

*LEARNING FROM STUDENT TEXTS :*  
*A GENRE-BASED APPROACH TO 'MAINSTREAMING'*  
*ACADEMIC WRITING INSTRUCTION*  
BALEAP PRE-CONFERENCE WORKSHOP 2013

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# Proposing a 'mainstreaming' approach

## Current EAP provision

Pre-sessional courses: international students/ largely generic

In-sessional courses: all students/ discipline-specific

## Mainstreaming/Principles

1. Embedding writing instruction into subject curricula
2. Collaboration between writing experts and subject tutors
3. Creating discipline-specific resources, using **student genres** and **apprentice corpora**
4. **Genre** instruction for *all* students, linguistic extension work for some
5. Scaffolding learning

# Drawing on existing traditions of academic writing instruction

- Genre based approaches (EAP/Sydney School): Identifying specific language and discourse features of discipline's genres  
⇒ **explicit teaching of genres**
- Writing across the Curriculum (WAC), Writing in the Disciplines (WiD): Embedding writing instruction into subject curriculum ⇒ **involvement of subject tutors**
- Academic Literacies: Focus on practices surrounding writing (identities, power relations) ⇒ **enabling students to understand and critique practices**

# Resources development

## Background

CTF (2011) funding for development of writing resources in four disciplines:

- Applied Linguistics
- Pharmacy
- History
- Management

Implemented and evaluated in Applied Linguistics, Pharmacy and Management

# Developing disciplinary writing resources: from text to corpus

## Process 1: Genre/Text analysis

- Subject tutors identify relevant genres; select exemplars
- Writing experts (in consultation with subject tutors) analyse text features; prepare writing resources
- Piloting and evaluating the writing resources in workshops jointly run by writing and subject tutors

## Process 2: Compilation of subject-specific corpora

*Apprentice writing* corpus = a corpus of **high** scoring and **low** scoring apprentice texts from students following the same programme

- Pharmacy: 255 scripts / 400,000 words (MSc)
- Applied Linguistics: 199 scripts / 300,000 words (MA)
- History: over 3000 scripts available (BA) - though none selected as yet

# Texts for genre analysis

Discipline	Genre	Word count	Level of study	Structure
History	Essay	2000	undergraduate	not signposted
Applied Linguistics	Essay Research report	3500 15000	postgraduate	signposted through headings
Management	Critique	1500	postgraduate	not signposted
Pharmacy	Methodology recount	8000	undergraduate	not consistently signposted

# From student texts to teaching resources

(Process 1)

Please skim the student texts in your hand-out:

1. Management (with grade and tutor comments)
2. History (with grade)
3. Pharmacy (with grade)

Discuss in groups how they could be used for teaching/learning resources (10 minutes).

# Preparing resources - Step 1: Staging

A successful text fulfils the communicative purpose of the genre by being presented in a staged and sequenced order that is expected by the discourse community (Swales, 1990; Martin 1992, Martin & Rose, 2012: 'schematic structure').

⇒ enabling students to recognise the structure of successful texts

# Staging: Example from Pharmacy

Optimisation of suspension of zinc oxide [75]	Practical optimisation of a formulation report [74]	Optimisation of High Dose Paracetamol Tablets by Direct Compression [52]	Optimisation of High Dose Paracetamol Tablets by Direct Compression [52] continued...
1 Introduction 2 Materials 3 Method 3.1 Formulation of stock solution of SDS (wetting agent) 3.2 Formulation of stock solution of methylcellulose (suspending agent) 3.3 Formulation of stock solution of sodium citrate (electrolytes) 3.4 Formulation of suspensions by factorial design: 3.5 Quality assessment by sedimentation volume 3.6 Quality assessment by ease of redispersability 3.7 Quality assessment by uniformity of dose by turbidity assay 3.8 Simplex method to find optimal formulation of suspension 4 Results 4.1 Sedimentation volume test 4.2 Ease of redispersability test 4.3 Uniformity of dose by turbidity assay 4.4 Nelder -Mead Simplex Graph 5 Discussion 5.1 Sedimentation volume 5.2 Ease of redispersability 5.3 Uniformity of dose by turbidity assay 6 Conclusion 7 References	1 INTRODUCTION 2 MATERIALS & METHODOLOGY 2.1 Resources: 2.2 Materials: 2.3 Instruments: 2.4 Calculating Formulation Contents 2.5 Calculating HLB 2.6 Final Weights of Ingredients 2.7 Manufacturing Procedure 3 Preliminary Experiment 3.1 Assessment of Quality 3.2 Spreadability Testing 3.3 Stability Testing 3.4 Model-Dependent Method - Regression Analysis 3.5 Model-Independent Method - Simplex 4 RESULTS 5 DISCUSSION 5.1 Viscosity 5.2 Spreadability 5.3 Stability 5.4 Regression analysis 5.5 Simplex 6 CONCLUSION 7 REFERENCES 8 APPENDIX	1 Introduction 2 Materials 3 Methods 3.1 Experiment 1): Choosing Excipients for Formulation of Paracetamol DC Tablets. 3.2 Experiment 2): Experimental Design – To Identify the Independent Variables. 3.3 Experiment 3): Paracetamol DC UV Assay. 3.4 Experiment 4): Review of the Excipients of Paracetamol Tablets. 3.5 Experiment 5): Factorial Design of Formulation. 3.6 Experiment 6): Mixing Tablets Powder (API and Excipients) for manufacturing. 3.7 Experiment 7): Manufacturing of Paracetamol Tablets by Direct Compression. 3.8 Experiment 8): Assessment of the Manufactured Paracetamol Tablets Quality - Uniformity of Weight. 3.9 Experiment 9): Assessment of the Manufactured Paracetamol Tablets Quality – Friability. 3.10 Experiment 10): Assessment of the Manufactured Paracetamol Tablets Quality – Hardness (Tensile strength). 3.11 Experiment 11): Assessment of the Manufactured Paracetamol Tablets Quality -Disintegration Time. 3.12 Experiment 12): Model-Dependent Methods (Regression Analysis) for Deciding the Optimum Formulation. 3.13 Experiment 13): Model-Independent Methods (Nelder Mead Simplex Optimisation) for Choosing the Optimum Formulation. 4 RESULTS 4.1 Experiment 3): Paracetamol DC UV Assay. 4.2 Experiment 5): Factorial Design of Formulation.	4.3 Experiment 7): Manufacturing of Paracetamol Tablets by Direct Compression. 4.4 Experiment 8): Assessment of the Manufactured Paracetamol Tablets Quality - Uniformity of Weight. 4.5 Experiment 9): Assessment of the Manufactured Paracetamol Tablets Quality - Friability. 4.6 Experiment 11): Assessment of the Manufactured Paracetamol Tablets Quality -Disintegration Time. 4.7 Experiment 12): Model-Dependent Methods (Regression Analysis) for Deciding the Optimum Formulation. 4.8 Tablet Friability 4.9 Model-Independent Methods (Nelder Mead Simplex Optimisation) for Choosing the Optimum Formulation 5 Discussion 5.1 Uniformity of Weight 5.2 Friability 5.3 Tensile strength 5.4 Disintegration Time 5.5 Nelder Mead Simplex Optimisation for Choosing the Optimum Formulation 5.6 The two optimisation methods used 6 Conclusion 7 References

# Staging: Example from Marketing

<b>Assignment 1:</b> Use Hackley's Typology to develop and structure a critical review of a marketing idea / theory / concept: Service-Dominant Logic (SDL) (Grade: A)	<b>Assignment 2:</b> The Societal Marketing Concept – A Critical Review (Grade: A)	<b>Assignment 4:</b> Hackley typology of critique on Standardization and Adaptation (Grade: F)
<ol style="list-style-type: none"> <li><b>1. Introduction: Concept to be critiqued</b> <ol style="list-style-type: none"> <li>1.1. Introducing key concept (SDL)</li> <li>1.2. Assignment objective</li> <li>1.3. Assignment focus</li> </ol> </li> <li><b>2. Applying critique 1 (intellectual)</b> <ol style="list-style-type: none"> <li>2.1. Explanation of intellectual critique</li> <li>2.2. Positive evaluation of concept (SDL), supporting evidence</li> <li>2.3. Further supporting evidence (reference to several sources)</li> <li>2.4. Negative evaluation of concept</li> <li>2.5. More arguments/evidence supporting negative evaluation</li> <li>2.6. Additional evidence</li> </ol> </li> <li><b>3. Applying critique 2 (functional)</b> <ol style="list-style-type: none"> <li>3.1. Explanation of functional critique</li> <li>3.2. Positive evaluation of concept</li> <li>3.3. Examples for positive evaluation</li> <li>3.4. Interim conclusion drawn from examples</li> <li>3.5. Negative evaluation of concept</li> <li>3.6. More evidence supporting negative evaluation</li> </ol> </li> <li><b>4. Applying critiques 3 (ethical) and critique 4 (political)</b> <ol style="list-style-type: none"> <li>4.1. Explanation of ethical critique</li> <li>4.2. Explanation of political critique</li> <li>4.3. Negative evaluation of concept</li> <li>4.4. Example for negative evaluation</li> <li>4.5. More arguments/evidence supporting negative evaluation</li> <li>4.6. Positive evaluation of concept</li> <li>4.7. More arguments/evidence supporting positive evaluation</li> </ol> </li> <li><b>5. Conclusion</b> <ol style="list-style-type: none"> <li>5.1. Summary and concluding statement</li> <li>5.2. Conclusion: negative evaluation</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li><b>1. Introduction: Concept to be critiqued</b> <ol style="list-style-type: none"> <li>1.1. Introducing key concept (societal marketing)</li> <li>1.2. Assignment objective</li> <li>1.3. Introducing framework for critique (Hackney's typology)</li> <li>1.4. Outline</li> </ol> </li> <li><b>2. Details of key concept</b> <ol style="list-style-type: none"> <li>2.2. History of concept</li> <li>2.3. Rationale of concept</li> <li>2.4. Limitation</li> </ol> </li> <li><b>3. Applying Hackney's typology/Critique 1</b> <ol style="list-style-type: none"> <li>3.1. Introducing intellectual critique</li> <li>3.2. Negative evaluation identified through critique</li> <li>3.3. Negative evaluation</li> <li>3.4. Interim conclusion for Critique 1</li> </ol> </li> <li><b>4. Applying Hackley's typology/Critique 2</b> <ol style="list-style-type: none"> <li>4.1. Introducing functional critique</li> <li>4.2. Positive evaluation</li> <li>4.3. Example with quotation</li> <li>4.4. Negative evaluation</li> <li>4.5. Example</li> <li>4.6. Interim conclusion</li> </ol> </li> <li><b>5. Applying Hackley's typology/Critique 3</b> <ol style="list-style-type: none"> <li>5.1. Introducing ethical critique</li> <li>5.2. Initial positive, then negative evaluation with quotation</li> <li>5.3. Supporting evidence for negative evaluation</li> </ol> </li> <li><b>6. Applying Hackley's typology/Critique 4</b> <ol style="list-style-type: none"> <li>6.1. Introducing political critique</li> <li>6.2. Negative evaluation</li> <li>6.3. Supporting evidence for negative evaluation</li> </ol> </li> <li><b>7. Conclusion</b> <ol style="list-style-type: none"> <li>7.1. Summarising statement</li> <li>7.2. Tentative recommendation; need for more research</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li><b>1. Introduction: Key concepts</b> <ol style="list-style-type: none"> <li>1.1. Introducing approaches of standardisation and adaptation</li> <li>1.2. Examples (two companies)</li> <li>1.3. Introducing concept: Hackney's typology</li> <li>1.4. Main focus of assignment</li> <li>1.5. Different concept for critique: Levitt</li> </ol> </li> <li><b>2. Discussing two examples for standardisation</b> <ol style="list-style-type: none"> <li>2.1. Example 1</li> <li>2.2. Example 2/ negative evaluation</li> </ol> </li> <li><b>3. Discussing example 1</b> <ol style="list-style-type: none"> <li>3.1. Applying two critiques, using unknown framework (the four P's)</li> <li>3.2. Discussing four P's</li> <li>3.3. Interim conclusion referring to three critiques</li> <li>3.4. Applying ethical critique to example 1</li> </ol> </li> <li><b>4. Discussing example 2</b> <ol style="list-style-type: none"> <li>4.1. Negative evaluation</li> <li>4.2. Introducing new concept (Hofstede)</li> <li>4.3. Reasons for negative evaluation, applying functional and political critiques</li> </ol> </li> <li><b>5. New aspect</b> <ol style="list-style-type: none"> <li>5.1. Introducing new aspect for evaluation (promotion)</li> <li>5.2. Applying ethical critique to promotion</li> <li>5.3. Applying political critique</li> </ol> </li> <li><b>6. Discussing adaptation</b> <ol style="list-style-type: none"> <li>6.1. Applying functional critique</li> </ol> </li> <li><b>7. Conclusion</b> <ol style="list-style-type: none"> <li>7.1. Recommendation</li> <li>7.2. Recommendations for example 2</li> <li>7.3. Concluding statement</li> </ol> </li> </ol>

## Preparing resources - Step 2: Move analysis

Texts are built up systematically through a series of (obligatory and optional) moves and steps (see Swales' CARS model, 1990: 141)

⇒ enabling students to recognise necessary moves and their communicative purposes

# Move analysis: Example Management (Moves in first paragraphs)

**ASSIGNMENT 1: Use Hackley's Typology to develop and structure a critical review of a marketing idea / theory / concept:**  
**Service-Dominant Logic (SDL) || Grade: A**

TEXT	ANALYSIS	TUTOR COMMENTS
<p>First conceptualized by Stephen Vargo and Robert Lusch in 2004, Service-Dominant Logic (SDL) revolves around an ideology that “emphasizes the centrality of firm-costumer cooperation in innovative and productive efforts” (Bonsu &amp; Darmody, 2008). As explained by Vargo &amp; Lusch (2004), the intention behind this concept results in “value co-creation” whereby consumers become “operant resources”: active participants in the creation of value and innovation of a particular service or product. [1] In order to evaluate the efficacy and utility of SDL, I will critically assess the theory using Hackley’s (2009) “Typology of Critique in Marketing.” The application of this typology alongside key literature on the topic will allow for an in-depth review of the various factors that comprise the SDL. [2] Throughout my research I encountered various focal points and as such will be primarily discussing the functional and intellectual elements of the theory, followed by an integrated critique of the ethical and political elements. [3]</p>	<p>INTRODUCTION/ Concept to be critiqued (SDL)            [1] Introducing key concept (with references to relevant literature)            [2] SIGNPOST: Assignment objective [I will critically assess...]            [3] SIGNPOST: Assignment focus</p>	<p><i>You don't need to include first names in citations.</i></p> <p><i>Don't use '&amp;'; use 'and'.</i></p>
<p>When contemplating an intellectual critique, Hackley (2009) urges us to consider the assumptions behind the marketing theory in question, alongside its' values and its' coherence as a potential academic discipline. [4] As explained by Vargo &amp; Lusch, (2004), the reasoning behind the SDL dates back several decades, when resources started to include intangible components such as knowledge and skills. Although abstract, these “new” resources have been viewed as increasingly significant to the development of marketing (Brown, 2007). Consequently, in applying this train of thought, marketing has moved towards “a more comprehensive and inclusive dominant logic.” (Vargo &amp; Lusch, 2004). [5] As Ballantyne &amp; Varey (2008) argue, the reason for which the SDL is aptly coherent is that it takes into account important and relevant historical factors of marketing that have inevitably led to the birth of this paradigm. <u>That being said</u>, the consistency behind this ideology has led to the co-creation of value between firms and consumers, whereby both entities become contributors to the overall value of a good or service (Vargo &amp; Lusch, 2004). As stated by Fisher &amp; Smith (2011), this new logic is unavoidable and necessary for the positive progression of marketing, not only as a discipline but also as a business strategy. [6]</p>	<p>Applying Hackley’s typology/Critique 1</p> <p>[4] Explanation of intellectual critique            [5] Positive evaluation of concept (SDL), supporting evidence</p> <p>[6] Further supporting evidence (reference to several sources)</p>	<p>{  <i>Which resources? Product? Marketplace?</i></p> <p><i>This phrase suggests that you are going to say something contradictory, when in fact what follows is consistent with what comes before.</i></p>

# Move analysis: Example Pharmacy

## (Moves in Discussion section)

TEXT	COMMENT
<p><b>4.7 Comparison between Nelder-Mead simplex optimisation and regression analysis [1]</b></p> <p>Nelder-Mead simplex optimisation aims to improve a specific parameter by altering components of the systems, instead of gaining information about the system itself. [2] Compared to regression analysis, it is easier, quicker and more straightforward to carry out. [3] However, apart from the limited amount of information obtained, it was important to choose the correct initial formulations. If the initial formulations were inappropriately chosen, multiple iterations might result in negligible improvement and eventually more time and effort would be wasted. [4]</p> <p>Regression analysis was a labour-intensive method as large amounts of data had to be generated and analysed. [5] However, such efforts could be worthwhile as the knowledge gained of the system was superior in terms of quality and quantity compared to Nelder-Mead simplex optimisation. [6] Nevertheless, it should be noted that regression analysis is based on the assumption that a linear relationship exists between the independent and dependent variables being examined, hence it might not be suitable in all situations. [7]</p>	<p>[1] Section label</p> <p>[2] Comment on main purpose of Method A (Nelder-Mead)</p> <p>[3] Benefits of Method A</p> <p>[4] Limitations of Method A</p> <p>[5] Disadvantage of Method B (regression analysis).</p> <p>[6] Potential benefits of Method B</p> <p>[7] Further limitations of Method B</p>

# The complexity of move analysis

Example History: [Summary Analysis](#)

See History Teaching resources (Introductions) in your handout.

# Preparing resources - Step 3: Linguistic analysis

⇒ enabling students to recognise the lexico-grammatical features of academic texts

1. Lexis (see corpus-based extension work)
2. Person, modality
3. Cohesion, thematic development

# Linguistic analysis (preliminary)

## Example from Pharmacy

### PHARMACY

TEXT	ideational	interpersonal	textual	
<p><b>Discussion:</b> A variety of concentrations of methylcellulose (suspending agent) and sodium citrate (electrolyte) <b>were used</b> to assess its effects on redispersibility, sedimentation volume and dose uniformity of zinc oxide suspension. <b>Note</b> that the concentration of the surfactant (SPAN 20) for all formulations was kept constant in this experiment.</p> <p><u>Assessing the redispersibility of a suspension</u> <b>is</b> vital as this determines the dose uniformity of a suspension upon agitation. <u>If a suspension</u> <b>is</b> hardly redispersible, this could be an indication of sedimentation, aggregation and caking of the active ingredient to the base of the container.</p> <p><u>Based on table 1 in the results section</u>, it <b>could be found</b> that the major contributing factor to redispersibility is the electrolyte as all suspensions containing high concentration of sodium citrate (1%) is able to redisperse easily with the least number of inversions required.</p> <p>Sodium citrate, <b>is known</b> to have a high affinity to the particle surface of zinc oxide and thus <b>is able</b> to adhere to the zinc oxide particles. <u>The adherence of the sodium citrate electrolytes</u> significantly <b>reduces</b> the zeta potential of the zinc oxide particles, leading to the same net charges and thus either repulsion against or loose attraction towards each other (i.e. aggregation could not occur). <u>As a result</u>, these particles <b>could be easily separated</b> upon agitation (i.e. redispersible). <u>However this effect</u> <b>could only take place</b> up to a certain concentration; <u>as an exceedingly high concentration of sodium citrate</u> <b>could lead</b> to compression of the diffuse layer surrounding the zinc oxide particles resulting in a thinner stern layer that could have little effect in maintaining repulsion between these particles. (3)</p> <p><b>Note</b> that whether these particles aggregate or not is also influenced upon the average distance and net charges where either Van der Waals attraction forces or electrostatic repulsion</p>	<p><b>EXPERIENTIAL</b></p> <p><b>Nouns :</b> PARTICLES ZINC SODIUM OXIDE CITRATE SUSPENSION CONCENTRATION REPULSION REDISPERSIBILITY UNIFORMITY SEDIMENTATION NET LAYER ELECTROLYTE EFFECT DOSE CHARGES ATTRACTION AGITATION AGGREGATION</p>	<p><b>Material processes:</b> were used (P) could be found (P) is able reduces could be easily separated (P) could only take place could lead</p> <p><b>Mental processes:</b> note is known (P)</p> <p><b>Relational processes:</b> is</p>	<p><b>Thematised participants</b> impersonal entities (6) impersonal pronouns (1)</p> <p><b>Short passives:</b> 4</p> <p><b>Modalisation (hedging)</b> could be found could be easily separated could only take place could lead could be explained</p>	<p><b>Sentence themes</b> 5 unmarked (abstract entities or imperative verbs) 3 marked (2 logical text themes)</p> <p><b>Logical:</b> If However As a result</p>

# Linguistic analysis/cohesion

## Example from Management

This paper has shown that there are different forms of criticism concerning the societal marketing concept. [25] However, marketers should continue to follow this notion, since on the whole, a societal orientation provides a win-win situation for companies, consumers and the society at large (Drumwright and Murphy 2001). Nevertheless, as outlined in this critical review, some issues have not been resolved yet and more research in these specific areas (as for example the measurement of a societal orientation or the degree of corporate interference in societal matters) is needed. [26]

PARAGRAPH FUNCTION: CONCLUSION

[25] Summarising statement [*'this paper has shown'*]

[26] Tentative recommendation; need for more research [*'however', 'nevertheless', 'as outlined in this critical review'*]

# Methods of resources preparation/Summary

1. Staging: Presenting structures of high and low achieving texts
2. Move analysis: Presenting parts of texts with commentary that describes the moves
3. Linguistic analysis: Presenting parts of texts with commentary that describes lexico-grammatical features

# Teaching/learning approach [1]

Structure of resources:

1. Examples from three high achieving texts with commentary
2. Notes section
3. Example from high achieving text – students to write commentary
4. Reflection notes
5. Examples from two low achieving texts

# Section for student's commentary

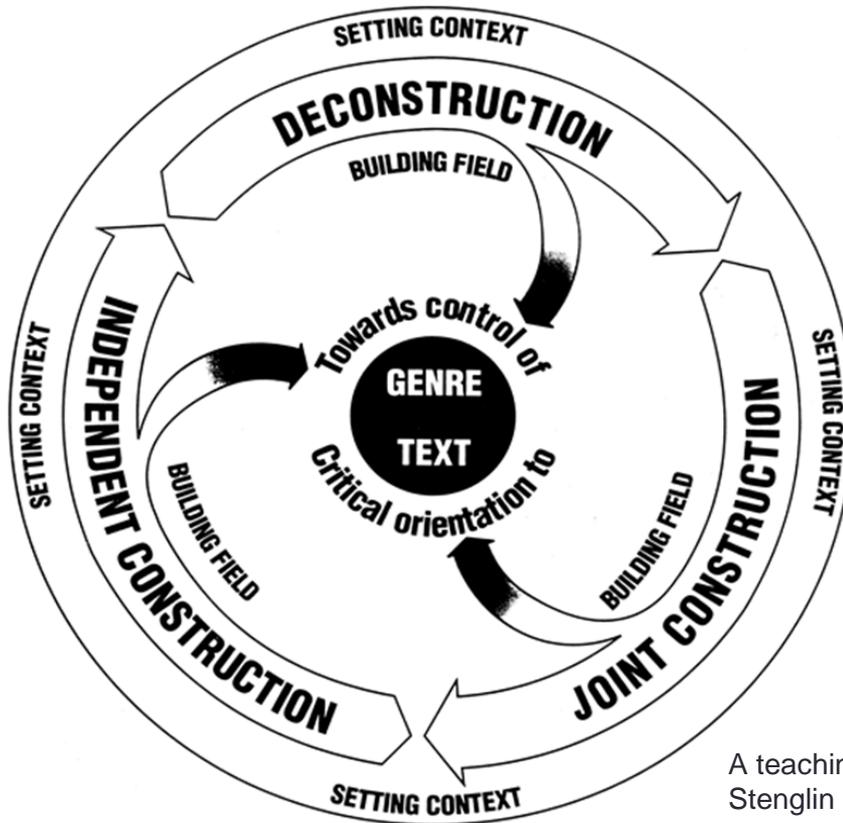
## Example from Applied Linguistics

Introduction	COMMENTARY
<p>The field of SLA aims to understand how second languages are acquired and what factors facilitate this acquisition. Chomsky's hypotheses (1965) that language is rule-governed and triggered subconsciously by exposure have been regarded as central tenets in mainstream SLA, along with his sharp delineation between competence, the idealised internal knowledge about language, the study of which will give insight into mental representations, and performance, the way language is actually used. [1] Social and affective factors are still viewed as "relatively minor in their impact" (Long, 1997:319) and, since they relate to use rather than acquisition, have been dismissed as outside the remit of SLA (Gregg, 1989:18). [2]</p>	<p>[1]</p> <p>[2]</p>
<p>Thus, in mainstream SLA, learning and language acquisition are psychological processes, with the individual as the "sole channel through which knowledge is gained" (Donato, 2000:45). Research focuses on questions such as the order of morpheme or pronoun acquisition (reviewed in Ellis, 1994:96-99) or, for interactionists, how input affects learners' second language grammars (Gass, 2003:224). [3] This assumption, however, ignores the social, political and cultural contexts in which acquisition occurs and, as a result, essential issues of learner identity; power and inequality; bilingualism and multi-lingualism and the use of English as a Lingua Franca are sidelined. [4]</p>	<p>[3]</p> <p>[4]</p>
<p>[5] Because this reductionist view of the learner appears to stem from the desire for SLA to be viewed as "a branch of cognitive science" (Doughty and Long, 2003:4), this essay will begin by looking at the research methods employed by mainstream SLA before examining whether the division between use and acquisition and the metaphors of learning which conventional SLA employs confine the learner into a "one-dimensional acquisition device". The second half of the essay will examine aspects of sociocultural theory (SCT), to discover whether from this perspective the learner is restored to a multi-dimensional individual. In doing so, I hope to demonstrate that SCT not only enhances knowledge of how languages are learned but has direct and useful pedagogical implications.</p>	<p>[5]</p>

# Teaching/learning approach [2]

## From workshops to independent work

### A teaching learning cycle



A teaching/learning cycle for secondary school (from Rothery and Stenglin 1994:8) cited in Martin, 2000: 119)

# Evaluation/Applied Linguistics and Pharmacy

- Student questionnaire (99 returns from 112 participants)
- Audio-recordings of group discussions in workshops (deconstruction and joint construction phases)
- Track changes of texts amendments in joint construction phase
- Follow-up student interviews

# Evaluation [Questionnaire]

N = 99 (Pharmacy: 49; Applied Linguistics: 50)

1. How useful do you think these materials will be when writing your next assignment /reports?

Very useful	Useful	Don't Know
58	38	2

2. How useful do you find it to work with texts written by other students?

Very useful	Useful	Don't Know
46	45	2

3. How useful do you find the comments in the right column?

Very useful	Useful	Don't Know
46	52	1

# Evaluation [Group discussions]

## **Observed learning in deconstruction phase:**

Example: Applied Linguistics: Introductions

S1: The framework of A, B and C is very similar, you have to set the academic context and cite enough reference to prove the academic background and then the problem you want to focus on.

S2: And then there is the map to show the reader how I am going to address the problem.

# Evaluation [Track changes]

Changes to text in joint construction phase

# Use of corpus : Extension work for developing writers' lexis, grammar and phraseology

## Corpus informed extension materials

- Word lists and glossaries
- Disciplinary practices (e.g. citations)
- Phrase banks

(see more details in extra handout)

# Glossaries: keyword analysis/Pharmacy

N	Key word	N	Key word	N	Key word
1	REACTION	16	GRAPH	31	EXPERIMENT
2	SOLUTION	17	ACID	32	CHEM
3	SYNTHESIS	18	TEMPERATURE	33	DNA
4	SAMPLE	19	COMPOUNDS	34	POLYMERISATION
5	SPECTRA	20	ION	35	CHROMATOGRAPHY
6	SOLVENT	21	RATE	36	IONIC
7	DIMETHOATE	22	MOL	37	YIELD
8	IONS	23	CHEMISTRY	38	RESULTS
9	CONCENTRATION	24	COMPOUND	39	MOLECULES
10	FLASK	25	ABSORBANCE	40	SODIUM
11	TEI	26	USING	41	GRADIENT
12	NMR	27	FLUORIDE	42	NAOH
13	POLYMER	28	PRODUCT	43	POLYMERS
14	LIGAND	29	MIXTURE	44	OC
15	ENERGY	30	MOLECULE	45	CHIRAL

# Citational practices/Applied Linguistics

N

1, 563 ly and in detail. Butt et al. (2000), however, has been comp  
1, 564 cademic writing tasks. Lillis (2001: 30-31) refers to Ivanic  
1, 565 in textbooks. However, as Lai (2008) concludes, teachers are  
1, 566 Language Studies Simpson J., (2006) 'Differing expectations  
1, 567 lish in London. Ryan and Deci (2000) in their Self-Determina  
1, 568 n in Brown (1990), and Skehan (1989). Their proposed agenda  
1, 569 n the lesson observed. Spratt (2005) earlier in section 2.8,  
1, 570 nsive Reading Programme Davis (1995) states that one of the  
1, 571 in agreement with Ellis & He (1999) who attributed word lea  
1, 572 Nigeria for example, Bamgbose (1992) states that time is was  
1, 573 n Korea (1945-present), Japan (1945-present) and Thailand (u  
1, 574 ulary teaching. As Armbruster (1986) mentions, strategies li  
1, 575 British call centres, Cameron (2000) found that preferred sp

# A final argument for the mainstreaming writing approach

1. Focus on genres students have to write
2. High level of student involvement and satisfaction
3. Feasible level of subject lecturers' involvement
4. Initially resource-intensive, but sustainable
5. An effective format for in-session support?