

From JEAP to TEAP: the case of student report writing

Sheena Gardner

BALEAP Conference

University of Leicester 17-19 April 2015

JEAP [Descriptions
of academic genres]

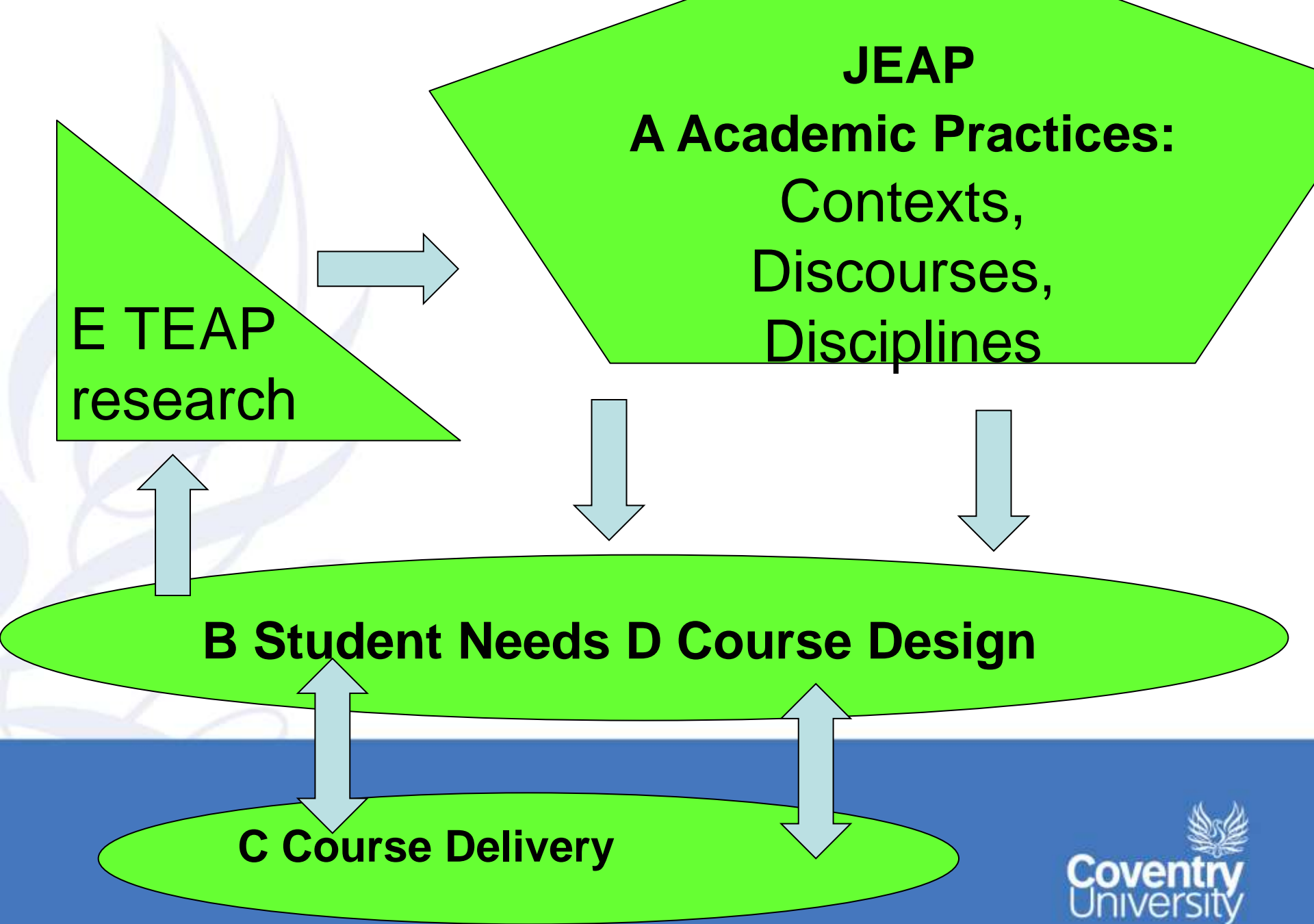
TEAP



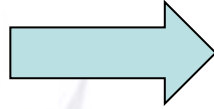
EAP TEACHING

Paper and Online Materials





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Descriptions of IMRD
Macrostructures
Genres
Registers



TEACHING IMRD REPORTS

An Investigation of
Genres of Assessed Writing
in British Higher Education



RES-000-23-0800
2004-2007

Hilary Nesi (PI), Sheena Gardner Paul Thompson Paul Wickens
+ Jasper Holmes, Sian Alsop, + Alois Heuboeck, + Signe Ebeling, Maria Leedham

THE UNIVERSITY OF
WARWICK



The University of Reading

OXFORD
BROOKES
UNIVERSITY

Coventry
University

6,506,995 words

2,896 texts; **2,761** assignments

1000+ modules & **300** degree courses

1,953 written by L1 speakers of English

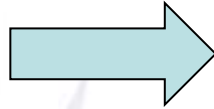
1,251 “distinction” & **1,402** “merit” from **800+** students

	Year 1	Year 2	Year 3	Year 4
Arts & Humanities	255	229	160	80
Life Science	188	206	120	205
Physical Science	181	154	156	133
Social Science	216	198	170	207

BAWE
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contents

<i>Arts & Humanities</i>	Archaeology, Applied Linguistics, Classics, Comparative American Studies, English, History, Philosophy
<i>Life Sciences</i>	Agriculture, Biological Sciences, Food Sciences, Health, Psychology, Medical Science
<i>Physical Sciences</i>	Architecture, Chemistry, Computer Science, Cybernetics & Electronics, Engineering, Mathematics, Meteorology, Physics, Planning
<i>Social Sciences</i>	Anthropology, Business, Economics, HLTM (Hospitality, Leisure and Tourism Management), Law, Politics, Publishing, Sociology

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TEACHING IMRD REPORTS

Macrostructures: Methodology

1. Section headings tagged in the XML files of the BAWE corpus (TEI for OTA)
2. Section headings extracted by file
3. Formal patterns of headings identified
4. Meaning potential of headings analysed
5. IMRD types across Disciplines

Gardner and Holmes (2009, 2010)

Ex 1. (textual) Section headings in assignment 6010a, Applied Linguistics

- `<div1 type="text"><head rend="bold">Task 2. An interview concerning an area of contested language use.</head>`
- `<div2><head rend="underline">Introduction</head>`
- `<div2><head rend="underline">Experiment</head>`
- `<div2><head rend="underline">Method</head>`
- `<div2><head rend="underline">Results</head>`
- `<div2><head rend="underline">Comments</head>`
- `<div2><head rend="underline">Conclusion</head>`

Ex 2. (ideational) Subsections 0159e, Engineering

```
<div2><head rend="bold">2.1 Product development  
processes</head>
```

```
<div3><head rend="bold">2.1.1 First generation process</head>
```

```
<div3><head rend="bold">2.1.2 Concurrent engineering</head>
```

```
<div3><head rend="bold">2.1.3 Stage gate process</head>
```

Gardner and Holmes (2010)

Ex 4 (interpersonal) 0023c Engineering

```
<front>
```

```
<titlePart>ES21V INTERMEDIATE TECHNOLOGY AND FIELD COURSE</titlePart>
```

```
<docTitle><titlePart rend="italic">Micro-hydro report</titlePart></docTitle>
```

```
</front>
```

```
<body>
```

```
<div1><head rend="underline">Background</head>
```

```
<div1><head rend="underline">What is the state of play of the stream?</head>
```

```
<div1><head rend="underline">What's the estimation of the pipe?</head>
```

```
<div1><head rend="underline">What about ROCs?</head>
```

```
<div1><head rend="underline">Is connection to the grid an option?</head>
```

```
<div1><head rend="underline">How about a new turbine?</head>
```

```
<div1><head rend="underline">Which pipe and how is it best to route it?</head>
```

```
<div1><head rend="underline">Would a grant be possible?</head>
```

```
<div1><head rend="underline">What is the likely longevity of the scheme?</head>
```

```
<div1><head rend="underline">Conclusions</head>
```

```
</body>
```

```
<back>
```

```
<div1 type="bibliography"><head rend="underline">References</head>
```

```
</back>
```

Gardner and Holmes (2010)

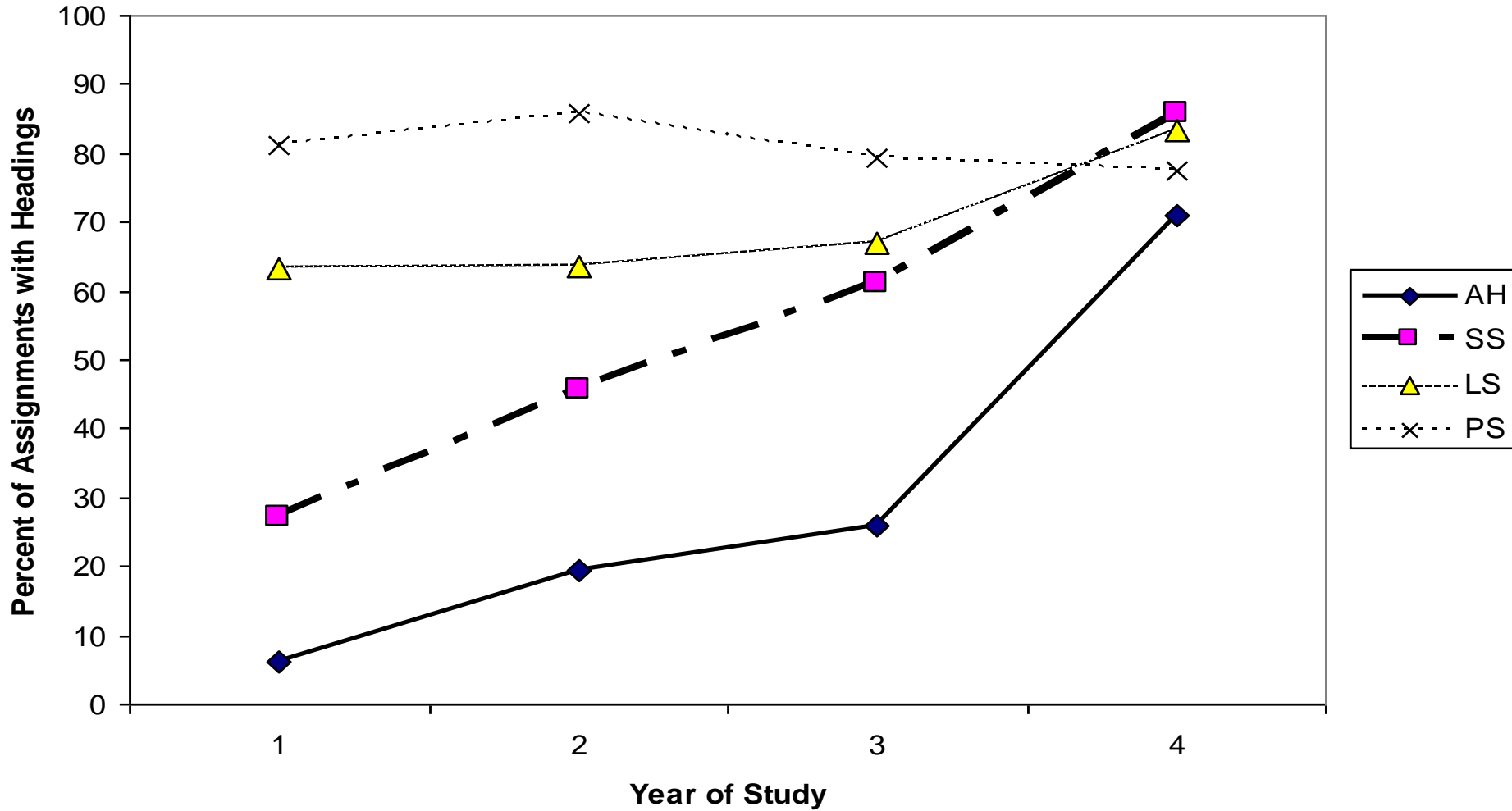
Ex 5 Mixed 0076 Business

```
<div1 type="abstract"><head rend="bold">Executive Summary</head>
<div1><head rend="bold">Main Report</head>
<div1><head rend="bold">Customer Margin</head>
<div1><head rend="bold">Payback and Net Present Value (NPV) of the Project</head>
<div1><head rend="bold">Factors That May Change Over The Life Of The Project </head>
<div1><head rend="bold">Strengths, Weaknesses, Opportunities and Threats (SWOT)</head>
  <div2><head rend="bold">a) Strengths</head>
  <div2><head rend="bold">b) Weaknesses</head>
  <div2><head rend="bold">c) Opportunities</head>
  <div2><head rend="bold">d) Threats</head>
<div1><head rend="bold">Reaction of Competitors</head>
<div1><head rend="bold">Conclusion</head>
<div1><head rend="bold">Appendix:</head>
```

Gardner and Holmes (2010)

8 Types of Macrostructure		Examples
1. Simple	FM ^ Text 1 [section a] ^ (BM)	Philosophy essay, Sociology ethnography
2. Complex	FM ^ Text 1 [section a ^ section b (^ ... section n)]^ (BM)	
2A Genre based	Complex with generic or 'textual' headings	Lab Report, SWOT analysis
2B Topic based	Complex with specific or 'ideational' headings	Long History essay Annotated bibliography
2C Context based	Complex with contextual or 'interpersonal' headings	Exercise Seminar notes
2D Mixed	Complex with mixed headings	Biology essay, Engineering report
3. Compound	FM ^ Text 1 ^Text 2 (^ ... Text N) ^ (BM)	
3A Colony	Parallel texts	Compilation of Lab Reports
3B Portfolio	Complementary Texts	Essay plus review
3C Mixed	Parallel and Complementary Texts	Compilation of Case Notes and (one) Reflection

Prevalence of assignments with headings by year and disciplinary group



Top 10 Words in headings (Wordsmith Tools)

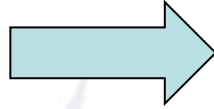
Word	Freq	Word	Freq	Word	Freq
<u>Introduction</u>	1020	<u>Results</u>	569	<u>History</u>	472
<u>Conclusion(s)</u>	951	<u>Analysis/es</u>	527	<u>Problem</u>	328
		<u>Method(/s/ology)</u>	473	<u>Management</u>	319
		<u>Discussion(s)</u>	396	<u>Issues</u>	305

IMRD macrostructures x discipline

Biological Science	Computer Science	Engineering	Food Sciences	Physics	Psychology
(Abstract) 32/52	(Abstract) 16/64	(Abstract) 44/83		(Abstract) 15/18	(Abstract) 5/10
Introduction	1. Introduction	Introduction	Objective	1. Introduction	Introduction
	2. Theory	Theory	Introduction		
Materials and Method	3. Design	Apparatus and Methods	Method	2. Experimental Details	Method
Results	4. Implementation	Observations and Results	Results	3. Results	Results
Discussion	5. Results and Analysis	Analysis of Results	Calculation	4. Discussion	Discussion
(Conclusion)	6. Conclusion	Discussion	Discussion		
(Future Work)		Conclusion			
(References) 22/52	(References) 29/64	(References) 63/83	(References) 53/69	(References) 15/18	(References) 8/10

Gardner and Holmes (2009)

**BAWE
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Descriptions of IMRD
Macrostructures
Genres
Registers



TEACHING IMRD REPORTS



EAP Textbooks: not really taught?

Chaplen, F (1981:68-9) *A course in intermediate scientific English*.

- *Lab Report, Chemistry Example: Purpose of Experiment, Equipment and Materials, Procedure, Results, Conclusions*

In BAWE 'Procedure' is used with Design Specifications (to x do this).

Several other books on my shelves had nothing about report writing..

- *De Chazal (2014) EAP (and related OUP textbooks) no guidance*
- *Bailey (2011:258) 3rd ed Academic Writing: A handbook for International students. IMRDC with bullet points, but no examples.*
- *Hewings (2012: 116-7) Cambridge Academic English.*

Research Report: AbsAckTit I Lit MRDCRA with extracts from Business and example of Methods section from ELT.

Writing for a Purpose

Academic writing materials
based on findings from the
British Academic Written
English (BAWE) corpus



A follow-on project funded
by the ESRC

www.britishcouncil.org/writingforapurpose
www.britishcouncil.org/writingforapurpose

The WfaP Learn English team

- Hilary Nesi and Sheena Gardner - from the original ESRC project
- Andy Gillett – materials developer (uefap.com)
- Tim Kelly – video and multimedia
- Elly Hutchings - icons
- Alex Woolner – consultant from Coventry Serious Games Institute
- Adam Kightley – British Council

Home

Methodology Recounts

back

next



Can't see the video? Click here!

The purpose of a *Methodology Recount* is to demonstrate or develop familiarity with disciplinary procedures, methods and conventions for recording experimental findings.

☆☆☆☆☆
Total votes: 0

- Methodology Recounts: Listen
- Methodology Recounts: Structure
- Methodology Recounts: Vocabulary

back

next



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- Introduction
- Primary Purposes
- Genre Families
- ▼ Your Writing Task
 - ▼ Your Writing Task: Your Purpose
 - ▼ Case Studies
 - ▼ Critiques
 - ▼ Design Specifications
 - ▼ Essays
 - ▼ Event Recounts
 - ▼ Exercises
 - ▼ Explanations
 - ▼ Literature Surveys
 - ▼ Methodology Recounts
 - ▼ Methodology Recounts: Listen
 - ▼ Methodology Recounts: Structure
 - ▼ Methodology Recounts: Vocabulary
 - ▼ Problem Questions
 - ▼ Proposals
 - ▼ Public Engagement
 - ▼ Research Reports
- Disciplines
- Resources

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Methodology Recounts: Structure

◀ back

next ▶

In a *Methodology Recount* you need to demonstrate or develop familiarity with disciplinary procedures, methods and conventions for recording experimental findings.

You will typically need to include an introduction, methods and results, discussion and conclusion, but you may need to include one or more of the following:

- Abstract - a summary of your experiment, including your aims, methods, main results and conclusion
- Analysis of results - a discussion explaining the meaning and significance of your findings
- Apparatus - a description of the equipment you used
- Calculation - the mathematical working out of your results
- Conclusion - a summary of what you found and its significance
- Design - an overview of the materials you used and procedures that you adopted
- Discussion - a consideration of the meaning and significance of your findings
- Experimental details - an overview of the materials you used and procedures that you adopted
- Future work - a summary of the future implications of your conclusions
- Implementation - an overview of the materials you used and procedures that you adopted
- Introduction - a broad background to your experiment and a statement of your aims
- Materials - the equipment you used
- Methods - the procedure you adopted
- Objective - the purpose of your experiment
- Observations - a description of your findings, what you found
- References - details of any external sources you consulted
- Results - a description of your findings, what you found
- Theory - a description of the theories you drew on in planning your experiment.

Examples of *Methodology Recounts* from different disciplines.

Biological Science	Computer Science	Engineering	Food Science	Physics	Psychology
Abstract	Abstract	Abstract	Objective	Abstract	Abstract
Introduction	1. Introduction 2. Theory	Introduction Theory	Introduction	1. Introduction	Introduction
Materials & methods	3. Design	Apparatus & methods	Method	2. Experimental details	Method
Results	4. Implementation	Observations & results	Results	3. Results	Results
Discussion (Conclusion)	5. Results & analysis 6. Conclusion	Analysis of results Discussion	Calculation Discussion	4. Discussion	Discussion

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- Introduction
- Primary Purposes
- Genre Families
- ▼ Your Writing Task
 - ▼ Your Writing Task: Your Purpose
 - ▼ Case Studies
 - ▼ Critiques
 - ▼ Design Specifications
 - ▼ Essays
 - ▼ Event Recounts
 - ▼ Exercises
 - ▼ Explanations
 - ▼ Literature Surveys
 - ▼ Methodology Recounts
 - ▼ Methodology Recounts: Listen
 - ▼ Methodology Recounts: Structure
 - ▼ Methodology Recounts: Structure - Student Description
 - ▼ Methodology Recounts: Vocabulary
 - ▼ Problem Questions
 - ▼ Proposals
 - ▼ Public Engagement
 - ▼ Research Reports
- Disciplines
- Resources
- About Us

Tags in Admin

No terms applicable.

Home >

Methodology Recounts: Structure - Student Description

back

next



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Transcript

Task Task 2

Watch and listen to the student talking about her lab schedule. Answer the questions.

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Writing for a Purpose

- Introduction
- Primary Purposes
- Genre Families
- ▼ Your Writing Task
 - ▼ Your Writing Task: Your Purpose
 - ▼ Case Studies
 - ▼ Critiques
 - ▼ Design Specifications
 - ▼ Essays
 - ▼ Event Recounts
 - ▼ Exercises
 - ▼ Explanations
 - ▼ Literature Surveys
 - ▼ Methodology Recounts
 - ▼ Methodology Recounts: Listen
 - ▼ Methodology Recounts: Structure
 - ▼ Methodology Recounts: Structure - Student Description
 - ▼ Methodology Recounts: Vocabulary
 - ▼ Problem Questions
 - ▼ Proposals
 - ▼ Public Engagement



Genres: Methodology

1. Systemic Functional Linguistics (SFL):
genre as staged goal oriented social
process (Martin 1997)
2. Stages: Macro and hyper themes
(including section headings as above)
3. Goal oriented social purpose (interviews)
4. Identify genres and group into Genre
Families

Interviews with lecturers and students

Lab reports have a distinctive formal structure. Final-year project reports have a similar structure, though are longer. (Biology)

They do lab reports in all 3 or 4 years, culminating in a final year project report which has the same structure but is larger (6000-7000 words). (Physics)

[in the first year] students have to learn to explain: what happened; why it is interesting; how it relates to psychological theory. [at upper levels] the main difference is that students set themselves the problem. (Psychology)

(Nesi and Gardner 2006, Gardner and Powell 2006)

Psychology IMRD texts

Similarities:

macrostructure (IMRD)

methodology (questionnaires to students)

RQ (avoidance coping R alcohol consumption; guilt R embarrassment)

Differences:

length of text; relative length of section

Purpose > genre

Psychology Project Headings	N words	%*	Psychology Experiment Headings	N words	%
Abstract	116	2	Abstract	98	6
Introduction	1913	30	Introduction	179	11
Method	641	11	Method	330	20
Participants	36		Design	40	
Materials	357		Participants	79	
Design & procedure	248		Materials	86	
--			Procedure	125	
Results	1281	20	Results	611	38
Discussion	2343	37	Discussion	403	25
	6294	100		1621	100
References (51)			References (1)		
Appendices (4)	1761		---		

Gardner (2012),
Nesi and Gardner (2012, chapter 5)

Psychology Experiment

Introduction (6 sentences)

Guilt, shame and embarrassment are emotions of similar origin and type, in that they are moments of unpleasant self-consciousness that we all experience. It is sometimes believed that they are basically the same. However Tangney et al., (1996) described these emotions as distinctly separate experiences. A study was conducted amongst undergraduates to determine what sort of experiences lead to feelings of guilt, shame and embarrassment, and how different the three emotions were considered to be. It seemed that shame and guilt were similar emotions, with shame a more public experience, and that embarrassment was the most public of all, and milder than shame or guilt, (Tangney et al., 1996)....

Discussion (1 sentence)

..This was generally as expected and followed the pattern of results given by Tangney (1996)...

Different genres

Psychology IMRD texts	Project in Research Report GF (0016c)	Experiment in Methodology Recount GF (0011c)
Introduction + Discussion	67%	36%
Methods + Results	31%	58%

Engineering Projects and Practicals

-

Engineering level 3 project (0329f) (main headings only)

Engineering level 2 practical (0243c)

Author's Assessment of the Project

1.0 Summary

2.0 Contents

3.0 Introduction

4.0 Literature Review (29 citations)

5.0 Theory

6.0 Research Methodology

7.0 Experimental Equipment (11 figs)

8.0 Set Up and Experimental Procedure

9.0 Flat Plate

9.1 Introduction

9.2 Results

9.3 Observations and Interpretation

9.4 Additional Observations and Interpretation

9.5 Additional Notes and Evaluation of Methods

10.0 120mm Tube

10.1 Introduction

10.2 Observation and Interpretation

10.3 Evaluation of Methods

11.0 Conclusions

11.1 Costing

11.2 Flat Plate

11.3 120mm Tube

11.4 In Reference to Specification

12.0 Acknowledgements

Appendices (4)

Summary

1. Apparatus and Method

2. Theory

3. Results

3.1 Laminar flow

3.2 Turbulent flow

4. Discussion

5. Conclusion

6. Bibliography (3)

Research Report		Engineering			Methodology Recount	
Project N words	%*	0329f	Main Sections	0243c	Practical N words	%*
250	3		Summary		214	10
216	2		Introduction		0	0
1523	16		Literature Review		0	0
230	2		Theory		397	18
1517	16		Equipment & Methods		323	15
694	7		Results		326	15
4065	42		Observations and Interpretation/Discussion		612	28
1114	12		Conclusion		300	14
9609	100				2172	100

Gardner (2012),
Nesi and Gardner (2012, chapter 5)

Biology projects and practicals



Project (6214b) Main Headings	Practical (0243c) Headings
Abstract	
Introduction	Introduction
Principles of an aquaponic system	
Literature review (43 citations)	
Objectives	
Materials and Method (11 sections)	Methods & Materials
Results (7 sections)	Results & Analysis (2 tables, 2 figures)
Discussion	Discussion
Conclusion	
Future Work	
References (50)	
Appendices (4)	

Gardner (2012),
Nesi and Gardner (2012, chapter 5)

Research Report		Biology		Methodology Recount	
N words	%*	6214b Main Sections	0243c	N words	%*
427	4	Abstract +Intro + Principles		118	13
2146	20	Literature Review		0	0
2456	24	Objectives, Methods, Materials		116	12
3033	29	Results [Analysis]		460	49
2408	23	Discussion [Conclusion, Future Work]		241	26
10470	100%	Total %		935	100 %

Gardner (2012),
Nesi and Gardner (2012, chapter 5)

Two different genres with IMRD macrostructures found across disciplines:

- Methodology recounts (e.g. experiments, practicals)
- Research reports (e.g. projects)

Although the stages are similar, the purposes are different as seen from the interviews, the relative lengths of sections and the language used (register)

EAP Textbooks

Chaplen, F

Lab Report, Chemistry Example: Purpose of Experiment, Equipment and Materials, Procedure, Results, Conclusions

Bailey

IMRDC with bullet points, no examples, so not clear which genre family

Hewings

Research Report: AbsAckTit I Lit MRDCRA with example from Business and example of Methods section from ELT.

Home >

Research Reports: Listen

back

next

00:00 00:00

PLAY MUTE

Writing_for_a_Purpose-What_is_a_Research_Report.mp3

Transcript

What is a Research Report?

Do the following task to understand more about *Research Reports*.

Task

Listen to the discussion between a student (S) and a lecturer (L) and use the words given to fill in the blanks. You can listen to the recording above as many times as you want and you can pause it if you need more time to put the answers into the spaces.

What is a Research Report?

- one
- discussion
- review
- big
- methodology
- journal
- results
- literature
- long
- introduction
- research
- found
- report
- exactly

Instructions

Listen to the discussion between a student (S) and a lecturer (L) and drag the words into the gaps. You can play the recording as many times as you need and you can pause it if you need more time to put the answers into the spaces.

S: I've g

L: Well,

arch

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Writing for a Purpose

- Introduction
- Primary Purposes
- Genre Families
- ▼ Your Writing Task
 - ▼ Your Writing Task: Your Purpose
 - ▼ Case Studies
 - ▼ Critiques
 - ▼ Design Specifications
 - ▼ Essays
 - ▼ Event Recounts
 - ▼ Exercises
 - ▼ Explanations
 - ▼ Literature Surveys
 - ▼ Methodology Recounts
 - ▼ Problem Questions
 - ▼ Proposals
 - ▼ Public Engagement
 - ▼ Research Reports
 - ▼ Research Reports: Listen
 - ▼ Research Reports: Structure
 - ▼ Research Reports: Vocabulary
- Disciplines
- Resources
- About Us

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Registers: Methodology (SFL)

Comparison of sections across disciplines:

- the nature of **the activity** – *field* – is a determinant in the selection of options from **experiential** systems, including choices related to transitivity structure, or **process, participant and circumstance**.
- **Role relationships** – *tenor* – have a hand in determining the selection of **interpersonal** options, such as those from the systems of **mood and modality**.
- The **symbolic organisation of the text** – *mode* – is involved in the selection of options in **textual** systems, which relate to the overall texture of the text, including choices involving **cohesion, and thematic and information structures**. (Halliday 2009:55)

Which IMRD section? Which Disciplines?

- To determine how adjectives are used ... I decided to first build a wordlist using Concap for the broadsheet and online news services samples as I felt this would allow me an overview to evaluate my results which would in turn give me the opportunity to investigate any interesting features.
(6062c)
- In order to investigate whether self-esteem levels were lower and deviant eating behaviours were higher in first year university girls than a control group of non university girls, between subjects multivariate analysis of variance (MANOVA) and Pearson's correlation co-efficient were used to analyse data. ... (0014a)
- Four sets of boiling tubes were prepared as described below and placed in the thermostat to equilibrate at each temperature.
Tube 1: 10 cm³ of 0.01 M phenol, 10 cm³ of the bromate/bromide solution (0.0833M Br⁻ and 0.0167 M BrO₃), 4 drops of methyl red.
Tube 2: 5 cm³ 0.5 M H₂SO₄ (6212d)

Methods Extracts from 3 Disciplines

- To determine how adjectives are used ... I decided to first build a wordlist using Concap for the broadsheet and online news services samples as I felt this would allow me an overview to evaluate my results which would in turn give me the opportunity to investigate any interesting features. (6062c)
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Home >

Methodology Recounts: Vocabulary

◀ back

next ▶

→ ▶ Instructions

Here are some groups of words that commonly occur in *Methodology Recounts*, with examples from different disciplines.

Click on Instructions for more information about the format.

Word Groups in Methodology Recounts

the aim of this experiment/report is/was	Examples
in order to	Examples
is/are/was/were/has been used to	Examples
this is / may be / could be due to	Examples
can be seen	Examples
shown in table/figure	Examples
can be / is / are / was / has been found	Examples
is/are found	Examples
was found / has been found	Examples
as a result of the	Examples
was calculated to be	Examples
It can be assumed/concluded that	Examples
'It' constructions showing possibility, probability, necessity, evaluation	Examples

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Writing for a Purpose

- Introduction
- Primary Purposes
- Genre Families
- ▼ Your Writing Task
 - ▼ Your Writing Task: Your Purpose
 - ▼ Case Studies
 - ▼ Critiques
 - ▼ Design Specifications
 - ▼ Essays
 - ▼ Event Recounts
 - ▼ Exercises
 - ▼ Explanations
 - ▼ Literature Surveys
 - ▼ Methodology Recounts
 - ▼ Methodology Recounts: Listen
 - ▼ Methodology Recounts: Structure
 - ▼ Methodology Recounts: Vocabulary
 - ▼ Problem Questions
 - ▼ Proposals
 - ▼ Public Engagement
 - ▼ Research Reports
- Disciplines
- Resources

If you are writing a *Methodology Recount*, you might also find this language useful:



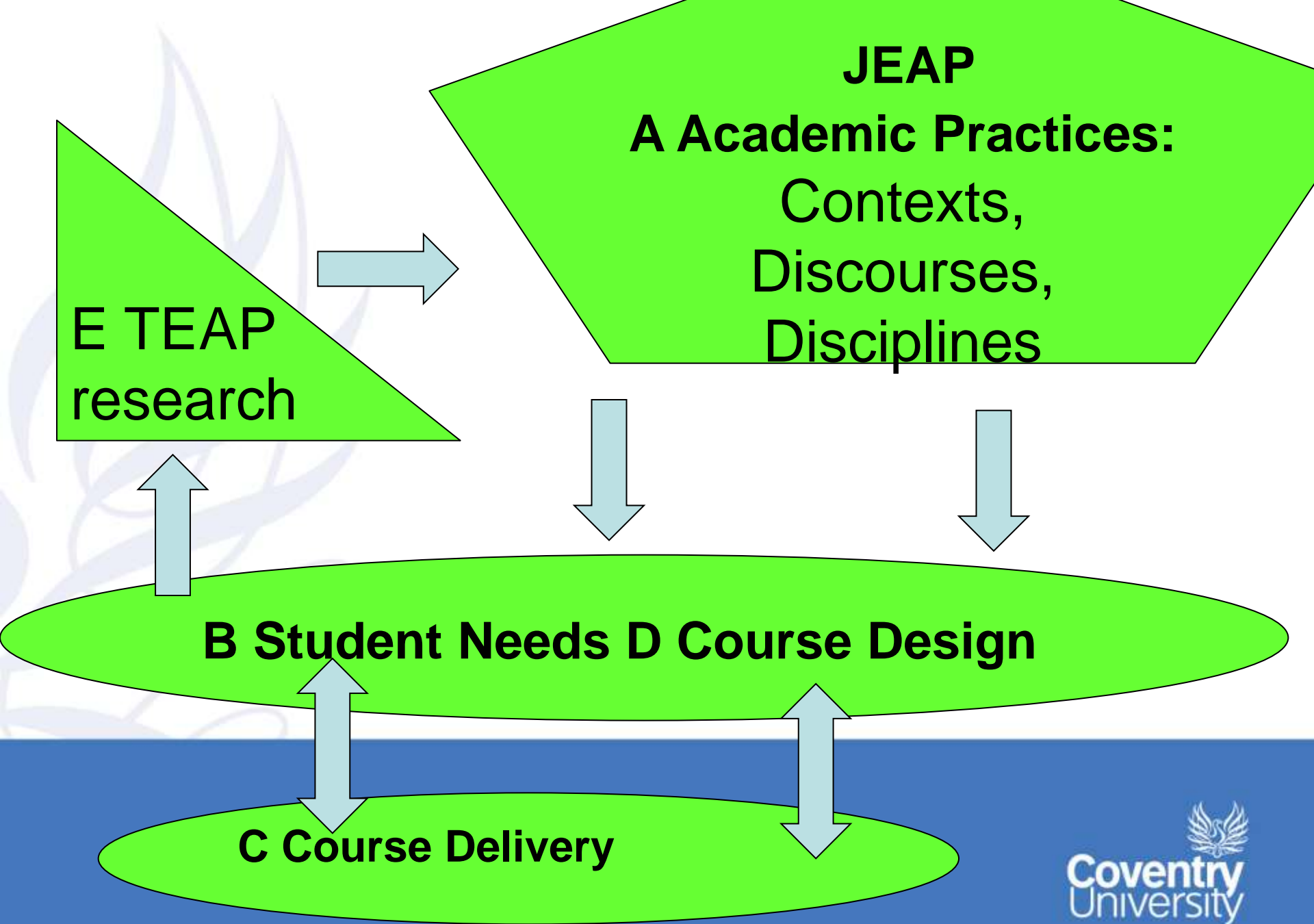
- Concordance
- Word List
- Word Sketch
- Thesaurus
- Find X
- Sketch-Diff
- Corpus Info
- Save
- View options
- KWIC
- Sentence
- Sort
- Left
- Right
- Node
- References
- Shuffle
- Sample
- Filter
- Overlaps
- 1st hit in doc
- Frequency
- Node tags
- Node forms
- Doc IDs
- Text Types
- Collocations
- ConcDesc
- Visualize
- Help position

Query aim, experiment | report, VB..., Methodology recount 48 > Sort Node 48

Psychology...	higher for the mnemonic group. </p></p>	The aim of the current experiment was	to develop Morris, Jones and Hampson's
Biological...	measure reactive thiol groups. </p></p>	aim of the experiment is	to purify the protein ovalbumin from egg
Biological...	therapy research in the future. </p></p>	aim of the experiment is	to measure the infectious progeny, intracellular
Biological...	produced by the hydrolysis of ATP. </p></p>	aim of the experiment is	to investigate the regulation of the catalytic
Biological...	Letters, 4, 568 - 576. </p> Introduction </p>	aim of the experiment is	to determine the kinetic parameter (K _m
Biological...	Conjugation and Recombination Aim / Abstract </p>	aim of the experiment was	to establish the order of a number of genes
Biological...	genetic map of the chromosome. </p></p>	aim of the experiment was	to understand these concepts and methods
Biological...	once the reaction is stopped. </p></p>	aim of the experiment was	to quantitatively assay the activity of
Engineerin...	on no load (100 ms). </p> CONCLUSION </p>	aim of the experiment was	to investigate the relationship between
Engineerin...	lack of data available. </p> CONCLUSION </p>	aim of the experiment was	to appreciate various factors concerned
Biological...	metabolic by-products builds up. </p></p>	aim of the experiment was	to follow the growth curve of Serratia
Engineerin...	analyze and understand inertia. </p></p>	aim of the experiment was	to investigate the moment of inertia of
Engineerin...	what each measurement was used for. The	aim of the experiment was	to calculate the friction factor. This
Engineerin...	one with a cantilevered hollow shaft. The	aim of the experiment was	intended to provide a physical insight
Engineerin...	of induction motor characteristics. The	aim of the experiment was	to develop an understanding of current,
Biological...	n less than 1.5 would create. </p></p>	aim of the experiment was	firstly to demonstrate the Hill reaction
Biological...	compared is off great importance. </p> Aim </p>	aim of the experiment was	to determine the pH optimum and the concentration
Food Scien...	the acidity of vinegar Introduction </p>	aim of the experiment was	to determine the total acidity of vinegar
Food Scien...	attribute being looked at. </p> AIM </p>	aim of the experiment was	to train the panel on the ability to discriminate
Chemistry...	Wine using Gas Chromatography Aim: </p>	aim of this experiment is	to determine the composition of a commercially
Chemistry...	using Ion selective electrodes Aim: </p>	aim of this experiment is	to determine the concentration of F ⁻ in
Chemistry...	Performance Liquid Chromatography Aim: </p>	aim of this experiment is	to determine the composition of the analgesics
Chemistry...	with respect to BrO ₃ ⁻ and Br ⁻ . </p></p>	aim of this experiment is	to determine the activation barrier for
Chemistry...	FEBRUARY ZODIAC PARTNER: 1. Introduction </p>	aim of this experiment is	to investigate the rate of a chemical reaction
Physics, Me...	measured using Vernier callipers. </p></p>	aim of this experiment is	to find the velocity of longitudinal ultrasound
Chemistry...	total acidity of vinegar Introduction </p>	aim of this experiment is	to determine the total acidity (% acetic
Chemistry...	oxidation states - Fe ²⁺ and Fe ³⁺ . The	aim of this experiment is	to determine the iron percentage in iron
Meteorolog...	can be logged electronically. </p></p>	aim of this experiment is	to compare the characteristics of two types
Biological...	the kinetics of enzyme action Summary </p>	aim of this experiment was	to carry out an enzyme assay to study the
Biological...	charge nearer to neutral. </p> Conclusion </p>	aim of this experiment was	to investigate isoelectric points of different
Biological...	using the oxygen electrode Abstract </p>	aim of this experiment was	to obtain measurements of photosynthetic
Biological...	Virus Haemagglutination Assay Abstract </p>	aim of this experiment was	to determine the HA titre of a virus stock
Biological...	galactosidase in Escherichia coli Abstract </p>	aim of this experiment was	to examine the induction of β-galactosidase
Biological...	neither induced nor repressed. </p></p>	aim of this experiment was	: </p></p> To examine the induction of β-galactosidase
Biological...	Conjugation and Recombination Abstract </p>	aim of this experiment was	to establish the order of a number of genes
Biological...	hence the name 'enteric' bacteria. </p></p>	aim of this experiment was	: </p></p> To establish the order of a number
Biological...	into the reproductive growth. </p></p>	aim of this experiment was	to analyse the processes of the development
Biological...	& Eichhorn, et al., 2003). </p></p>	aim of this experiment was	to investigate the features of osmosis
Engineerin...	MSC Renewable Energy, Introduction </p>	aim of this experiment was	to run a series of set measured tests on
Food Scien...	in a few nutrients. </p> Introduction </p>	aim of this experiment was	to analysis my diet over 3 days, by weighing

From clusters in WST to Sketch Engine (Nesi)

Explaining cause, effect and significance	
(this) is due to (the)	https://the.sketchengine.co.uk/bonito/run.cgi/mlsortx?q=a%20word%20C%22is%20due%20to%20within%3Ctext%20genre%3D%22Explanation%22%20F%3E;corpname=preloaded%20bawe2&attrs=word&attr_allpos=kw&ctxattrs=word&structs=g%20Cp&refs=%3Dtext.discipline%20C%3Dtext.genre&pagesize=50&gdexcnt=500&gdexconf=:ml1attr=text.discipline:ml1pos=0:ml2attr=text.genre:ml2pos=0:sortlevel=2
as a result of	https://the.sketchengine.co.uk/bonito/run.cgi/mlsortx?q=a%20word%20C%22as%20a%20result%20of%20within%3Ctext%20genre%3D%22Explanation%22%20F%3E;corpname=preloaded%20bawe2&attrs=word&attr_allpos=kw&ctxattrs=word&structs=g%20Cp&refs=%3Dtext.discipline%20C%3Dtext.genre&pagesize=50&gdexcnt=500&gdexconf=:ml1attr=text.discipline:ml1pos=0:ml2attr=text.genre:ml2pos=0:sortlevel=2
an important role in (e.g. to play/take/have an important role in -ing)	https://the.sketchengine.co.uk/bonito/run.cgi/viewattrx?q=a%20word%20C%22an%20important%20role%20in%20within%3Ctext%20genre%3D%22Explanation%22%20F%3E&corpname=preloaded%20bawe2&attrs=word&ctxattrs=word&structs=g%20Cp&refs=%3Ddoc.id&pagesize=50&gdexcnt=500&gdexconf=&fromp=1&setattrs=word&allpos=kw&setstructs=g&setstructs=p&setrefs=%3Dtext.discipline&setrefs=%3Dtext.genre&refs_up=0&pagesize=50&newctxsize=50&gdex_enabled=0&gdexcnt=500&copy_icon=0&multiple_copy=0&tbl_template=:
be able to (e.g. modal + (not) + be able to)	https://the.sketchengine.co.uk/bonito/run.cgi/mlsortx?q=a%20word%20C%22be%20able%20to%20within%3Ctext%20genre%3D%22Explanation%22%20F%3E&q=sword%20Fi+-1%3C0%7E-3%3C0;corpname=preloaded%20bawe2&attrs=word&attr_allpos=kw&ctxattrs=word&structs=g%20Cp&refs=%3Dtext.discipline%20C%3Dtext.genre&pagesize=50&gdexcnt=500&gdexconf=:ml1attr=text.discipline:ml1pos=0:ml2attr=text.genre:ml2pos=0:sortlevel=2
this means that	https://the.sketchengine.co.uk/bonito/run.cgi/mlsortx?q=a%20word%20C%22This%20means%20that%20within%3Ctext%20genre%3D%22Explanation%22%20F%3E;corpname=preloaded%20bawe2&attrs=word&attr_allpos=kw&ctxattrs=word&structs=g%20Cp&refs=%3Dtext.discipline%20C%3Dtext.genre&pagesize=50&gdexcnt=500&gdexconf=:ml1attr=text.discipline:ml1pos=0:ml2attr=text.genre:ml2pos=0:sortlevel=2



www.coventry.ac.uk/bawe

For more information about

- The contents of the BAWE corpus
- How to download or search the corpus
- Publications and presentations on BAWE
- Visualisations and Word Lists
- Teaching and learning materials
- And more

Materials

Textbooks

- Chaplen, F (1981) *A course in intermediate scientific English*.
- *De Chazal (2014) EAP (and related OUP textbooks) no guidance*
- Bailey (2011) 3rd ed *Academic Writing: A handbook for International students*.
- Hewings, M. (2012) *Cambridge Academic English*.

Online materials: (accessed April 2015)

- <http://www.uefap.com/>
- www.britishcouncil.org/writingforapurpose
- <http://learningcentre.usyd.edu.au/wrise/>
- <http://www.monash.edu.au/lls/llonline/writing/general/report/index.xml>

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- Dudley-Evans, T. (1985) *Writing Laboratory Reports*, Nelson
- Gardner, S. (2012) Genres and registers of student report writing: an SFL perspective on texts and practices. *Journal of English for Academic Purposes*, 11 (1) 52-63
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- Gardner, S. & J. Holmes. (2009). Can I use headings in my essay? Section headings, macrostructures and genre families in the BAWE corpus of student writing. In: M. Charles, S. Hunston, D. Pecorari (eds) *Academic Writing: At the interface of corpus and discourse*. London: Continuum. pp. 251-271

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Nesi, H. & S. Gardner (2012). *Genres across the Disciplines: Student writing in Higher Education*. Cambridge: Cambridge University Press

Nesi, H. & S. Gardner (2006). Variation in Disciplinary Culture: University Tutors' Views on Assessed Writing Tasks In: Kiely, R., Clibbon, G., Rea-Dickins, P. & Woodfield, H (eds) *Language, Culture and Identity in Applied Linguistics*. London: Equinox Publishing pp. 99-117

Lee, D. & X. Chen (2009) Making a bigger deal of smaller words: function words and other key items in research writing by Chinese learners. *Journal of Second Language Writing*, 18 (4) 281-296