated less shared variance than perhaps would be expected ($r(351) = .427$, $p < .001$). Therefore, both variables were included in the multiple regression analysis with psychological distress. The three variables explained 34% of the variance in fatigue, however only the total number of health problems accounted for a significant proportion of the variance in fatigue scores (see Table 5).



Table 5 Multiple regression model for fatigue

Predictors	B	SE B	β	t	p	sr ²
Number of health problems	0.17	0.02	0.53	10.58	<.001	.214
Frequency of alcohol use	<0.01	0.01	0.01	0.22	.829	<.001
Self-rated health	0.06	0.03	0.09	1.87	.062	.006

Note. Fit for model $R^2 = .34$, Adjusted $R^2 = .34$, $F(3, 343) = 59.85$, $p < .001$. The squared semi-partial (sr^2) correlation is derived from the Part correlation in SPSS. Predictors were entered simultaneously.

To gain a more detailed understanding of the relationships between the variables, structural equation modeling (SEM) was employed to test a mediation model, where number of health problems mediates both self-reported health-fatigue and psychological distress and-fatigue relationships (see Figure 1). As can be seen in Table 6, the SEM analyses indicated that there was a good fit between the model and the data. Sobel tests revealed that number of health problems fully mediated the relationship between self-reported health status and fatigue ($z = 7.08$, $p < .001$) and fully mediated the relationship between psychological distress and fatigue ($z = 6.61$, $p < .001$).

These findings indicate that there was a positive association between the psychological distress experienced by participants and their self-ratings of poor health. Further, those participants rating their health more poorly and experiencing higher levels of psychological distress reported experiencing a greater number of health problems in the previous 6 months, which in turn, was positively associated with the fatigue experienced by participants. Moreover, there was no direct relationship between self-rated physical health and fatigue or between psychological distress and fatigue.

Access to medical and support services

As explained in the Introduction section, a secondary aim of the study was to assess access to, and satisfaction with, health services by students studying in a rural town which has limited health services compared to larger regional and metropolitan towns. Information was sought on adequacy of access to General Practitioners [GP] and other support services such as counsellors, for not only the

participants, but also their friends and fellow students. The majority of participants (82%) felt they had adequate access to GP and other support services, including counselling. Similarly, 78% reported that there was adequate access to these services for their friends and fellow students. Additional comments provided on services available were varied. Many students found services to be "really good" or "pretty useful", and in particular were very satisfied with the level of support provided by the residential colleges. The majority of respondents who provided additional comments however were dissatisfied with lack of timely doctor appointments. This was particularly seen as an issue when a doctor's certificate was required for missing a class, or if applying for a time extension for assignments and exams. With regard to student counselling services, nearly 23% of the sample mentioned a number of issues. The stigma associated with having a mental health problem or being perceived by peers as not being able to cope with academic and social pressures in turn led to mixed emotions of guilt, embarrassment and mistrust, which prevented students from accessing the on-campus counselling services.

"I feel as though help is available, I just need more time to seek it out. Although I know many people would be afraid to seek help, maybe due to embarrassment or shame."

"I don't like seeing counsellors because the one at my last high school was condescending. Also I don't want anyone to know I am seeing a counsellor (if I was to) as I don't want anyone to know that I am not coping well."

"I have used support services to deal with minor issues like sleep deprivation, stress, transition to university and college life. I found the counsellors easy to talk to and well equipped with resources."

Discussion

The findings of the present study are in agreement with comparable research on the self-rated health status of

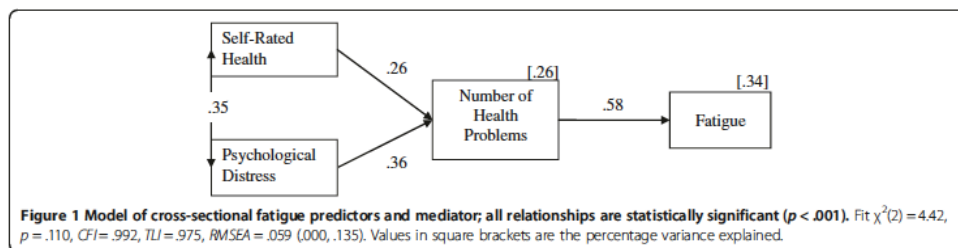




Table 6 Goodness-of-fit indices for sem model for fatigue

χ^2	df	χ^2/df	RMSEA	C _{90%} for RMSEA		CFI	TLI
				LB	UB		
4.42	2	2.21	.059	.000	.135	.992	.975

Note. RMSEA root mean square error of approximation, LB lower bound, UB upper bound, CFI comparative fit index, and TLI Tucker-Lewis Index.

university students, with over half the current sample rating their health status as very good or excellent [37,50,65]. Despite the high self-reported health status however, 80% of participants had experienced at least one health condition over the previous 6 months and many reported a substantial decline in their health since commencing university. Health conditions reported were also similar to those found in other research, with a high incidence of allergies, asthma, respiratory infection and persistent or serious headaches [25,65].

In accordance with research into the mental health of university students and the equivalent age group in the general population, it was found that 8% of the students had received a diagnosis of depression or anxiety, and the incidence of psychological distress was elevated. These results are of concern due to both the short-term and potential long-term consequences of mental ill-health. In the short-term, poor mental well-being impairs quality of life, and can result in poor health, social, and educational outcomes including attrition and drop-out [7,29,38]. In the long-term, mental illness with an onset between the ages of 10 years and 24 years is known to persist throughout the life span [32,33].

Fatigue in university students has been reported by a number of studies [54,57,66,67]. Excessive fatigue is often an outcome of the various challenges of university life, which impact both on physical and psychological health, such as meeting academic requirements and standards, weakening of family ties, new and tenuous social support networks and lifestyle and recreational activities pursued by young adults [38,44]. In our study, fatigue proved to be a very common health condition experienced by over half of the participants, and it was shown to be negatively associated with academic conduct in terms of missing classes and considering dropping out of university. Fatigue was found to be to be associated with a number of risky health behaviours particularly around alcohol consumption and unhealthy weight loss behaviours. It is possible that these findings reflected two types of fatigue within the student population; sleep deprivation-related fatigue (assuming that alcohol use was associated with less sleep), and illness-related fatigue. The latter type of fatigue appeared to be more prevalent in the study sample, with the regression and SEM analyses suggesting that the number of health problems experienced in the previous six months was the best predictor of

fatigue. However, one of the limitations of the study was not exploring the use of energy drinks, often containing large amounts of caffeine as well as alcohol mixed energy drinks. Recent studies show increasing consumption of energy drinks including mixed energy drinks by university students in the US [68,69] Canada [70] and Italy [71]. A recent Australian study, using focus groups with students, found a similar pattern of popularity of energy drinks and mixed energy drinks [55]. Disturbed sleep pattern, irregular waking hours, and fatigue have been reported as a consequence of increasing use of energy drinks [72].

In relation to barriers to seeking healthcare, previous studies show that accessibility of GP and other support services for the students surveyed and their friends and peers is varied [73]. Barriers to seeking healthcare seem to be similar across various studies internationally and nationally and include concerns about privacy, stigma and difficulties with emotional openness [74-77]. In a recent study published in 2012, Stallman [56] reviewed university counselling services in Australia and New Zealand and found a low uptake of university counselling services. In our study of students at a rural university campus, we found that despite limited range of free services available to students outside the university-setting, the most commonly reported barrier to using university services for mental health issues was "perceived stigma" and lack of privacy. Given the findings of this research in terms of the physical and mental health issues experienced by this participant group, it follows that issues and barriers in service accessibility and delivery need further examination. A future study examining the utilisation of customized online resources versus in-person consultation would be of value in increasing the uptake of counselling services.

Before concluding, the limitations of this study need to be considered when interpreting the findings. The present study was a cross-sectional survey and no longitudinal data was available to assess variations in risk behaviors and self-rated health. It is plausible that university students feel more settled after the first year of study as they develop better coping strategies to balance academic and leisure pursuits and consolidate new social networks. However, Australian studies which include university undergraduate students across various years across the degree program, do not report a major improvement in more senior years of the study program compared to first year and also compared to their age peers in the community [31,52]. Although we did not find poor self-rated health in rural university students compared to studies focusing on metropolitan students, there could be limitations in generalizing the findings to other rural campus settings. A longitudinal multi-site rural study would be of value to explore some of the issues in greater detail.



Conclusions

The findings of the current study have added to the literature on the health status of young people and in particular, rural university students. With the high rates of physical and mental health conditions being found amongst the university student population, the implications in terms of burden of disease are far-reaching. Further, as this population subgroup are at a stage of their life where they are forming health-related behaviors and belief systems, unhealthy habits developed can persist throughout life. This research provides valuable baseline data to develop health promotion programs targeted at university students studying at rural campuses. Online support services and health education programs have considerable potential in improving strategies for self-care and resilience through development of personal skills during this formative stage of young adulthood [78,79]. Further, universities and other higher education institutions are ideally situated to provide avenues for health promotion programs aimed at improving health literacy, behaviour and attitudes and preventing the onset of physical or mental ill-health which can exact such a toll both for the individual and society [3-5,44,47,73]. The authors recommend that more comprehensive longitudinal multi-site research be conducted into the health and well-being of rural university students, and that targeted health promotion programs are developed accordingly.

Competing interests

The authors declare that they have no competing interests.

Authors' contributions

RH, MG and SR designed the study. All authors contributed to the various stages of project conceptualisation, data collection and analysis. All authors contributed to manuscript development and revisions. All authors read and approved the final manuscript.

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Activity 2

Download/ read online a research paper relevant to your discipline and write a summary of the paper based on the main sections of it. Then present your summary to the class.

Reading an abstract

Activity 3

The following is an abstract for *Teachers' and students' verbal behaviors during cooperative and small-group learning*. Read the text in pairs, identify the following areas and number them.

1. Background of the study
2. Aims of the study
3. Methodology
4. Results
5. Discussion
6. Conclusion

Teachers' and students' verbal behaviours during cooperative and small-group learning

Robyn M. Gillies

Teachers play a critical role in promoting interactions between students and engaging them in the learning process. This study builds on a study by Hertz-Lazarowitz and Shachar (1990) who found that during cooperative learning teachers' verbal behaviours were more helpful to and encouraging of their students' efforts while during whole-class instruction, their verbal behaviours tended to be more authoritarian, rigid, and impersonal. This study seeks to determine if teachers who implement cooperative learning engage in more facilitative learning interactions with their students than teachers who implement group work only. The study also seeks to determine if students in the cooperative groups model their teachers' behaviours and engage in more positive helping interactions with each other than their peers in the group work groups. The study involved 26 teachers and 303



students in Grades 8 to 10 from 4 large high schools in Brisbane, Australia. All teachers agreed to establish cooperative, small-group activities in their classrooms for a unit of work (4 to 6 weeks) once a term for 3 school terms. The teachers were audiotaped twice during these lessons and samples of the students' language, as they worked in their groups, were also collected at the same time. The results show that teachers who implement cooperative learning in their classrooms engage in more mediated-learning interactions and make fewer disciplinary comments than teachers who implement group work only. Furthermore, the students model many of these interactions in their groups. The study shows that when teachers implement cooperative learning, their verbal behaviour is affected by the organizational structure of the classroom.

How to do a key word search

What is keyword search?

Keyword search is defined as the **activity of analyzing** and finding a list of valuable keywords. The keywords, or search terms, often become a guide for the **organisation of your content**.

Activity 4

Watch the following video and number the steps for finding key words in a given topic

<https://www.youtube.com/watch?v=rkY4GRDfQ24>

Steps	No.
Expand key words by finding synonyms and related words	
Find key words	
Mix and match key words in a library database	

Activity 05

Identify the key words of the topic of the abstract in Activity 01. Google the key words and present the results to the class.

Activity 06

1. Look at the following list of top academic research databases.



1. Scopus
 2. Web of Science
 3. PubMed
 4. ERIC
 5. IEEE Xplore
 6. ScienceDirect
 7. Directory of Open Access Journals (DOAJ)
 8. JSTOR
 9. Researchgate
 10. Google Scholar
-
2. **Choose a research topic of your interest and do a keyword search by using one of the above databases. Your results should be presented to the class.**

 3. **Find one research paper from one of the above databases (assigned to you by the lecturer) and identify the main features of its abstract (as you learned in Activity 01). Explain what the research paper is about by presenting details relevant to each of the main features.**



Module 2: Summarising

Sub themes:

- Choosing relevant information from different academic texts to be included in an essay

Summarizing means reducing a text from its original size to a shorter version. When summarizing, the main ideas of what the author should be retained.

Activity 1

Look at the original text and its summarized text. What strategies has the writer used in summarizing the text?

Original text (103 words)	Summarized text (31 words)
“For most people, writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. Sitting down to write can be an agonizing experience, which doesn’t necessarily get easier with the passage of time and the accumulation of experience. For this reason you need to reflect upon and analyze your own reactions to the task of writing. That is to say, the task will become more manageable if you learn how to cope with your own particular ways avoiding putting off the moment when you must put pen to paper” (Taylor, 1989, p. 3).	Inexperienced and even skilled writers can feel a great deal of anguish when faced with writing tasks; however, this response can be managed by recognizing and coping with personal avoidance strategies (Taylor, 1989).

Activity 2

Read the following paragraph and summarize it in about 35 words.

There are several sources that you can use for your writing assignments. First of all, your own experience is a major resource. For an assignment about communication skills, for instance, you can draw on your own experiences in college, at work, and in everyday life. In addition, other people’s experiences are extremely useful. You may have heard people you know or even people on TV talking about communication skills. You can also interview people. Finally, books, magazines, and the Internet are good sources of material for assignments. Many experts, for example, have written about various aspects of communication skills



Module 3: Paraphrasing an Academic Text

Sub themes:

- Paraphrasing techniques
- Choosing relevant information from different academic texts to be included in an essay

Paraphrasing refers to using your own words to express what an author has said in the original source. It is an important skill in any form of academic writing. Paraphrasing helps you avoid plagiarism in writing. Further, paraphrasing helps you reduce the number of direct quotations.

This section will introduce you to some useful strategies in paraphrasing.

Activity 1

Compare the original text and its paraphrased version. What strategies has the writer used in paraphrasing the text?

Original Text (45 words)	Acceptable Paraphrased Text (56 words)
Traditionally, in oral and written discourses, the masculine pronoun ‘he’ was used as a pronoun to refer to a person whose gender was unknown or irrelevant to the context. Recently, this usage has come under criticism for supporting gender-based stereotypes and is increasingly considered inappropriate (Smith, 2010, p. 24).	If the gender of a person was not known or was unimportant to the meaning of oral or written texts, it was customary to use the masculine form of ‘he’ when a pronoun was required; however, there has been growing concern about this practice in modern usage because it appears to privilege stereotypes based on gender (Smith, 2010, p. 24).

Paraphrasing techniques

Given below are three techniques that we commonly use in paraphrasing academic texts.



- Using synonyms
- Using different parts of speech
- Changing the grammatical structures

Using synonyms

Using appropriate synonyms is a key technique in paraphrasing. Here, you replace a given word with a word that is similar in meaning.

E.g.: The clever coach used a dangerous strategy to help his team win the final match.

The talented coach used a risky plan to help his team win the final match.

However, remember that just replacing words with synonyms is not adequate in paraphrasing. It should be used with a combination of other techniques. Also, do not replace any key words (e.g., technical terms) of the original with synonyms.

Activity 2 (pair-work)

Replace each of the underlined words in the following sentences using an appropriate synonym.

1. There has been a huge increase in the number of crimes reported in Colombo suburbs during the last three months.
2. Several studies have reported that the human brain is capable of producing new brain cells at any age.
3. Many significant changes were observed in the Sri Lankan education system during the period from 2004 to 2008.
4. One has to be consistent in the use of punctuation in writing.
5. Many people assume that a language teacher can speak several languages.
6. At least according to some studies, social media offer more advantages than disadvantages.
7. This paper analyzes the growth in oil product demand since 1971 in developing countries.
8. The primary advantage of this approach is that it is simple, inexpensive and takes very little effort.



9. There has been an increase in the number of students entering universities during the last five years.
10. The cost of the project has been estimated at about 10 million dollars.

Using different parts of speech

This involves changing the part of a speech of a word. (Ex: changing a verb into a noun, a noun into a verb and an adjective into an adverb). Notice that the verb '*prevent*' in sentence 1 becomes '*prevention*' in sentence 2.

E.g: 1. The growth of the internet has made it difficult for universities to prevent plagiarism.

2. The growth of the internet has made the prevention of plagiarism difficult for universities.

Activity 3

Re-write each of the following sentences by changing the part of speech of the underlined word.

1. This paper provides an analysis of the problem of climate change and describes a potential solution.
2. The study needs an accurate representation of data.
3. There is a need in our city for an assessment of its recycling system.
4. Our class debate was on the issue of nuclear weapons.
5. This diagram illustrates the rapid growth of the urban Sri Lankan population from 2005 to 2010.
6. Researchers investigated the problem.
7. This study provides a review of literature on the stock market from 2010 to 2018.
8. We need an efficient use of resources to avoid waste.
9. This essay emphasizes three main points.
10. There was a rapid change in weather.



Changing the grammatical structures

Sometimes paraphrasing involves changing the grammatical structure of the original sentence. The change could be from active voice to passive voice, direct speech to indirect speech, simple to complex or complex to simple sentences.

Eg:

1a After she completed the assignment, she submitted it to the department office.

1b After completing the assignment, she submitted it to the department office.

Eg:

2a Ravi has collected data on twenty participants.

Data has been collected on twenty participants (by Ravi).

2b The lecturer said, “You must prepare a plan before you conduct a qualitative interview.”

The lecturer said that we had to prepare a plan before we conducted a qualitative interview.

Activity 4

Rewrite each of the following sentences in passive voice.

1. This paper examines the relationship between employee engagement in work and their job satisfaction.
2. Silva (2009) conducted a quantitative study on elementary education.
3. The school administrators will administer the survey instruments.
4. The last chapter of the paper provides a summary of the discussion.
5. Maxwell illustrates the difference between a soft solid and a hard liquid.

Activity 5

Combine the following sentences to create complex sentences.

1. There is inflation. But the standard of living has gone up. (**although**)
2. Modern technologies certainly bring lots of opportunities into our lives. Still it cannot be denied that they have drawbacks as well as advantages. (**even though**)



3. The prices go up. Customers buy fewer products. **(whenever)**
4. The argument of the paper is not strong. The sample used in the study is too small.
(because)
5. The student does not provide enough support for the argument. He/she will have to rewrite the paper. **(if)**

Activity 6

Paraphrase each of the following paragraphs. Make sure you use a combination of strategies in paraphrasing the text.

1) Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head.

2) The beginning of middle school can be both a fun and difficult time in a student's life. Students have the chance to make new friends, join clubs, and gain more independence. There are usually activities, such as dances and school trips. On the downside, not all students adjust quickly to their new situation. They may have trouble making friends. Some will struggle with the greater workload and difficulty of the assignments. Middle school often brings increased social pressures, like choosing the right clothes. For many students, middle school is a balance between the good and bad.

3) Scientists do not agree about the extent to which creativity can be linked to activity in the right hemisphere of the brain. It is known that the biochemistry of the two hemispheres of the brain is different.

Extract adapted from Cottrell (2013: 200)



Module 4: In-text Citations and References

Sub themes:

- Using in-text citation
- Preparing a reference list

Direct Quotations

A direct quotation refers to reporting the exact words of an author in your writing. It appears with quotation marks. Even though it is useful sometimes to use the original words of an author, overusing direct quotations is not a characteristic of good writing. Whenever a direct quotation is used, the reference (the name, year, page number) of the original source should be mentioned. Given below is an example of a direct quotation:

Jones' (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

Given below are some useful tips for using direct quotes in your writing:

Rule 01: If it is a SHORT DIRECT QUOTE (less than 40 words), use double inverted commas and include the quote in the text. All direct quotes must have page or paragraph number.

Examples: (short direct quote of 19 words)

✓ **Author/in the narrative**

Example 1

De Silva (2001) claims that there is a consumerist approach emerging in higher education “that is a direct result of the expectation that students contribute a greater a proportion of the cost of their education” (p. 378). Example 2

According to Jones (1998), “Students often had difficulty using APA style, especially when it was their first time” (p. 199).

✓ **Author/ in parenthesis (round brackets)**



There are claims that there is a consumerist approach emerging in higher education “that is a direct result of the expectation that students contribute a greater proportion of the cost of their education” (James, 2019, p. 378). (*At the end of a short quote, the full stop goes AFTER the in-text reference.*)

Rule 02: If the quote is a LONG DIRECT QUOTE or BLOCK QUOTE (more than 40 words), indent the quote. Do NOT use any inverted commas.

Jones’ (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

✓ **Author/ in parenthesis (round brackets)**

In recent times, academic staff members have been reporting changes in university clientele and their attitude to the university learning experience:

Further evidence of changing student expectations is showing up in the consumer orientation of many students. . . . Many believe a consumerist pattern of thinking among students, which they believe is a direct result of the expectation that students contribute a greater proportion of the cost of their education, is now emerging during their day-to-day interaction with students. (James, 2001, p. 378)

At the end of a long quote, the full stop goes BEFORE the in-text reference.

Using in-text citation

APA referencing is the most commonly used method of citation in Humanities. Given below are some guidelines that should be followed when using in-text citations.

- Insert an in-text citation when your work has been influenced by someone else’s work, for example:

when you directly quote someone else’s work or

when you paraphrase someone else’s work

- The in-text citation consists of author surname(s)/family name(s), in the order that they appear on the actual publication, followed by the year of publication of the source that you are citing.



- For direct quotes, make sure to include page or paragraph number. eg. (Weston, 1988, p. 45). Page numbers are not normally included when paraphrasing but may be included if desired.
- The in-text citation is placed immediately after the information being cited.
- If your citation is at the end of a sentence, ensure the full stop is placed after the reference.
- If quoting or citing a source which has been cited within another document, mention the original source together with the secondary reference details; for example: (Smith, 2008, as cited in Jones, 2010). In this case, only the secondary reference (i.e. Jones, 2010) should be included in the reference list.
- Please note, however you should use secondary sources ONLY where you are unable to obtain a copy of the original, or the original is not available in English.
- In-text citations are usually included in the word count of your document.
- For citations in parentheses with two authors the ‘&’ symbol is used. If the author citation forms part of your sentence the word ‘and’ must be used, e.g. (Brown & Black, 2010) OR “Brown and Black (2010) indicate that...”
- Placement of citations can be important depending on the emphasis you wish to apply.
- If you wish to quote or paraphrase an author and want to emphasise the author, then your citation becomes ‘author prominent’. The citation will look something like this:

Jones (2012) has concluded that...
- If you wish to emphasise the information you have paraphrased or quoted from an author, then your citation becomes ‘information prominent’. The citation will look something like this:

... as evidenced from a recent Australian study (Jones, 2012).

Activity 1

1. The tables given below provide examples of in-text citations. Refer to them as and when required.

One author

Rule	Surname of author, no initials or suffixes such as Jr. The year of publication is also included
------	---



Citation examples	This was seen in an Australian study (Conger, 1979). OR Conger (1979) has argued that... OR In 1979, Conger conducted a study which showed that...
--------------------------	--

Two authors

Rule	Cite both surnames every time the reference occurs in the text
Citation examples	...(Davidson & Harrington, 2002) OR Davidson and Harrington (2002)...

Three to five authors

Rule	Cite all surnames and publication year the first time, thereafter only the first surname followed by et al. Note: There is a full-stop (.) after al (see below).
Citation examples	The first time cited: ...(Brown, Soo, & Jones, 1990). Brown, Soo, and Jones (1990)... thereafter: ...(Brown et al., 1990). Brown et al. (1990)...

Six or more authors

Rule	Cite only the surname of the first author followed by et al. and the year from the first citation. Note: There is a full-stop (.) after al (see below). Include all authors, up to seven, in the reference list. Please see instruction for eight or more authors on the introductory page of this guide.
Citation examples	.... (Girad-Perregaux et al., 2003). Girad-Perregaux et al. (2003)...

Different authors : same surname

Rule	Add the initials of the author's first or given name/s to their surname to distinguish them.
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Citation examples	P. R. Smith (1923) to distinguish from S. Smith (1945) ... (S. A. Brown & Jones, 1961) to distinguish from (W. O. Brown & Smith, 1985).
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Multiple authors: ambiguous citations

Rule	If a multiple (3+) author citation abbreviated with et al. looks the same as another in text citation similarly shortened, add enough surnames to make a distinction, followed by a comma and et al.
Citation examples	...(Brown, Shimamura, et al., 1998) to distinguish from (Brown, Taylor, et al., 1998).

Multiple works: by same author

Rule	When cited together give the author's surname once followed by the years of each publication, which are separated by a comma.
Citation examples	... (Stairs, 1992, 1993). Stairs (1992, 1993)...

Multiple works: by same author AND same year

Rule	If there is more than one reference by an author in the same year, suffixes (a, b, c, etc.) are added to the year. Allocation of the suffixes is determined by the order of the references in the reference list, not by the order in which they are cited. Suffixes are also included in the reference list, and these references are listed alphabetically by title. If cited together, list by suffix as shown below.
Citation examples	Stairs (1992b)... later in the text ... (Stairs, 1992a). ...(Stairs, 1992a, 1992b).

If the author is identified as 'anonymous'

Rule	Use Anonymous in place of the author's surname.
Citation examples	... (Anonymous, 1997)

Unknown author



Rule	Give the first few words of the title. If the title is from an article or a chapter use double quotation marks. If the title is from a periodical, book brochure or report then use italics.
Citation examples	...the worst election loss in the party's history ("This is the end," 1968).

Corporate or group of authors

Rule	If organization is recognized by abbreviation, cite the first time as follows:
Citation examples	... (Australian Institute of Health and Welfare [AIHW], 2005) Note: [AIHW] is in square brackets for the initial in-text citation and thereafter as ... (AIHW, 2005). However, if abbreviation not widely known, give the name in full every time: ... (Australian Research Council, 1996)

Multiple references

Rule	List the citations in alphabetical order and separate with semicolons
Citation examples	... (Burst, 1995; Nguyen, 1976; Turner & Hooch, 1982).

Citing specific parts of a source

Rule	For a direct quote the page number(s) must be given. Indicate page, chapter, figure, table, etc. as specifically as possible. Use accepted abbreviations, i.e. p. for page, para. for paragraph..
Citation examples	As one writer put it "the darkest days were still ahead" (Weston, 1988, p. 45). Weston (1988) argued that "the darkest days were still ahead" (p. 45). This theory was put forward by Smith (2005, chap.7)

Quote from an electronic source



Rule	Where page numbers are not provided use paragraph numbers.
Citation examples	...(Chang, 2001, para. 2)

Personal communications

Rule	These include private letters, e-mail, and conversations. As personal communications are not accessible to others, they are not included in the reference list. However, an in-text citation is required.
Citation examples	... (R. Smith, personal communication, January 28, 2002). R. Smith (personal communication, January 28, 2002)...

Citation of a secondary source: (i.e a source referred to in another publication)

Rule	Note: APA 6th specifies that secondary citations should ONLY be used where the original is unavailable (for example, out-of-print). Wherever possible, read and cite the original source. If the original source is not available, ONLY include the details of the source you actually read. In the example below, the original source would be Farrow (1968), which you saw cited in a paper by Ward and Decan (1988).
Citation examples	... (Farrow, 1968, as cited in Ward & Decan, 1988). Farrow (1968, as cited in Ward & Decan, 1988) ... Ward and Decan (1988) cited Farrow (1968) as finding...

Citing legislation or legal cases

The way you cite legislation or legal cases depends on whether you read the actual legislation or read about it in another source. If it is the latter, the legislation/case should be treated as a secondary source.

Rule - Legislation	<i>The title of the legislation and the year (jurisdiction).</i> Note: include the jurisdiction the first time the act is cited. The jurisdiction can be dropped with subsequent citations
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Citation examples	<p>The <i>Medical Treatment Act 1988</i> (Vic) states.....</p> <p>by virtue of s. 25.1 of the <i>Aged Care Act 1997</i> (Cth).....</p> <p>...”A restrictive intervention may only be used on a person.....” (<i>Mental Health Act 2014</i> (Vic), s. 105)</p> <p>as a secondary source</p> <p>....<i>Occupational Health and Safety Act 2004</i> (Vic) (as cited in Creighton & Rozen, 2007)</p>
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Rule - Cases	The title of the case (year). Note: Include the year with the first citation. The year can be dropped in subsequent citations.
Citation examples	<p>According to the case of <i>Rogers v Whitaker</i> (1992).....</p> <p>as a secondary source</p> <p>.....<i>Chappel v Hart</i> (1988) (as cited in Forrester & Griffiths, 2010)</p>

Websites (but not a specific document on that site)

Rule	When citing an entire website it is sufficient to give the address of the site in the text. No reference list entry required.
Citation examples	Apple is one of the most visited consumer technology websites in the world (http://www.apple.com).

Web page, author

Rule	Family name and year of publication.
Citation examples	<p>In a recent article on the role of quantitative analysts Loeper (2019) states...</p> <p>Or</p> <p>The role of quantitative analysts has been recently reviewed (Loeper, 2019)</p>

Web page with corporate author



Rule	Organisation name and year of publication.
Citation examples	A webpage regarding educational programs and discounts offered by Samsung (2019) states... Or Extensive information on education programs and discounts are offered by one of the world's largest telecommunications companies (Samsung, 2019)

Web page, unknown author

Rule	Give the first few words of the title. If the title is from an article use double quotation marks. Also include the year of publication.
Citation examples	An Australian government agency recommend checking rainwater tanks in Queensland ("Un-sealed rainwater tanks", 2019).

Web page, no date

Rule	Use the letters n.d. - an abbreviation of the words 'no date'.
Citation examples	In a self-published autobiographical article audiovisual organisation Bose (n.d) mention... Or The company's history is outlined in a self-published autobiography (Bose, n.d.)

Market Reports/Industry databases, no individual author

Rule	Cite the database or Market Report publisher as author.
Citation examples	An industry report on infrastructure construction in China by IBISWorld (2019) asserts... Or Infrastructure construction in China was summarised in a recent industry report (IBISWorld, 2019).



Market Reports/Industry databases, author

Rule	Family name and year of publication.
Citation examples	In an industry report on Australian accommodation Smith (2019) states... Or Australian accommodation options were recently reviewed (Smith, 2019).

Source: <https://guides.lib.monash.edu/citing-referencing/APA-In-text>

2. Cite the following using necessary punctuation, indentation, caps and italics. Refer to the tables provided above when necessary.

- I. Book: Writing With Precision: How to Write So That You Cannot Possibly Be Misunderstood by Jefferson D. Bates; Publisher: Penguin Books, New York; 2000
- II. Article in Fast Company (magazine): “Continental’s Turnaround Pilot” by Keith Hammonds 2001 December; pp. 96-101
- III. Newspaper article from The Washington Post, no author listed: “New Drug Appears to Sharply Cut Risk of Death from Heart Failure,” page A12 on July 15, 1993
- IV. Article in journal: “Chicana Feminism and Postmodern Theory” by Paula M. Moya in Signs: Journal of Women in Culture and Society, volume 26, issue 2, Winter 2001. University of Chicago Press pp. 28-41
- V. Electronic copy of printed journal article (with DOI): “Theory of Mind Function, Motor Empathy, Emotional Empathy and Schizophrenia: A Single Case Study” by Karen Addy in Journal of Forensic Psychiatry & Psychology, Vol. 18, issue 3, Sept. 2007, pp. 293-306 DOI: 10.1080/09670870701292746
- VI. Electronic copy of printed journal article (no DOI): “Perception as Abduction: Turning Sensor Data into Meaningful Representation” by Michele Shanahan, Spring 2003, in Cognitive Science, Vol. 18, pp. 162-180. Found August 25, 2004 from <http://www.cs.utexas.edu/users/pdf>
- VII. Report on Website, organization as author: “1997 Sourcebook on Federal Sentencing Statistics” by U.S. Sentencing Commission found on Dec.8,



1999 at <http://www.ussc.gov/annrpt/1997/sbtoc97.htm>

- VIII. Data posted on 2006 from the survey “National Health Disparities: Findings for Fiscal Years 2002-2006 found on October 14, 2006 from The National Institute of Health at <http://www.hih.gov/about/hd/strategicplan.pdf>

Preparing a reference list

A reference list lists only the sources you refer to in your writing.

The purpose of the reference list is to allow your sources to be found by your reader. It also gives credit to authors you have consulted for their ideas. All references cited in the text must appear in the reference list, except for personal communications (such as conversations or emails) which cannot be retrieved.

A bibliography is different from a reference list as it lists all the sources used during your research and background reading, not just the ones you refer to in your writing.

Activity 02

1. **Read the notes under the headings: Reference formatting guide, Reference examples and Reference List examples.**
2. **Write a list of references for an essay from the information given below.**
 - I. We don't know who wrote this newspaper article. It was in the Guardian newspaper on Saturday November 6th this year. The title is: Divorced couple fight for frozen embryos. It is on page 18.
 - II. Someone called Andy Gillett wrote this web page, which is very useful, and he worked at the University of Hertfordshire. It was published on May 6th this year. The title is: Using English for Academic purposes. The URL is <http://www.uefap.com/> and I copied some information from it for this exercise on Sunday November 7th at 11.00 at night.
 - III. This was published in 1991 in Oxford and is a book by Professor John Sinclair. The title of the book is: Corpus, concordance and collocation and the publisher was Oxford University press.
 - IV. This small book is called: learning purpose and language use. It was written by Henry George Widdowson and published in 1983. Like all his books it was published in Oxford by Oxford University Press.
 - V. This newspaper article was written by Jane Martinson in New York. The title of the article is: Microsoft faces defining moment, and it was in the Guardian on page 10 on Saturday November 6th, 1999.
 - VI. This book, like many dictionaries, does not say who wrote it. The title is: Collins COBUILD English language dictionary and it was published in



- 1987 by HarperCollins in London.
- VII. An article in the journal: Applied linguistics. It was written in 1985 by E Bialystock and M Sharwood-Smith. The title of the article is: Interlanguage is not a state of mind: An evaluation of the construct for second-language acquisition. It was published in volume 6 and it is from page 101 to page 117.
- VIII. An article in a collection of articles edited by John Lyons. The title of the article is: the study of language acquisition, and it was written by Robin Campbell and Roger Wales. It was on pages 242 to 260. The book of articles was called: new horizons in linguistics and it was published in 1970 by Penguin in London.
- IX. An article by Robert Cooper called: What do we learn when we learn a language? It was published in 1970 in the journal TESOL Quarterly. It is on pages 303-314 in volume 4.
- X. A very important book written in 1965 by W F Mackey. It was called: Language teaching analysis. It was published in London by Longman.
- XI. A book written by Noam Chomsky, who was professor of linguistics at MIT in Cambridge Massachusetts. It was written in 1965 and the title of the book is: Aspects of the theory of syntax. It was published by his own university.
- XII. A book by Lyle F Bachman and Adrian S Palmer written in 1996. The title is: Language testing in practice. It is published by Oxford University Press in Oxford.

Source: <http://www.uefap.com/writing/exercise/referenc/refex3.htm>

Reference formatting guide

Title

Include the title 'References' (one word, beginning with a capital letter, centred, and not in italics)

Indent

Use the automatic "indent" function in Word

Space between references

In general double-space between references

Ampersand



Use for 2 - 6 authors, use “&” before the final author

One author, two publications

Order by year of publication, the earlier one first. Same year of publication for both - add ‘a’ and ‘b’ after the year, inside the brackets. Include this in the in text citation.
example: Baheti, J. R. (2001a).

URLs

Remove the underlines from URLs so that any underscores (_) can be seen

Same first author, different second author

Order alphabetically by second or subsequent authors

Upper case letters (capital letters)

Journal title - use headline style; i.e. capitalise all the words, except articles and prepositions

Book title or article title (in a journal, magazine or newspaper) - use sentence style; i.e. capitalise the first word of the title, and subtitle (after the colon), and any proper names

Place of publication

USA publishers give the city in full and the abbreviation for the state.

New York, NY

Springfield, MA

Publishers outside the USA: Give the city in full and the country in full

London, England

Auckland, New Zealand

Page range

Use a dash for page ranges: e.g. 21–27. No gaps between the page numbers and the dash.

Use of square brackets

If format, medium or description information is important for a resource to be retrieved or identified, use square brackets after the title to include this detail:



Scorsese, M. (Producer), & Lonergan, K. (Writer/Director). (2000). *You can count on me* [Motion picture]. United States: Paramount Pictures.

Reference examples

One author (a book chapter)

Easton, B. (2008). Does poverty affect health? In K. Dew & A. Matheson (Eds.), *Understanding health inequalities in Aotearoa New Zealand* (pp. 97–106). Dunedin, New Zealand: Otago University Press.

One author, multiple works published in the same year

Rush, E., McLennan, S., Obolonkin, V., Cooper, R., & Hamlin, M. (2015a). Beyond the randomised controlled trial and BMI--evaluation of effectiveness of through-school nutrition and physical activity programmes. *Public Health Nutrition*, 18(9), 1578–1581. <https://doi.org/10.1017/S1368980014003322>

Rush, E. C., Obolonkin, V., Battin, M., Woules, T., & Rowan, J. (2015b). Body composition in offspring of New Zealand women: Ethnic and gender differences at age 1–3 years in 2005–2009. *Annals Of Human Biology*, 42(5), 492–497.

Two authors (a journal article with DOI)

Li, S., & Seale, C. (2007). Learning to do qualitative data analysis: An observational study of doctoral work. *Qualitative Health Research*, 17(10), 1442–1452. <https://doi.org/10.1177/1049732307306924>

Three authors

Barnard, R., de Luca, R., & Li, J. (2015). First-year undergraduate students' perceptions of lecturer and peer feedback: A New Zealand action research project. *Studies In Higher Education*, 40(5), 933–944. <https://doi.org/10.1080/03075079.2014.881343>

Use “&” before the final author.

Four to seven authors

Szczęśna, A., Nowak, A., Grabiec, P., Paszkuta, M., Tajstra, M., & Wojciechowska, M. (2017). *Survey of wearable multi-modal vital parameters measurement systems. Advances in Intelligent Systems and Computing*, 526. https://doi.org/10.1007/978-3-319-47154-9_37



List all authors in the reference entry

More than seven authors

Kasabov, N., Scott, N. M., Tu, E., Marks, S., Sengupta, N., Capecci, E., . . . Yang, J. (2016). Evolving spatio-temporal data machines based on the NeuCube neuromorphic framework: Design methodology and selected applications. *Neural Networks*, 78, 1-14. <https://doi.org/10.1016/j.neunet.2015.09.011>

First 6 authors ... last author. and follow by date and other information.

Reference list example

References

Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2009). *The business writer's handbook*. New York, NY: St Martin's Press.

Best, A. (2004). International history of the twentieth century. Retrieved from <http://www.netlibrary.com>

Easton, B. (2008). Does poverty affect health? In K. Dew & A. Matheson (Eds.), *Understanding health inequalities in Aotearoa New Zealand* (pp. 97-106). Dunedin, New Zealand: Otago University Press.

Flesch, R. (n.d.). How to write plain English. Retrieved April 12, 2009, from http://www.mang.canterbury.ac.nz/writing_guide/writing/flesch.shtml

Global warming. (2009, June 1). Retrieved June 4, 2009, from http://en.wikipedia.org/wiki/Global_warming

Li, S., & Seale, C. (2007). Learning to do qualitative data analysis: An observational study of doctoral work. *Qualitative Health Research*, 17, 1442-1452. <https://doi.org/10.1177/1049732307306924>

Radio New Zealand. (2008). Annual report 2007-2008. Retrieved from http://static.radionz.net.nz/assets/pdf_file/0010/179676/Radio_NZ_Annual_Report_2008.pdf

Read, E. (2007, November 1). Myth-busting gen Y. New Zealand Management. Retrieved from <http://www.management.co.nz>

Source: <https://aut.ac.nz/libguides.com/APA6th/referencelist>



Module 5: Synthesizing Information in Writing

Sub themes:

- Strategies for synthesizing

In writing, we often have to combine two or more viewpoints or pieces of information from different writers. This is referred to as synthesizing.

Activity 1 (pair work)

Read the above paragraph and discuss the way source materials has been synthesized’?

Parents are always trying to find ways to encourage healthy eating in their children. Different scientists and educators have different strategies for promoting a well-rounded diet while still encouraging body positivity in children. David R. Just and Joseph Price suggest in their article “Using Incentives to Encourage Healthy Eating in Children” that children are more likely to eat fruits and vegetables if they are given a reward (2001). Similarly, Elena Pearl Ben-Joseph, a doctor and writer for *Kids Health*, encourages parents to be role models for their children. She states that “parents who are always dieting or complaining about their bodies may foster these same negative feelings in their kids. Try to keep a positive approach about food” (Ben-Joseph). Martha J. Nepper and Weiwen Chai support Ben-Joseph’s suggestions in their article “Parents’ Barriers and Strategies to Promote Healthy Eating among School-age Children.” Nepper and Chai note, “Parents felt that patience, consistency, educating themselves on proper nutrition, and having more healthy foods available in the home were important strategies when developing healthy eating habits for their children.” By following some of these ideas, parents can help their children develop healthy eating habits while still maintaining body positivity.

Activity 2

Read the following information from different sources. Identify similarities and differences among them.

Topic: Should mobile phones be banned from schools?	
Source 01: Giberson (2010)	Source 02: Frankert (2013)



When students go to school, they bring their mobile phones and find ways to use them in schoolwork.	The mobile phone has been described mostly as distracting and disturbing to the learning environment in schools.
Students claim that mobile phones help to improve their English language proficiency.	Research on mobile learning show that mobile phones help students in learning things inside and outside school.
According to students, mobile phones help them to learn outside the classroom as well.	Mobile phones provide attractive platforms for learning.

1. Select one similarity and write a sentence combining the two similar ideas.

E.g: The students who bring their mobile phones to the classroom use them for educational purposes.

2. Select one difference and write a sentence combining the two different ideas.

Understanding the main idea and key points

Activity 1

1. Read Text 1 and Text 2 below and complete the side notes in the box. Write only one word to show each key point.

Text 1 (an excerpt from a chapter of the book *Power Engineering* by Simon Atkins, 2010)

Wind power has been suggested as renewable energy source that could one day be used to power homes and business. By using large fan blades that rotate in the wind, entire towns may one day be powered without the need for other power sources such as fossil fuels. Indeed, there are three reasons why wind power is perhaps the most promising source of the world's energy.

Main idea:

.....
.....
.....
.....
.....

First, wind power does not pollute the environment like many other sources of power. Wind power is what



is referred to as a clean energy source. It does not omit harmful greenhouse gases – the gases that cause global warming – into the atmosphere like many other power sources do. Thus, wind power is far healthier for the environment than other energy sources. In addition, wind power is very efficient, meaning that with just a small amount of wind, enough power can be generated to provide electricity to a small town. Many fuels are burned, and a lot of energy is lost in the form of heat. This means that not all of the energy produced is converted to usable power. With wind power, much more of the energy created can be used to provide electricity.

Key point 2:

.....
.....
.....
.....
.....

Lastly, wind power is sustainable; in essence, wind power will never run out. The world is currently facing a shortage of energy sources such as fossil fuels. However, because the wind is always present on the Earth, wind power will always be available. It will never run out.

Key point 3:

.....
.....
.....
.....
.....

Text 2 (an excerpt of a lecture by Dr. Anne Lee, University of Toronto, on *Wind Power Plants*, 2019)

It is clear that wind power simply does not live up to its potential. There are a number of problems associated with wind power as an energy source although it is an adequate solution to the energy crisis.

Main idea:

.....
.....
.....
.....
.....

The first problem is that wind power does indeed pollute the environment. While it does not produce the greenhouse gases that fossil fuels do, it emits a different kind of pollution: noise. You see, when the large fan blades rotate, they create a lot of noise. So much noise that many residents of towns refuse to live near

Key point 3:

.....
.....
.....
.....
.....



where they are making wind power. It is bad. Second, wind power really is not as efficient as many people believe it is, and it simply will not be able to create enough power to replace fossil fuels. Thirty-five percent of the power created by the wind can be used as electricity. Now, thirty-five percent is a very small number. Even with thousands and thousands of turbines worldwide, we would never be able to provide enough electricity for even one country.

Last, wind power is not particularly sustainable. While it is true that wind will never stop blowing altogether, it certainly changes day by day. We all know weather can change. One day it can be windy; one day it will not be windy. So what happens if you, say, have a few days in a row that are not windy? Well, you have no power. So, you can only really say that wind power is sustainable in the few places in the world that get constantly strong winds. So, wind power doesn't really fulfill all of those hopes that many people had for it. It seems that we will have to continue searching for a sustainable replacement.

Key point 3:

.....
.....
.....
.....
.....

2. Write brief answers to the following questions based on the two texts above.

- Are the three key points in Text 1 and Text 2 overlapping?
- Give reasons for the answer you provided above.
- Assign a common theme/ category to the key points by filling in the following table.

	Text 1	Text 2	Common theme/ category
Key point 1			
Key point 2			
Key point 3			



Writing the synthesis

Activity 02

1. Read Text 1 and Text 2 again and write down/ highlight information from both texts that can be included in the introduction of your synthesis. You may use the outline given below.
 - o Introducing the topic (wind power)
 - o Introducing general/ background information on wind power
 - o showing the controversy: does wind power have enough capacity and is it effective?
2. Write the introductory paragraph of the synthesis.
3. Write the body paragraphs by following the below guidelines.

For each body paragraph:

- o Start with a topic sentence – tell the reader which key point of discussion the paragraph will be based on
 - o Report what is argued in the first source by paraphrasing from the original.
 - o Report how the points developed in the first text are countered by the arguments developed in the second by paraphrasing from the original.
 - o Do not forget to use linkers and signpost language appropriately. You may refer to EAP 1 coursebook for examples.
- o When you combine two or more sources, you can use the following in-text citation format.

Giberson (2010) and Frankert (2013) argue

Or

..... (Giberson, 2010; Frankert, 2013).

4. Write the conclusion by wrapping up the main ideas covered in the body paragraphs.

Source: [http://www.ybd.yildiz.edu.tr/images/files/Writing%20Practice%20File%20\(1\).pdf](http://www.ybd.yildiz.edu.tr/images/files/Writing%20Practice%20File%20(1).pdf)

Activity 3

Locate three different sources (academic articles) written on a topic in your discipline. Read at least some sections of each paper to identify a few main points. Determine whether the key points overlap, relate to, or counter each other. Write a short paragraph by synthesizing the main points from each source. Use summarizing and paraphrasing skills too.



Activity 2 (Sample synthesis)

Wind Power

‘Wind power is being put to more advanced and frequent use as the technology develops. Now we make use of the power of the wind to provide us with the electricity to fulfill world’s energy needs. However, opting for wind power for energy needs has been a subject of controversy among scholars. In this context, both Atkins (2010), and Lee (2019) discuss whether wind power is a good replacement for fossil fuels.

The two scholars first discuss whether wind power causes pollution or not. Atkins (2010) states that wind power is good for the environment because it does not pollute the air. Conversely, Lee (2019) expresses her concern over regarding wind power as a clean source of energy. She contends that turbines used to make wind power pollute the environment with noise, which is known as ‘noise pollution’.

Another point of discussion is the sustainability of wind power. It can clearly be drawn from what Atkins (2010) puts forward that wind power is sustainable because it never runs out. Wind blows and that is the only thing we need to utilize wind power. Lee (2019), though, asserts that wind power is only sustainable in places or areas that receive a lot of wind.

In conclusion, though it may seem logical that wind power may successfully stand as an alternative for fossil fuels, from what Lee (2019) reports, wind power remains open to question as it might not be as good a replacement for fossil fuel as Atkins (2010) states.



Module 6: Academic Presentation Skills

Sub themes:

- Developing an academic Presentation
- Delivering the presentation

Developing an academic presentation, discussion, data collection and analysis

Activity 1

1. **Get into groups. Assign the following roles to the members of your group. One role can be assigned to one or two members if the group consists of many members.**
 - Leader
 - Data collector
 - Analyst of data
 - PPT designer
2. **Select one of the topics given below and narrow it down as you wish.**
 - a) Doing part-time jobs as undergraduates
 - b) Facilities provided by government universities to students
 - c) Career choices and expectations of Arts students
 - d) Online learning in Sri Lanka
3. **Collect data to support your argument using a suitable data collection method. You may follow the link below to find out more about data collection methods.**
https://www.youtube.com/watch?v=_GcEJD3LWaA&t=305s
4. **Analyse the data.**

Making the PowerPoint slides

Activity 2

1. **Make the presentation using Microsoft PowerPoint. Include a maximum of 8 slides**
2. **Practice the presentation in groups. Refer to the checklist in Activity 03 when you rehearse.**

Activity 3

Your teacher will ask you to evaluate all the presentations of your colleagues. Evaluate each presentation using the following criteria.



Evaluation sheet

Number of the presentation:			
Topic of presentation:			
Date:		Marks:	
Assessment Criteria	Mark proportion %	Mark	Comments
Introduction <ul style="list-style-type: none">• Introduces him/herself• Clearly states the topic of the presentation	20		
Content <ul style="list-style-type: none">• Content is related to the topic• Contains facts, examples and details to support the topic/ Use of graphs/ charts/tables etc....	30		
Conclusion <ul style="list-style-type: none">• Restates/ summarizes/ presents ideas using different words	20		
Presentation <ul style="list-style-type: none">• Maintains eye contact with the audience• Keeps to the allocated time• Uses appropriate body language	20		
Slides <ul style="list-style-type: none">• Readable• Contains visual information (tables, graphs, pictures etc.)• Not crowded	10		



Module 7: Writing an argumentative essay

Sub themes:

- Writing the first draft
- Cohesion in writing
- Sentence revision
- Revising and editing the first draft of the argumentative essay
- Analyzing academic vocabulary
- Writing the final draft

Analysing the main features of an argumentative essay

Activity 1

Fill in the blanks of the chart selecting the appropriate features of an argumentative essay given below.

Arguments

Definition(s) (optional)

General statement

Recommendation

Preview/scope or essay map

Summary

Thesis statement

Stage of an Argumentative Essay		Purpose Of Stage
Introduction (Gives an overall view of the essay)		To introduce the reader to the subject of the essay
		To explain any important technical words to the reader
		To give the opinion of the writer
		To tell the reader what parts of the topic will be included in the essay
Body the main part of the essay, where evidence is presented with support.		To explain to the reader the evidence that supports the thesis. The most important ideas usually come first.



Conclusion to relate the argument to real world action (no new evidence is given in the conclusion)		To give the reader a brief reminder of the main ideas, while restating the thesis.
		To tell the reader what the writer believes is the best action to take considering the evidence in the essay
Stage of Argument Essay		Purpose of Stage
Introduction (Gives an overall view of the essay)		To introduce the reader to the subject of the essay
		To explain any important technical words to the reader
		To give the opinion of the writer
		To tell the reader what parts of the topic will be included in the essay
Body the main part of the essay, where evidence is presented with support.		To explain to the reader the evidence that supports the thesis. The most important ideas usually come first.
Conclusion to relate the argument to real world action (no new evidence is given in the conclusion)		To give the reader a brief reminder of the main ideas, while restating the thesis.
		To tell the reader what the writer believes is the best action to take considering the evidence in the essay

Adapted from Cox, K. & Hill, D. (2004). *English for Academic Purposes*. Pearson Longman: UK

Activity 2

Read the following essay and identify the features discussed in Activity one. The features are mentioned below:

- Argument one, topic sentence
- Argument two: topic sentence
- General statements
- Recommendations
- Summary
- Supporting evidence for argument two
- Supporting evidence one for argument one
- Supporting evidence two for argument one
- Thesis statement



Many people believe that social networking sites (such as Facebook)
have had a huge negative impact on both individuals and society.
To what extent do you agree?

→ Social networking sites, for instance Facebook, are thought by some to have had a detrimental effect on individual people as well as society and local communities. However, while I believe that such sites are mainly beneficial to the individual, I agree that they have had a damaging effect on local communities. ←

→ With regards to individuals, the impact that online social media has had on each individual person has clear advantages. Firstly, people from different countries are brought together through such sites as Facebook whereas before the development of technology and social networking sites, people rarely had the chance to meet or communicate with anyone outside of their immediate circle or community. Secondly, Facebook also has social groups which offer individuals a chance to meet and participate in discussions with people who share common interests. ←

→ On the other hand, the effect that Facebook and other social networking sites have had on societies and local communities can only be seen as negative. Rather than individual people taking part in their local community, they are instead choosing to take more interest in people online. Consequently, the people within local communities are no longer forming close or supportive relationships. Furthermore, society as a whole is becoming increasingly disjointed and fragmented as people spend more time online with people they have never met face to face and who they are unlikely to ever meet in the future. ←

→ To conclude, although social networking sites have brought individuals closer together, they have not had the same effect on society or local communities. ←

→ Local communities should do more to try and involve local people in local activities in order to promote the future of community life.

Activity 3

Claims for and against

To develop the argumentative essay, several arguments for and against should be identified. Take a piece paper, write the essay question in the middle and write down the main arguments for and against on either of the poster as shown below.



For

Against

Social media can be
considered one of the
best education tools in
the modern world.

Activity 4

Now choose one point ‘for’ and one point ‘against’ and think of the supporting points for both.

Activity 5

Look at the following statements from some academic sources. Select whether they are ‘for’ and ‘against’ the main topic of the essay and put (F) for the statements “for” the topic and (A) for the statements “against” the topic.

- Academic content will be open to public and no longer live in the safe, controlled environment. (Rodriguez, 2011). – (.....)
- Anderson et al. (2010). concluded that students and teachers need support to gain competence, to find potential educational applications and to learn the potential pedagogical benefits of such media. (Hrastinski et al., 2011). – (.....)
- Caraher and Braselman (2010) report that students use social media to connect with classmates, to work on assignments and, to some extent, to connect with faculty. – (.....)



- Lack of financial facilities for online access. (Rodriguez, 2011). – (.....)
- Madge et al. (2009) argue that students primarily use Facebook to exchange social support and coordinate their studies, rather than engaging in collaborative learning. – (.....)
- Many of them argue that they prefer using social media as a complement to, rather than replacement for, face-to-face education and group work meetings. (Hrastinski et al., 2011). – (.....)
- Misusing online access and there is a probability of students getting exposed to sexual content. (Cookingham & Ginny, 2015). – (.....)
- Offer educators a forum for “easy networking and positive networking with students” (Lemeul 2006, p. 1). – (.....)
- Social media creates an environment which lacks interaction (Rodriguez, 2011). – (.....)
- Social media have potential to support learning in ways that are not restricted by time and place (Hrastinski et al., 2011). – (.....)
- Social media will support students to “invest time and energy in building relationships around shared interests and knowledge communities” (Maloney 2007, p. 26). – (.....)
- Technology has dramatically changed the way students in higher education live and learn. (Hrastinski et al., 2011). – (.....)
- The majority of students also mention efficiency and time-saving as other key benefits. (Hrastinski et al., 2011). – (.....)
- They found that “64% of students use social media to ‘connect with classmates’ to study or work on class assignments at least several times per month. Forty one percent use social media to ‘study or work on class assignments’ at least several times per month. Twenty-seven percent use social media to ‘connect with faculty to study or work’ on class assignments, at least several times per month” (Hrastinski et al., 2011). – (.....)
- They found that a majority of the students were interested in using social media in educational settings, but that the students with most experience of social media were more interested in using it to support their studies. (Hrastinski et al., 2011). – (.....)

Activity 6

1. Reflect on the following topic. What claims/arguments can you make about them? What are the counter-arguments you can think of?

Topic: Vaccinations (they should be mandatory)

2. Explain the difference between arguments and counter arguments.



Activity 7

Structuring arguments

Paragraphs in argumentative essays can be structured in the two ways given below .

1. Which structure does the paragraph below has?
2. Rewrite the paragraph using the other structure.

Structure 1

Your claim (argument)
Evidence to support the claim
Counter claim
Evaluate the evidence in support of the counter claim
Refute the counter claim/ acknowledge the limited validity of counter claim
Re-stating your claim

Structure 2

Counter claim (argument)
Evaluate the evidence in support of the counter claim
Refute the counter claim/ acknowledge the limited validity of counter claim
Your claim
Evidence to support your claim
Summarise your claim

Smoking should be avoided as it is bad for health. It is proven that smoking causes, asthma, lung cancers, miscarriages and other health risks. Surprisingly, smoking is recognized as one of the most loved stress relievers. For example, studies conclude that people who undergo stress and depression such as divorced men/women and the elderly who live alone are addicted to smoking because it helps them to feel better. However, since there are other ways to manage stress and since smoking causes serious health issues, it can be argued that smoking should be avoided at any cost. Therefore, it seems wise to choose smoking as an away from stress.

Structure of an argumentative essay

Activity 8

Collect information for the topic “Social media can be considered one of the best education tools in the modern world.” Draft the outline of your essay using the following basic structure of an essay.



Introduction

Body

1. paragraph 1

2. paragraph 2

3. paragraph 3

4. paragraph 4

Conclusion

1. Revisit the poster. Try to draft a paragraph for the essay. Consider the following.

- i. Synthesise the information when presenting the claim/ counterclaim/ evidence.
- ii. Summarise/paraphrase when using information from other sources.

2. After drafting your paragraph, swap it with another group. Review the paragraph written by another group based on the following checklist. Give them some feedback. Your lecturer will also give you feedback.

1. What's the writers' claim?
2. What evidence has been given?
3. Is the evidence convincing?
4. What is the counter argument?
5. What evidence has been given of the counter argument?
6. Has the counter argument?
7. Have the writers summarised/ paraphrased information or are there many direct quotations?
8. Have the authors synthesised the information?

A sample body paragraph of an argumentative essay



Activity 9

Read the paragraph and identify the following sections in it.

evidence for counter claim

main claim

writer's evaluation of claims and counter claims

evidence for claim

counter claim

The main reason for greenhouse gas emission in the UK is day to day human activities such as using kitchen appliances (Robert, 2010). For example, using electronic kitchen appliances emit more greenhouse gases than gas emission by transportation (Robert, 2010). Bennet (2009) also shares the same opinion that daily activities of all citizens in Britain contribute to a high amount of greenhouse gas emission. Smith (2011) has a different opinion that greenhouse gas emission cannot be stopped by making the general public aware of how their daily activities contribute to emission. He mentions that the emission is high in nuclear power plants in Britain which amounts to 2.4 kph and, thus, the emission from daily activities is an insignificant amount. Harea (2011) who studied the greenhouse emission patterns in the southern part of Britain has also identified that the greenhouse gases are emitted mostly from the nuclear power plants which is 2.0 kph. Even though Robert's argument has a valid point, there is a lack of evidence to prove his claim. Thus, the data and the arguments that he has presented are unreliable. However, Smith (2011) and Harea (2011), in their studies, have found out that the highest emission comes from the nuclear power plants. Since the data are reliable in Smith's (2011) and Harea's (2011) arguments, it is possible to conclude that nuclear power generation could be the main reason for greenhouse gas emission in the UK.

Write a sample body paragraph for your essay.

Writing the introduction

Activity 10

1. Go through the introduction paragraph given below and analyse the features of the introduction paragraph mentioned above.

Social networking sites, for instance Facebook, are thought by some to have had a detrimental effect on individual people as well as society and local



communities. However, while I believe that such sites are mainly beneficial to the individual, I agree that they have had a damaging effect on local communities.

2. Write a sample introduction paragraph for your essay

Writing the conclusion

Activity 11

1. Go through the conclusion paragraph given below and analyse the features of the conclusion paragraph

To conclude, although social networking sites have brought individuals closer together, they have not had the same effect on society or local communities. Local communities should do more to try and involve local people in local activities in order to promote the future of community life.

2. Write a sample conclusion paragraph for your essay.

Activity 12

Compile your essay including the body paragraphs, introduction and conclusion. Show your copy to two of your friends and get their feedback according to the rubric given

	3 points	2 points	1 point	0 points
A. Introduction: Back-ground/history Define the problem Thesis Statement	Well developed introductory paragraph contains detailed background , a clear explanation or definition of the problem, and a thesis statement	Introductory paragraph contains some background information and states the problem, but does not explain using details. States the thesis statement of the paper.	Introduction states the thesis but does not adequately explain the background of the problem. The problem is stated, but lacks detail.	Thesis statement and/or problem is vague or unclear. Background details are a seemingly random collection of information, unclear, or not related to the topic
B. Conclusion	Conclusion summarizes the main topics without repeating previous sentences; writer's opinions and suggestions for change are logical and well thought out.	Conclusion summarizes main topics. Some suggestions for change are evident.	Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or opinions are included.	Conclusion does not adequately summarize the main points. No suggestions for change or opinions are included



C. Main points: Body paragraphs Supporting evidence	Two or more main points are well developed with supporting details. Refutation paragraph(s) acknowledges the opposing view and summarizes their main points	Two or more main points are present but may lack detail and development in one or two. Refutation paragraph(s) acknowledges the opposing view but doesn't summarize points	Two or more main points, but all lack development. Refutation paragraph(s) missing and/or vague	Less than three main points, with poor development of ideas. Refutation missing or vague
D. Organization	Compelling progression of ideas in essay; clear structure which enhances and showcases the central idea or theme and moves the reader through the text.	Overall, the paper is logically developed. Progression of ideas in essay makes sense and moves the reader easily through the text. Strong transitions exist throughout and add to the essay's coherence	Progression of ideas in essay is awkward, yet moves the reader through the text without too much confusion. Writer has written irrelevant facts	Arrangement of essay is unclear and illogical. The writing lacks a clear sense of direction. Ideas, details or events seem to be not connected.
E. Mechanics: Sentence structure Punctuation & capitalization	Sentence structure is correct. Punctuation and capitalization are correct	Sentence structure is generally correct. Some incorrect sentences do appear. There are one or two errors in punctuation and/or capitalization.	Work contains structural weaknesses and grammatical errors. There are three or four errors in punctuation and/or capitalization.	Work contains multiple incorrect sentence structures. There are four or more errors in punctuation and/or capitalization.

References

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