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English for Academic Purposes (EAP) – Writing



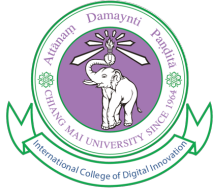
Re-cap of previous lesson

- Parts of speech
- Criticisms of academic writing
- Plain style
- Jargon
- Academic Word List
- Paraphrasing
- Dealing with unknown words



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3. Essay researching and planning



Lesson aims

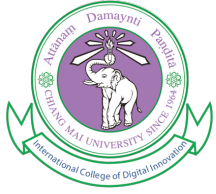
- Understanding questions
- Practice some listening
- Learn effective note-taking methods
- Understand different effective extensive and intensive reading techniques
- See the six stages of essay writing



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Understanding questions





Example

This is the subject –
you need to define it

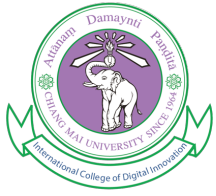
You need to discuss
the relative strengths
on each side

This suggests you need
to come to a conclusion

“Overall, do the advantages from
online social networks outweigh the
disadvantages? If so, in what ways?”

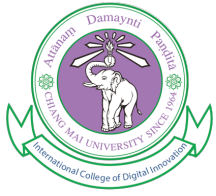
You need to spend about the
same amount of time on both
advantages and disadvantages

You need to provide examples
and evidence



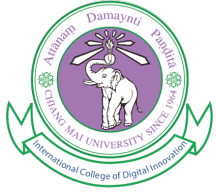
Exercise: Understand the question

“Should governments do more to regulate (set rules for) online social networks more? If so, why?”



Exercise: Understand the question

“In an age of online social networks, do we have a right to privacy?”



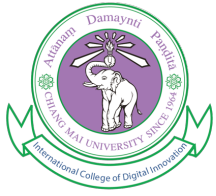
Exercise: Understand the question

“What are some of the ways that online social networks can spread misinformation? How can we reduce this happening?”



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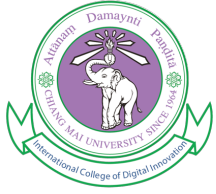
Developing your own questions



Developing a good question

A good research question should be:

- Clear and focused
- Not too broad, not too narrow
- Not too easy to answer, not too difficult to answer
- Researchable (you can find enough information)
- Analytical, rather than descriptive (an analysis, examination, of an issue, not just a description of it)



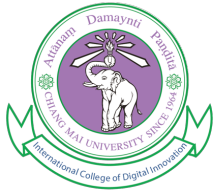
Exercise: Better questions

Does having a dog at home require responsibility from a child?



In what ways does having a dog at home require responsibility from a child?

Why: Answers should be complex

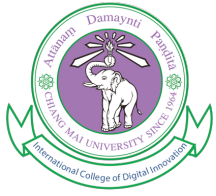


Exercise: Better questions

Does medication help to cure students with ADHD symptoms, and do they need additional exercises?

✓ What effect can be gotten from different medications when curing elementary students with ADHD symptoms?

Why: More focused



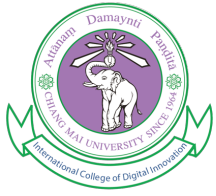
Exercise: Better questions



What reasons affect our belief in other forms of life in the universe?

Are there other forms of life in the universe?

Why: It can be answered

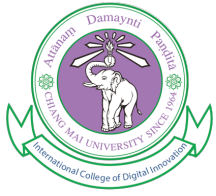


Exercise: Better questions

Which college is the best?

✓ What features do the best colleges have?

Why: Likely to be evidence based rather than opinion



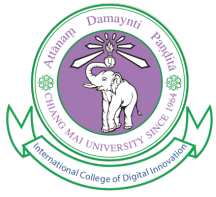
Exercise: Better questions

How does aspirin affect people?



How does aspirin affect those people who suffer from low blood pressure?

Why: More specific and easier to answer



Exercise: Better questions



How do government regulations prevent companies from polluting the air?

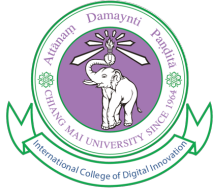
Why do some companies pollute the air?

Why: 'Why' questions are likely to be too open; replacing with a 'How' question is likely to be more specific



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Listening



Useful vocabulary

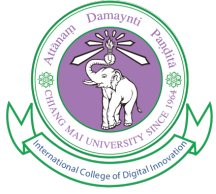
- Extraction = taking something from something
- Discount = ignore
- Intention = aim, objective
- Premium = importance
- Oratory = skillful public speaking
- Desensitized = less effected by
- Conscious = aware of



Difficult areas of listening

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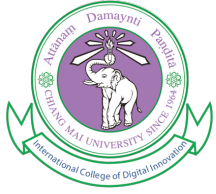
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Five ways to listen better

1. What is the first way the speaker mentions to improve our ability to listen?

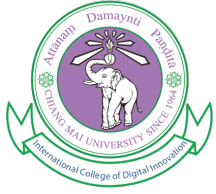
- ✓ a) A few minutes of silence everyday
- b) Going to noisy environments
- c) Listening to ordinary sounds



Five ways to listen better

2. What is an example of a noisy environment mentioned by the speaker?

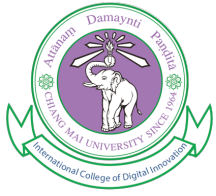
- a) A restaurant
- ✓ b) A coffee bar
- c) A nightclub



Five ways to listen better

3. What does the speaker call enjoying mundane (ordinary) sounds (like a tumble dryer)?

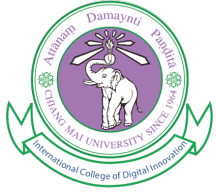
- a) Sifting
- b) Satisfying
- ✓ c) Savoring



Five ways to listen better

4. What does 'RASA' stand for?

- ✓ a) Receive, Appreciate, Summarize, Ask
- b) Respect, Ask, Suggest, Appreciate
- c) Repeat, Appreciate, Summarize, Ask



Five ways to listen better

5. Where does the speaker think listening should be taught?

a) Workplaces

✓ b) Schools

c) The media



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Note-taking



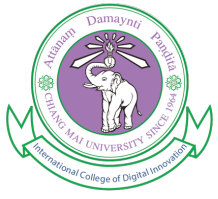
Note-taking

- Which method do you usually use?
- Which methods were new to you ?
- Which new method are you going to try in the future?



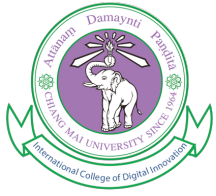
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Finding good sources



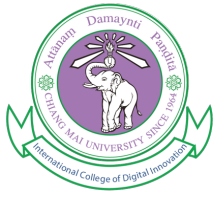
Finding good sources





Finding good sources

- Think about what you are looking for
- Don't just use the first answers on search engines
- Do some reading, and develop a list of good search terms
- Look at the sources/bibliographies of good sources you find (and so on...)



Finding good sources

Questions to ask:

- Who is the source – are they trustworthy, does it include supporting evidence?
- How recent (new, up-to-date) is the information?
- Does the information acknowledge other (opposite) evidence to their own view?



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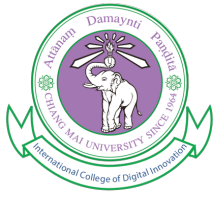
Reading - extensive



Difficult areas of reading

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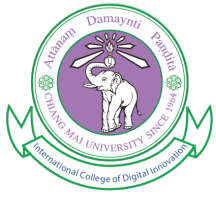
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1. Surveying

Purpose: to get broad, overall picture of essentials in article, chapter, or book.

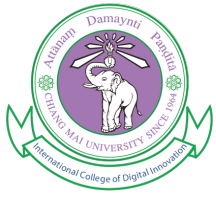
Surveying is for deciding on the value of the text, to determine whether it is worth reading more closely.



1. Surveying

How do I do it?

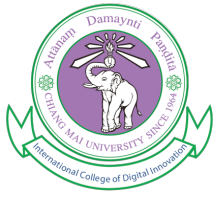
- read the title
- read the first paragraph
- read the headings, italicized words, graphs, and tables
- read the last paragraph and the summary



2. Skimming

Purpose: to concentrate your attention on the essentials of a paragraph or series of paragraphs.

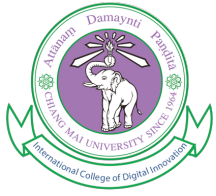
Skimming is for understanding gist. The aim is to get an understanding of what a text is about, rather than to grasp all the detail.



2. Skimming

How do I do it?

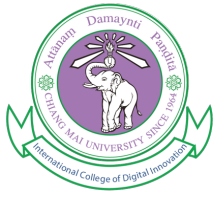
- read the first sentence of the paragraph (usually, the topic sentence)
- read the last sentence of the paragraph
- read (relevant) key words in between



3. Scanning

Purpose: to help you find one specific bit of information within a relatively long reading.

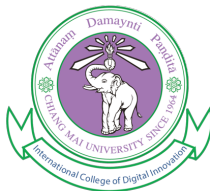
Scanning is for finding specific information.



3. Scanning

How do I do it?

- visualize the words to be spotted
- use clues – capital letters, hyphens, italics, words in bold, synonyms
- run eyes rapidly down middle of column
- use wider side-by-side movement



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Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts

QISMULLAH YUSUF¹, YUNISRINA QISMULLAH YUSUF^{2*}, BURHANSYAH YUSUF³, AND AFLA NADYA⁴

Abstract

This research aimed to find out whether the skimming and scanning techniques (SST) can improve EFL students' English reading comprehension in recount texts, especially on identifying the main ideas and detail information, in a senior high school in Meulaboh, Aceh, Indonesia. A number of 32 eleventh grade students participated in this study, and the one group pre-test and post-test design were used. Data collection was from a pre-test and a post-test. In analyzing the data, statistics was used. The results showed that the mean score of the pre-test was 45 and the post-test was 65, with 20 points of improvement. Furthermore, the result of t-test was 4.7, while the critical value of 0.05 significant level was 2.4, with the degree of freedom at 23. Since $t\text{-test} > t\text{-score}$, thus SST improved the students' reading comprehension in this study. Nevertheless, the paper further discusses some setbacks while implementing SST in the classroom.

Keywords

Skimming, scanning techniques, EFL students, English reading texts

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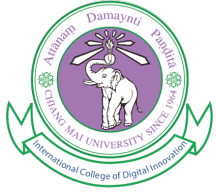
² *Corresponding author: Department of English Education, Faculty of Teacher Training and Education, Syiah Kuala University, Banda Aceh, Indonesia; yunisrina.q.yusuf@unsyah.ac.id

³ Department of English Education, Faculty of Teacher Training and Education, Syiah Kuala University, Banda Aceh, Indonesia.

⁴ Department of English Education, Faculty of Teacher Training and Education, Syiah Kuala University, Banda Aceh, Indonesia.

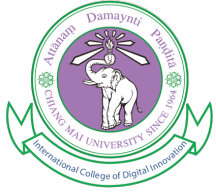
Qismullah Yusuf, Yunisrina Qismullah Yusuf, Burhansyah Yusuf, and Afla Nadya, 'Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts', *Indonesian Research Journal in Education*, Volume 1, Number 1, December 2017.

www.researchgate.net/publication/322305732_Skimming_and_Scanning_Techniques_to_Assist_EFL_Students_in_Understanding_English_Reading_Texts



Useful vocabulary

- Comprehension = understanding
- Techniques = methods
- Setbacks = failures, difficulties
- Insufficient = not enough
- Hypotheses = theories
- Proficiency = skill
- Mean = average
- Concentration = focus



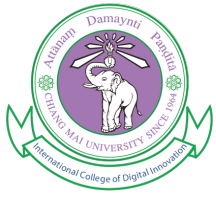
Practice on the journal paper

1. Look over it quickly and note down what you think the paper is about (survey)
2. Look over it quite quickly and briefly describe the main content (skim)
3. Can skimming and scanning techniques (SST) improve EFL students' English reading comprehension? (scan)



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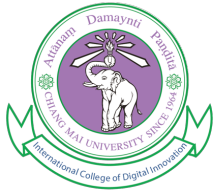
Reading - intensive



Intensive (detailed) reading

Now you can concentrate (focus) more on the texts that really matter to your research

Critical (careful, thoughtful) reading (as a basis for critical thinking and writing) might be the most important intellectual skill required for your academic success



Intensive reading – key questions

1. ...

2. ...

3. ...

4. ...

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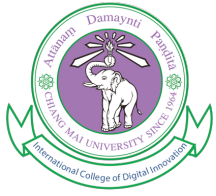
6. ...

7. ...

8. ...

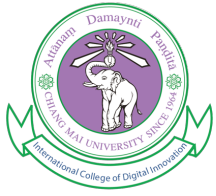
9. ...

10. ...



Intensive reading – key questions

1. When was the text written?
2. What kind of text is it?
3. Is it a reliable source?
4. Who is the author?
5. What is the key argument?
6. How is the argument supported?
7. Is the evidence strong?
8. How does it compare to other texts?
9. What are its implications?
10. Is there any missing information?



Types of academic texts ('genres')

- Papers (academic journals)
- Essays
- Reports
- Books
- Literature reviews
- Conference presentations
- Discussion papers
- Dissertations/theses
- Case studies
- Articles/blogs
- Book reviews
- Research briefings



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Planning your work



Signs of a rushed essay

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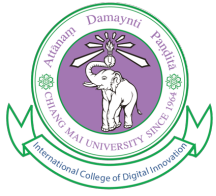
Signs of a rushed essay

- Not following assignment
- Factual errors
- Not citing sources
- Incomplete argument
- Argument only in the conclusion
- Repetition
- Incoherent (inconsistent)
- Lack of paragraphing
- Incorrect tenses
- Spelling errors
- Bad formatting



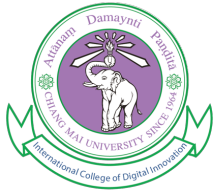
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The six stages of essay writing



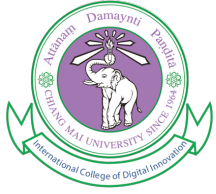
The six stages of writing

1. Get started
2. Research the topic
3. Organize your ideas
4. Write your essay
5. Reference your essay
6. Edit your essay



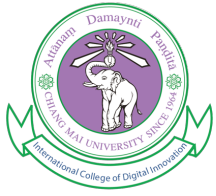
1. Get started

- Begin early – allow enough time to read, research, think, and then write and re-write
- Define the question and analyze (understand) the task
- Be sure you understand the question properly



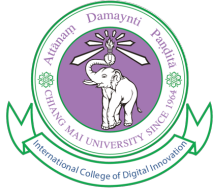
1. Get started

- Work out your initial thoughts/ideas about the topic
- Write a preliminary (early) essay/paper (or presentation) plan to guide your research



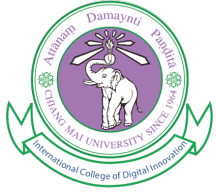
2. Research the topic

- Start reading early
- Ask: What do I already know about the topic?
- Work through the reading list using extensive (lots) and intensive (detailed) reading skills
- Take notes (use effective, efficient methods)



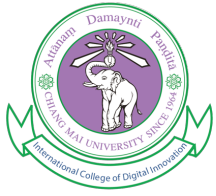
3. Organize your ideas

- Write a second essay/paper plan
 - Decide on a possible answer to the question
 - Review your notes for evidence to support this
 - Experiment with (try) different structures for this argument



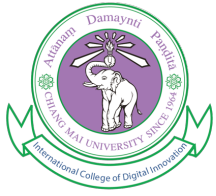
3. Organize your ideas

- Stand back and reflect
 - Try creative thinking techniques (e.g. mind mapping)
 - Narrow the scope and focus of your ideas
 - Evaluate (consider) different/opposing arguments



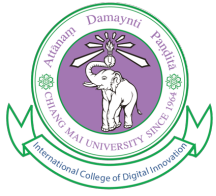
Outlining

- Outlining is a way of working out what you think and how it can be best communicated
- But don't decide on a structure too quickly...
- ...and don't start writing until you are happy with your structure



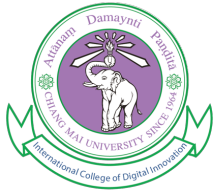
Outlining

- [Point 1]
- [Point 2]
- [Point 3 etc]



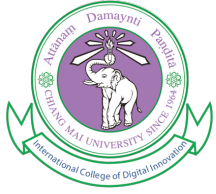
Outlining

- [Point 1]
 - [Sub-point 1]
 - [Sub-point 2]
 - [Sub-point 3 etc]
- [Point 2]
 - [Sub-point 1]
 - [Sub-point 2]
 - [Sub-point 3 etc]
- [Point 3 etc]
 - [Sub-point 1]
 - [Sub-point 2]
 - [Sub-point 3 etc]



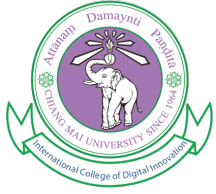
4. Write your essay/paper

- Now write a first draft
 - Set out a top-level structure
 - Organize material into paragraphs
- Keep the essay/paper question/title in mind
- Integrate (include) evidence to support your argument



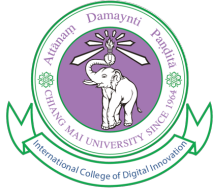
4. Write your essay/paper

- Draft the introduction and conclusion last
- Remember to use signpost, transition, linking words
- Revise and redraft extensively (a lot) including for flow
- Put aside for a few days



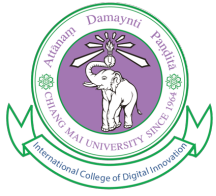
5. Reference your essay/paper

- Make sure you are familiar with (know) the required referencing system
- List all the books and articles you use for the essay/paper in a Reference List



6. Edit your essay/paper

- Sleep on it
- Get some feedback (reaction)
- Ask:
 - Does it have clear, logical structure?
 - Does each paragraph have a clear point that relates to the argument?
 - Does it use and integrate evidence effectively?
 - Does each sentence lead to the next?
 - Does it use transition signals?



The six stages

1. Thinking

2. Research

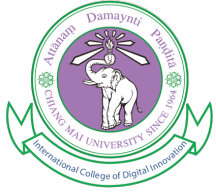
3. Organizing

4. Writing

5. Referencing

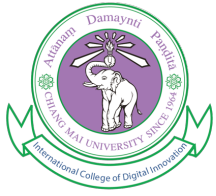
6. Editing





Questions to ask yourself

- Have I answered the question as directly and comprehensively (completely) as possible?
- Does the argument make sense? Is it well balanced (fair) and researched?
- Is the evidence relevant to and supportive of my argument?



Questions to ask yourself

- Have I used a consistent referencing style?
- Have I referenced all my quotes and paraphrases?
- Have I kept to the set word limit (if there is one)?



Conclusion

Re-cap:

- Understanding questions
- Ways to listen better
- Note-taking
- Extensive reading
- Intensive reading
- Organizing your work
- Stages of essay writing