



**Royal University of Bhutan**

**ACS101 Academic Skills  
Tutor Materials**

**January, 2019 Edition**

Produced by:

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### Module Descriptor

<b>Module Code and Title:</b>	ACS101 Academic Skills
<b>Programme:</b>	University-wide module
<b>Credit Value:</b>	12
<b>Module Tutors:</b>	Rinchen Dorji, Tashi Tshomo, Tshering Om Tamang, Ugyen Tshering, Wangmo
<b>Module Coordinator:</b>	Ugyen Tshering

### General Objective

This module aims to develop the knowledge and understanding of a range of academic skills required for study at university level. The module will focus on the development of academic writing, oral presentation, as well as listening skills to enable students to communicate effectively in both spoken and written forms. The module will enhance their learning throughout their studies at university and beyond, through close reading, discussions and critiquing of academic texts. Further, it will also enhance students' capacity to critically reflect on their own learning.

### Learning Outcomes

On completion of the module, students will be able to:

- use effective note taking skills to extract relevant information from a range of academic texts
- lead and participate productively in group situations
- apply features of academic writing in academic discourses
- apply learned strategies to avoid the consequences of academic dishonesty
- employ a range of strategies and techniques to read academic texts
- demonstrate information retrieval and analysis skills by identifying, assessing and using appropriate sources i.e. author, publisher or website
- identify the content, viewpoint and relevance of articles and reports on a wide range of topics
- write academic papers using a process approach: planning, drafting, eliciting feedback and revising, following consistent academic standards
- construct a coherent and substantiated argument that integrates appropriate source material, and uses appropriate research and APA referencing conventions in clear and correct language in the form of an essay
- produce academic essays using process approach: planning, drafting, eliciting feedback and revising using appropriate terminology and a consistent academic style
- plan, organise and deliver clear, well-structured academic oral presentations.

### Teaching and Learning Approach

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Tutors will employ an interactive, student-centred approach, integrating language and critical thinking skills using the following strategies such as demonstrations/modelling, practical exercises and activities, group work (discussions, problem-solving activities, collaborative and individual tasks, peer feedback and debates), academic essay writing (process learning with diagnosis, feedback and remediation), oral presentation, portfolio, independent study and VLE discussions over the 120 credit hours.

<b>Approach</b>	<b>Hours per week</b>	<b>Total credit hours</b>
Demonstrations/modelling	1	15
Practical exercises and group works	2	30
Academic essay writing	1	15
Oral presentation	0.5	7.5
Portfolio	1.5	22.5
Independent study and VLE discussions	2	30
<b>Total</b>		120

### Assessment Approach

Since the module is entirely assessed through continuous assessment, a student must complete all five components of the assessment outlined below and get an aggregate mark of 50% in order to pass. Assessment will be carried out on a continuous basis through the following tasks:

#### Academic Essay: Portion of the Final Mark (30%)

Students have to write one 800 to 1000-word academic essay following the rules of academic standards, essay writing, APA referencing and mechanics of language in order to practice and develop academic writing skills at the university level. The academic essay will be written in three drafts; the first draft to be peer reviewed, the second and final essay to be assessed based on the following criteria:

Second Draft (10%)	Final Draft (20%)
Content (4%)	Content (10%)
Language (2%)	Language (4%)
References (2%)	References (4%)
Format (2%)	Format (2%)

#### Presentation: Portion of the Final Mark (15%)

Each student has to make one 5-minute presentation. This will help them to acquire the skills necessary for carrying out effective oral presentations during the course of their university study. The students can choose presentation topics related to ACS101 from their programme modules. The presentations will be assessed based on the following criteria:

- Introduction (2.5%)
- Content (4%)



- Delivery (4%)
- Presentation aids (2%)
- Conclusion (2.5%)

### **Portfolio: Portion of the Final Mark (25%)**

Each student has to maintain a portfolio containing a series of exercises from both within and outside the classroom. This is to ensure the development of independent study, skills and ability to work with other students. The portfolio will be assessed based on the following criteria:

Class work and Homework:

Completeness	5%
Extra material	3%
Language	3 %
Neatness	2%
Organisation	2%

Class notes:

Completeness	5%
Clarity and organisation	5%

### **Class Test: Portion of the Final Mark (20%)**

Students have to write one class test towards the end of Unit V. The test will mainly focus on features of academic writing and referencing skills.

### **VLE Discussion: Portion of the Final Mark (10%)**

Students will contribute to VLE discussions on selected topics assigned by tutors.

Nature of discussion	4%
Content	3%
Language	3%

An overview of the assessment approaches and weighting:

<b>Areas of assessment</b>	<b>Quantity</b>	<b>Weighting</b>
Academic essay	1	30%
Oral presentation	1	15%
Portfolio	1	25%
Class test	1	20%
VLE discussion	2	10%

**Pre-requisite:** None

## **Subject Matter**

### **Unit I: Academic Standards**

#### 1.1 Academic standards

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1.2 Purpose of academic skills

1.3 Academic integrity and intellectual property

### **Unit II: Note-taking Methods**

2.1 Introduction to note taking

2.2 Tips to take notes

2.3 Types of notes-taking methods

2.3.1 The mind map method

2.3.1 The outlining method

2.4 Listening and note taking

2.4.1 Practicing listening with partners

2.4.2 Listening to podcasts

2.4.3 Listening to IELTS test samples

### **Unit III: Academic Reading**

3.1 Definition

3.2 Text features, graphic, informational and organisational aids

3.3 Reading strategies

3.3.1 Skimming and scanning

3.3.2 SQ3R

3.4 Paraphrasing

3.5 Summarising

### **Unit IV: Academic Writing**

4.1 Definition and purpose

4.2 Features of academic writing

4.2.1 Formality

4.2.2 Structure

4.2.3 Logic

4.2.4 Evidence

4.2.5 Objectivity

4.2.6 Precision

4.3 Types of academic writing

4.3.1 Academic essays

4.3.2 Research paper

4.3.3 Literature reviews

4.3.4 Journal articles

4.3.5 Dissertation/theses and proposals

4.3.6 Reports

4.4 Academic argument

#### 4.4.1 Definition

#### 4.4.2 Distinction between academic argument and informal argument

#### 4.4.3 Facts, opinions and beliefs

### **Unit V: APA Referencing Style**

#### 5.1 Introduction to APA referencing style

##### 5.1.1 Using sources materials

##### 5.1.2 Why and when to cite

##### 5.1.3 Critical evaluation of sources

#### 5.2 Referencing and academic integrity

##### 5.2.1 Using sources as in-text citations

##### 5.2.2 Direct and indirect voices

#### 5.3 Writing references

##### 5.3.1 Basic rules for references

##### 5.3.2 Preparing references for different sources

#### 5.4 Basic of APA paper layout

### **Unit VI: Academic Essays**

#### 6.1 Academic essay

#### 6.2 Understanding written assignments

#### 6.3 Writing process

##### 6.3.1 Pre-writing, drafting, revising, editing and publishing

#### 6.4 Essay format

##### 6.4.1 The introduction

##### 6.4.2 The body

##### 6.4.3 The conclusion

### **Unit VII: Oral Presentations**

#### 7.1 Basics of oral presentations

##### 7.1.1 Structure and organisation

#### 7.2 Strategies for preparing an effective presentation

##### 7.2.1 Signposting

#### 7.3 Presentation aids

### **Reading List**

#### **Essential Reading**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Department of Academic Affairs. (2019). *ACS101 Academic Skills: Students' materials*. Thimphu: Royal University of Bhutan.

## Module Descriptor

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Department of Academic Affairs. (2019). *ACS101 Academic Skills: Tutors' materials*. Thimphu: Royal University of Bhutan.

### **Additional Reading**

- Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). Abingdon, Oxford: Routledge.
- Butler, L. (2007). *Fundamentals of academic writing*. New York, NY: Pearson Longman.
- Gillet, A. (2013, January 15). *Using English for academic purposes (UEFAP): A guide for students in higher education*. Retrieved from <http://www.uefap.com>
- Gillet, A., Hammond, A., & Martala, M. (2009). *Inside track successful academic writing*. England: Pearson Education.
- Hogue, A. (2007). *First steps in academic writing*. New York: Pearson Education ESL.
- Oshima, A., & Hogue, A. (2005). *Writing academic English* (4th ed.). White Plains, NY: Pearson Education.
- Oshima, A., & Hogue, A. (2006). *Introduction to academic writing* (3rd ed.). New York, NY: Pearson Longman.
- Ramsey-Fowler, H., & Aaron, J. E. (2010). *The little brown handbook* (11th ed.). New York, NY: Pearson Longman.

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## Unit I: Academic Standards

### Unit Aims

This unit aims to:

- inform students with the purpose, content and assessment of the module
- introduce students to expectations for this module
- familiarise students with academic standards and practices.

### Unit Outcomes

On completion of the unit, students will be able to:

- explain expectations, modes of assessment and purpose of the module
- identify common academic activities carried out by universities
- discuss the importance of academic integrity and intellectual property
- follow the academic integrity as reflected in the *Wheel of Academic Law* of the RUB
- integrate four language skills into their university learning.

### Exercise 1

Discuss, in pairs, the following statements and categorise these actions as ‘cheating’, ‘not cheating’ or ‘it depends’.

1. You copy just one answer from another student's homework and submit it. **(Cheating)**
2. You use a single sentence from an online source with a citation. **(Not cheating)**
3. You discuss ideas with another student while preparing for an assignment. **(It depends)**
4. You have been assigned a presentation task on IT Skills. You include pictures downloaded from the internet on your slides. **(Cheating)**
5. You wrote a 5-page paper arguing against an issue in your History I class. Your History II lecturer assigns the same kind of paper three weeks later. You edit the same History paper and submit it. **(Cheating)**
6. You used a piece of information in an assignment with proper conventions. However, you reproduced the same information without acknowledgement in an exam response. **(It depends)**
7. You quote a sentence from a reading or lecture slides in an assignment with acknowledgement. **(Not cheating)**
8. Your command of written English is not as good as you would like it to be. You explain to your friend what you want to say in the essay – all your own ideas – and your friend writes it for you, and you then submit it. **(Cheating)**
9. You are unfamiliar with the essay topic assigned for ACS101. You realise your senior knows more about the topic so you ask her to write the assignment and submit it. **(Cheating)**

## Unit I: Academic Standards

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10. You have been assigned as part of a group to complete a group assignment. All members of the group work on some sections of the assignment, but you did the majority of the work so you submit it as an individual assignment. (**Cheating**).

### Exercise 2

Reread the statements in exercise 1 and justify different categories of honest and dishonest academic practices.

### Answers

1. Cheating: Plagiarism and commissioning
2. Not cheating: citation used.
3. It depends: if students produce the same structures, it is collusion; if students use the same ideas in different ways, it is not cheating.
4. Cheating: Plagiarism.
5. Cheating: Duplication
6. It depends: in some universities, they have an open-book examination where students have access to source details. In that case, it is plagiarism. However, if students do not have that facility, it is not plagiarism.
7. Not cheating: citation used.
8. Cheating: commissioning
9. Cheating: commissioning
10. Cheating: collusion

### NB

The tutor may download the videos from the given links and take to the classroom.

### Videos on Academic Integrity

Video lessons on academic integrity are available at:  
<https://www.youtube.com/watch?v=2wvXEAO4Q44> and  
<https://www.youtube.com/watch?v=dRRUeCEUm5E>

### Videos on Intellectual Property

Video lessons on intellectual property are available at:  
<https://www.youtube.com/watch?v=EQsZf2G4Sdc> and  
<https://www.youtube.com/watch?v=g4Tbq22NHag>

### Exercise 3

At the end of the video lessons, allow students to analyse and share to the class the importance of academic integrity and intellectual property.

(Varied responses expected)

**Exercise 4**

As a take home task, ask students to find one case or example each of academic dishonesty and theft of intellectual property and share to the class.

(Different examples or cases expected)

**Unit II: Note-taking Methods****Unit Aims**

This unit aims to:

- introduce students to basics of note-taking
- acquaint students with the benefits of note-taking
- familiarise students with note-taking techniques
- teach the students different note-taking methods while reading and listening.

**Unit Outcomes**

On completion of the unit, students will be able to:

- display the importance and benefits of note-taking
- recall the five Rs and implement these in their study
- examine two prominent note-taking methods
- choose and apply suitable note-taking methods
- take notes from different sources.

**Video Lesson**

A video lesson for note taking is available at:

<https://www.youtube.com/watch?v=UAhRf3U50IM>

**Exercise 1**

Read the following passages A and B and take notes using the two methods of note-taking.

(Students read the two passages given in the Student Material and take notes using Mind Map and Outlining Methods)

**Exercise 2**

With a partner, make a list of some of the difficulties you faced as a result of moving from school to college.

(Different responses expected from students)

**Exercise 3**

Explain how your difficulties are similar or different to your partner.

(Let few students share their responses)

**Exercise 4 (6.10 – 6.58)**

Simon Williams is a tutor of English for Academic Purposes (EAP), which is similar to the module you are learning now. What does Simon Williams believe causes difficulties for



students in lectures?

**Answer:**

Williams thinks ‘overload’ causes difficulties for students in lectures. He means that students have to work hard at decoding/understanding words and phrases at the level of language, so they often lose track of the content.

**Exercise 5 (6.10 – 8.13)**

Listen to a BBC podcast – from 6.10-8.13 – where Simon Williams and the BBC presenter advise about listening and note-taking. What do they say?

**Answers**

- a. Learn specialist vocabulary through reading.
- b. Prepare for lectures
- c. Watch TV and listen to the radio in English.

**Exercise 6**

Listen to some students discussing how to improve English skills. What advice do they give?

(Let the students listen and list the different advice on improving English. Tutor may have to play this audio several times. At the end, let the students share their notes)

**Exercise 7**

Discuss the following questions with a partner.

1. How do you feel about listening to lectures?
2. Do you follow any of the advice given in the BBC programme?
3. Do you think following it would help you? Why/not?

**Exercise 8**

This exercise is available at: [https://www.examenglish.com/IELTS/IELTS\\_listening\\_part1.htm](https://www.examenglish.com/IELTS/IELTS_listening_part1.htm)

In this part of the IELTS test, you will listen to a dialogue and complete a form. Read the form carefully before you listen. *A new business owner enquires about courses. Listen to the conversation and complete each gap with no more than THREE words.*

**Answers:**

1. 6 pm – 8 pm
2. Business plan
3. Business basics
4. Three days
5. £80

## Unit II: Note-taking Methods

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6. Book keeping
7. 18<sup>th</sup> April
8. Lila park
9. 39 White lane
10. [lila.park@rainbow.com](mailto:lila.park@rainbow.com)

### Exercise 9

In this part of the IELTS test, you will listen to a telephone conversation. Read the questions carefully before you listen. You should only listen to the audio once.

*Listen to the conversation and complete each gap with no more than THREE words.*

This exercise is available at: [https://www.examenglish.com/IELTS/IELTS\\_listening.ht](https://www.examenglish.com/IELTS/IELTS_listening.ht)

### Answers:

1. Greece
2. Three
3. Apartment
4. £100
5. Near the beach
6. Susan Perkins
7. April
8. In June
9. 5 minutes walk
10. Susan's parents
11. Contact her friends

### Exercise 10

This exercise is available at [https://www.examenglish.com/IELTS/IELTS\\_listening\\_part3.htm](https://www.examenglish.com/IELTS/IELTS_listening_part3.htm)

In this part of the IELTS test, you will listen to a dialogue about foundation courses and then answer questions. Read the questions carefully before you listen. Listen to a student talking to a college representative about foundation courses. Then answer the questions.

### Answers

1. A, C and D
2. a) Organisational Behaviour- the design and structure of organisations.  
b) Managing People- team leadership skills, in theory and practice.  
c) Individual and Group Behavior- motivating people in an organisation.

- 
- d) Financial Resources- preparing a budget and finding funds.
  - e) Applied Psychology for the Public Service- how social behaviour affects public service work.
3. a) Maths and English
- b) 60

**Exercise 11**

In this part of the IELTS test, you will listen to a talk about superstitions and then answer questions 1-10. Read the questions carefully before you answer.

Listen to a talk about superstitions.

**Answers**

1. 13
2. Touching wood
3. Triangle
4. Black cat
5. Coin tossing
6. White cat
7. Helzberg's luck started with a chance meeting
8. 'Lucky' people are really luckier than 'unlucky' people
9. Have more varied lives than unlucky people
10. It is possible to learn how to be lucky

**Unit III: Academic Reading****Unit Aims**

This unit aims to:

- enable students to identify text features, graphic, informational and organisational aids
- familiarise students with different reading strategies
- equip students with reading techniques to locate, evaluate and select information
- introduce students to paraphrasing and summarizing techniques.

**Unit Outcomes**

On completion of the unit, students will be able to:

- use text features, graphic, informational and organisational aids to select required texts
- skim, scan and read a text to locate information
- recognise and evaluate relevant information in a text
- paraphrase and summarise ideas in a text
- critique the quality of paraphrasing and summarising done by peers.

**Exercise 1**

Select any text in the classroom and make a list of various text features and discuss with a partner

(Students are expected to discuss the text features with their partners)

**Exercise 2**

Tick against each statement that describe what you do when you read.

(Will depend on individual student)

**Exercise 3**

Scan Texts 1 and 2 below and find what they are about.

(Both texts are about Water)

**Exercise 4**

Skim Texts 1 and 2 above, and discuss what aspect of water each text says.

(Remind students that titles, introductions and topic sentences should tell them what the main point of each article is. Demonstrate the kind of skimming they need to do by not reading every word but focusing on introduction, topic sentences and conclusion).

**Answer**

The world is facing serious water shortage/ water crisis.

**Exercise 5**

In pairs, read each text and present the main ideas from the two texts to each other.

(Students read the two texts in pairs and look for the main ideas and then share the idea to each other first and then to the class).

**Exercise 6**

Paraphrase the following passage.

(Students should be able to restate the meaning of the above texts in their own words)

**Exercise 7**

Read and summarise the text below in an academic way.

(Students should follow the steps for writing the summary in order to complete this exercise)

**Unit IV: Academic Writing****Unit Aims**

This unit aims to:

- introduce students to academic writing and its purposes
- familiarise students with basic features of academic writing
- enable students to describe the types of academic writing
- acquaint students with the format, content and conventions of academic argument.

**Unit Outcomes**

On completion of the unit, students will be able to:

- define academic writing and explain its purposes
- identify and apply the features of academic writing
- discuss the different types of academic writing
- evaluate the conventions of academic argument
- differentiate between academic argument and informal argument.

**Exercise 1**

Which of the following are examples of academic writing? Mark 'A' for Academic, and 'NA' for Not Academic

1. A letter to a newspaper. **NA**
2. An essay on the topic "Why I love my country". **NA**
3. A report by the college president on the academic year. **A**
4. A letter to a friend. **NA**
5. An essay on the question "Describe the chemical composition and configuration of enzymes and discuss the factors that modify enzyme structure and/or function." **A**
6. An article in a published journal, for instance in the Journal of Bhutan Studies. **A**
7. A report by a student on a field experiment that involved counting the number of insect species present in a given area. **A**
8. A chapter in a best-selling book on how to be a great businessman. **NA**
9. A chapter in a book reporting the results of a large scale study on the psychological factors that lead to success in business. **A**
10. An essay on the topic "Globalisation is a major threat to Bhutanese culture and identity. To what extent do you agree with this claim?" **A**

**Exercise 2**

Read the following extracts from two students' Texts 1 and 2, and find out what each is about.

(Both texts are about internet addiction)

**Exercise 3**

Read Texts 1 and 2 again and discuss these questions with a partner.

1. Is the topic the same in each text? (Yes)
2. Is the basic information the same in each text? (Yes)
3. Which would be a more acceptable piece of writing at university? Why? (The first text as it follows all the feature of academic writing)

**Exercise 4**

Look at Text 2 and find five examples of informal language.

1. Personal pronoun-I, we, my
2. Contractions-as that's, it's, they've, we're,
3. Colloquialism-cos, girlfriend, stuff, lots
4. Phrasal verbs- set up, split up
5. Sweeping statement- that proves that addiction is caused by depression, not the other way around: 'Internet addiction is growing with big consequences.'
6. Starts the sentence with the conjunction "and"

**Exercise 5**

Which text is more structured: Text 1 or Text 2? Explain.

(Text 1 as it has predictable pattern of academic writing such as a topic sentence, supporting details, in-text citations and transitional words).

**Exercise 6**

Look at Text 2 and find two examples of where it is not logical.

1. My brother split up with his girlfriend...caused the depression...other way round.
2. And they should change and give Tibet back to the Tibetans too.
3. A single paragraph contains more than one idea.

**Exercise 7**

How many sources are used in Text 1? What information does the writer give to tell readers that the writer read the information somewhere?

(There are seven sources used in Text 1. The writer uses in-text citations with data from seven sources)

## Unit IV: Academic Writing

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### Exercise 8

Look at Text 2 and find at least three examples of where the writing is not objective. Also, see if there are examples of where Text 1 expressed the same idea as Text 2 but in an objective way.

Examples for Q1- The writer uses a lot of personal pronouns such as I, we, and my

Q2 -Internet addiction is commonly linked to depression, loneliness and social isolation

### Exercise 9

Compare Text 1 and Text 2 and find at least two examples where Text 1 is more precise than Text 2.

Examples-the use of data and logical sequence of information.

### Exercise 10

The following sentences contain examples of poor academic writing. Underline all the examples you can identify. Number one is done as an example.

1. More and more students from Asian countries, like China, Vietnam and so on, are signing up for British universities.
2. We have to do something to stop global warming. But governments don't seem to care very much.
3. What can we do to solve the problems of drug abuse among teenagers? There are three things.
4. If the present economic crisis goes on for a few more years, we'll all be in trouble.
5. When you look into the causes of poverty in Africa, you have to consider that environmental factors are important. But these things are often ignored.
6. In my opinion, the biggest environmental problems in Bhutan are things like deforestation, pollution and the irresponsible dumping of waste.
7. There are lots of things we need to consider when we try to figure out what's caused the current financial crisis.
8. Populations of marine mammals are going down all around the world, because the condition of the oceans is getting worse and worse. Sadly, ocean pollution is a really big problem.
9. It's madness to suggest that global warming is not caused by human activity, even though there are a few idiotic, so-called scientists who hold this view.
10. I think there's plenty of evidence that television is good for children, though lots of educationalists disagree.



**Exercise 11**

Rewrite the above sentences in a more academic style, by keeping the meaning of the original. You will need to completely rewrite the sentences, not just change a few words. Number one and two are done as an example.

1. More and more students from Asian countries, like China, Vietnam and so on, are signing up for British universities.

*A growing number of students from Asian countries such as China and Vietnam are enrolling in British universities.*

2. We have to do something to stop global warming. But governments don't seem to care very much. *Although the majority of scientists agree that global warming requires urgent action, a number of governments have been slow to act.*

**Sample answers-** multiple answers expected from students, however tutors can refer to the following samples:

3. What can we do to solve the problems of drug abuse among teenagers? There are three things.

*There are three main approaches which can be used to deal with the problem of teenage drug abuse.*

4. If the present economic crisis goes on for a few more years, we'll all be in trouble.

*If the present global economic crisis continues, its negative impacts are likely to be felt throughout Bhutanese society.*

5. When you look into the causes of poverty in Africa, you have to consider that environmental factors are important. But these things are often ignored.

*Environmental factors are a significant cause of poverty in Africa but is often overlooked.*

6. In my opinion, the biggest environmental problems in Bhutan are things like deforestation, pollution and the irresponsible dumping of waste.

*The most significant environmental problems in Bhutan include deforestation, pollution and the irresponsible dumping of waste.*

7. There are lots of things we need to consider when we try to figure out what's caused the current financial crisis.

*A number of factors must be considered in an attempt to understand the causes of the current financial crisis.*

8. Populations of marine mammals are going down all around the world, because the condition of the oceans is getting worse and worse. Sadly, ocean pollution is a really big problem.

*Deteriorating ocean conditions is a serious problem leading to a global decline in marine*

## Unit IV: Academic Writing

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*mammal populations.*

9. It's madness to suggest that global warming is not caused by human activity, even though there are a few idiotic, so-called scientists who hold this view.

*Although a minority of scientists dispute the fact that human activity is contributing to global warming, there is little or no evidence for this belief.*

10. I think there's plenty of evidence that television is good for children, though lots of educationalists disagree.

*There is a number of evidence to suggest that television is beneficial for students, despite ongoing debate among educationalists.*

### Exercise 12

All essays require an argument. An argument, here, means the logical presentation of an opinion, or point of view. The opinion must be informed by evidence from the literature, research, examples and principles, and be presented with careful reasoning. Opinions without sound evidence and clear justification have little value. Most types of academic assignment require the student to gather information and data; form an opinion about that information, then present that opinion along with a carefully organised discussion of that opinion.

Adapted from: [www.commerce.adelaide.edu.au](http://www.commerce.adelaide.edu.au)

Most academic argument papers are written in response to one or more types of 'data,' which could include a text, a piece of music, a performance and numerical charts. Students should understand that there is usually no simple 'correct' interpretation of the data. Rather, tutor expect that all data are open to a variety of interpretations, and the point of the argument is to present a convincing 'reading' of the data.

Adapted from: [www.temple.edu](http://www.temple.edu)

Based on the above, which of the following statements are **True** or **False**?

1. An academic argument is the same as an argument in everyday life. (**False** because an academic argument should be logical, based on evidence and impersonal.)
2. In an essay, there is usually a right and wrong answer. (**False** because students will have multiple perspective)
3. In an academic argument it is important to disagree strongly with others' ideas. (**False** as in academic setting, argument does not necessarily mean disagreement.)
4. An academic argument essentially means telling your tutor what you think about a topic. (**True** but it also has to be supported by evidence)
5. An academic argument is an opinion supported by evidence. (**True**)

**Exercise 13**

Which of the following statements do you agree with?

**(The answers will depend on individual students.)**

1. Women tend to have better verbal skills than men, while men more commonly excel at tasks requiring spatial skills.
2. The retreat of the Himalayan glaciers is likely to lead to severe water shortages, potentially threatening the economic and political stability of the entire region.
3. There are arguments both in favour of and against the use of genetic engineering in food production.
4. Capital punishment is legalised murder, and killing another human cannot be acceptable under any circumstances.
5. There are three main reasons why the Java programming language has become so successful.
6. The spread of the English language has a negative effect on other cultures and languages, and is leading to the increasing homogenisation of the world.
7. The Earth revolves around the Sun.
8. The world's population stood at over 6 billion at the start of the 21st century.
9. The primary goal of all sciences should be to increase human health and happiness.
10. Eating meat is wrong

**Exercise 14**

Which of the statements in Exercise 13 are:

1. Facts: 7, 8
2. Opinions: 1, 2, 6,
3. Beliefs: 4, 9, 10
4. None of the above: 3, 5

**Exercise 15**

Look back at the statements you identified as opinions in the earlier exercise. These could all serve as positions or claims in academic writing. Remember an academic argument consists of a claim or statement of a point of view and evidences to persuade your reader that your point of view is reasonable. Choose one of the claims from Exercise 14 and consider what types of evidence you could use to support this claim.

**Answer:** (Students can choose any one topic from the three options from Exercise 14 and use various examples and evidences).

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1. Women tend to have better verbal skills than men, while men more commonly excel at tasks requiring spatial skills.

**Evidence:** Practical examples from real life situation.

2. The retreat of the Himalayan glaciers is likely to lead to severe water shortages, potentially threatening the economic and political stability of the entire region.

**Evidence:** Example of Thorthormi Glacier Lake.

6. The spread of English language has an overwhelmingly negative effect on other culture and languages, and is leading to increasing homogenisation of the world.

**Evidence:** Practical examples.

### Exercise 16

Are the following Texts 1, 2 and 3 from students' essays acceptable academic arguments? Why or why not? Use the features discussed above to assess them.

1. No. It is emotional rather than rational; the 'evidence' used proves nothing and is not logical; and it is based on morality and values "killing a human is absolutely wrong", not opinion.

2. Yes. Based on opinion "The causes of deforestation are complex and vary from region to region". Supports with evidence, is logical, rational and impersonal.

3. No, as it is emotional, personal and illogical.

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## Unit V: APA Referencing Style

NB

The Royal University of Bhutan recommends its students to use the 6<sup>th</sup> edition of the publication manual of the American Psychological Association (APA) as the standard guide for referencing purposes.

### Unit Aims

This unit aims to

- familiarise students with the concepts of using source materials
- acquaint students with the need to use citations in their writing
- enable students to locate and evaluate the suitability of available sources
- define plagiarism and create awareness of its consequences
- introduce students to the use of sources for in-text citation
- familiarise students with basic rules for writing references
- prepare students to write references for different sources
- familiarise students with the basics of APA paper layout.

### Unit Outcomes

On completion of the unit, students will be able to:

- explain the importance of using source materials
- establish the reasons for citing sources
- locate, evaluate and select the suitability of available sources
- analyse the repercussions of plagiarism at university study
- recognise and justify when citation is required in in-text citation
- apply basic rules of writing references and create references
- write assignments using APA layout.

### Exercise 1

1. What are sources?

**Answer:** A work of another author that can be referred to in ones writing. Examples: books, journals, newspapers, websites and magazines.

2. What does citing your source mean?

**Answer:** Acknowledging the works or ideas of others.

## Unit V: APA Referencing Style

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### Exercise 2

There are many different ways of using information in students' essays and reports at university. If students do the following things in writing, do they need to cite a source?

1. You use sentences or phrases that are exactly the same as those of a source you read. **Yes/No**
2. You use information that you knew without reading a source. **Yes/No**
3. You use information that you read in a book, but you express it in your own words. **Yes/No**
4. You use data or facts that you read in a source. **Yes/No**
5. You use opinions that you read in a source and that you agree with. **Yes/No**
6. You use graphs, drawings and photographs from the internet. **Yes/No**
7. You use information that is general knowledge. **Yes/No**
8. You use figures that you know and did not find in a source. **Yes/No**
9. The Indian population stood at 1,139,964,932 in 2008. **Yes/No**
10. The human population has passed 6 billion. **Yes/No**

### Exercise 3

Discuss the following questions in pairs.

#### Answers

**1. Why is academic writing like a 'global conversation'?**

Because scholars worldwide are engaged in commenting on, criticising, building and analysing each other's work, largely in writing (journals, books etc). Although they may never meet, scholars engage in dialogue with other scholars through written texts.

**2. Why should you cite your sources? Give at least three reasons.**

- i. Tells the reader how much and what type of research the writer has done allows the reader to check the information given by the writer by looking at the original sources.
- ii. Shows the reader how the writer's ideas have developed.
- iii. It is polite – it acknowledges the work of others.

**3. Why should you avoid plagiarism? Give at least three reasons.**

- i. Plagiarism does not give any evidence of your understanding or thinking.

- ii. It wastes both your and tutor's time.
- iii. You do not learn through plagiarising.
- iv. You may fail if you are caught. (Refer students to section D4 "Academic Dishonesty" of the RUB Wheel of Academic Law).

**4. What is more commonly used: paraphrase, summary or direct quotation?**

Summary and paraphrase

- 5. Within a written text, how is a source cited?** (Author's last name, year of publication, page number in case of direct quote or specific data/figures used).

**Exercise 4**

Read the text below and decide how many different 'voices' are speaking.

**Answer:** 4 voices

**Exercise 5**

Next to each sentence in the text, write whose 'voice' is 'speaking'. There may be more than one 'voice' in a sentence.

It is vital for university students to cite the sources they have used in their essays <sup>1</sup>	Writer's voice
Firstly, citing protects them from being accused of plagiarism, which is defined as "taking another person's words or ideas and using them as if they were your own" (Gillet, 2010, p. 78) <sup>2</sup> .	Writer's voice and Gillet's voice (direct)
Plagiarism is a serious offence, but as Daler (2008) points out it is often accidental, a result of the failure to understand academic rules <sup>3</sup> .	Writer's voice and Daler's voice (indirect)
In 2008, over 17 students were expelled from one British university for plagiarism (Smith, 2009), which shows how serious the consequences of plagiarism can be <sup>4</sup> .	Smith's voice (indirect) and writer's voice.

**Exercise 6**

**Look at the text below and match sentences 1-7 with a description A, B or C.**

1	There are many causes of plagiarism. (B)	A: Information and words from

## Unit V: APA Referencing Style

2	Farley (2009) observes that plagiarism is often accidental. (C)	<p>source</p> <p><b>B:</b> Writer's own words and ideas</p> <p><b>C:</b> Information from source, expressed in writer's own words</p>
3	Lester (2008, p. 78) goes further stating "the majority of cases at British universities result from ignorance rather than intent." (A)	
4	However, ignorance is not a defence, and inadvertent plagiarism can also lead to serious penalties. (B)	
5	Crystal (2007) gives the example of a Chinese MA student expelled from a British university, who claimed that the strategies that caused him to be expelled in Britain had served him well throughout his undergraduate degree in China. (C)	
6	The Royal University of Bhutan is becoming increasingly stricter on plagiarism and its rules clearly state that students who plagiarise, accidentally or intentionally, will receive severe penalties (RUB, 2008, p. 114) (C)	
7	Therefore, it is important for students to understand academic rules regarding the correct use of sources. (B)	

**Exercise 7**

1. What three types of 'voices' are used in academic writing?

**Answer:** Writer's voice, direct voice and indirect voice.

2. How do students show in their writing that they are using their own ideas and words?

**Answer:** No citation.

3. How do students show in their writing they are using another author's ideas but reporting the ideas in their own words?

**Answer:** Cite source- author's surname and year of publication.

4. How do students show in their writing that they are using the exact words of a source?

**Answer:** Cite source- author's surname, year of publication and page number. Exact words should be in quotation marks.

**Exercise 8**

Write sentences that present the information below using first a direct voice, then an indirect voice. The first one is done as an example.



Information:	The purpose of an essay is to present a clear position and defend it.
Author:	Jean Brick
Title of publication:	Academic culture: A student's guide to studying at university.
Type of publication:	Book
Year of publication:	2006
Page:	108
Place of publication:	Sydney

### Example

1. Direct voice As Brick (2006, p. 108) observes, the “purpose of an essay is to present a clear position and defend it.”
2. Indirect voice Brick notes that the main reason for essay writing is to set out and support an opinion (2006, p. 108).

(Tutors can expect multiple responses for indirect voices for information I, II and III).

### Exercise 9

If a reader wants to find the sources used in an essay, he or she will need more information than simply the last name of the author and the publication date. For this reason, the writer uses references at the end of academic writing. This gives the full details of all the sources one has used in writing.

Look at the references below and then discuss the questions with a partner.

#### References

- Anderson, P. (2009). *Writing a reference list*. Oxford, UK: Oxford University Press.
- Brint, B., & O' Donohue, E. (2008). *Academic integrity: A student's guide to writing*

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*originally while making use of sources.* Cork: Fictitious Press.

Gillet, A. (2010). *Writing a list of references*. Retrieved from

<http://www.uefap.com/writing/writfram.htm>

O' Carroll, C. (2008). *The experience of writing*. Cork: Fictitious Press.

Zablocki, A. (1998). *University writing*. Retrieved from [www.uniwriting.com](http://www.uniwriting.com)

Why are these five sources put in this order – Anderson first, and Brint second?

**Answer:** Alphabetical by surname of the author.

1. What five pieces of information must you include when you cite a book?

**Answer:** Author's name, year of publication, book title, place of publication and publisher.

2. What parts of an author's name do you include in references? What order do you put these parts in?

**Answer:** Author's surname and initials of first name (s).

3. How do you indicate the title of the book or web page?

**Answer:** Italics if typed. Underlined if handwritten. Titles should be written in sentence case.

4. What should you do if your reference information takes up more than one line?

**Answer:** Use hanging indentation.

5. What information do you need to include about an Internet source?

**Answer:** Author or organisation or title of the document, year of publication and complete url.

6. What spacing is used for references: single, 1.5 or double spacing?

**Answer:** Double spacing.

### Exercise 10

A. Prepare references for the following books.

#### I

Title: Happiness: A Guide to Developing Life's Most Important Skill

Author: Matthieu Ricard

Translator: Jesse Browner

Page: 45

Date of publication: 2006

Publisher: Atlantic Books

Place of publication: London, England

Richard, M. (2006). *Happiness: A guide to developing life's most important skill* (J. Browner, Trans.). England: Atlantic Books.

**II**

Title: Selected Prose of T. S. Elliot  
Author: T. S. Elliot  
Editor: Frank Kermode  
Date of publication: 1975  
Page: 78  
Publisher: Mariner Books  
Place of publication: New York, NY, USA

Elliot, T. S. (1975). *Selected prose of T. S. Elliot*. F. Kermode (Ed.). New York, NY: Mariner Books.

**III**

Title: New Historical Atlas (3rd edition)  
Author: Unknown  
Date of publication: 2009  
Page: 56  
Publisher: Imagined Press  
Place of Publication: Dublin, Ireland

*New historical atlas* (3rd ed.). (2009). Dublin: Imagined Press.

B. Prepare references for the following newspapers.

**I**

Author: Saeed Shah  
Article name: Pakistan caught out by devastating floods.  
Date of publication: 6-12 August 2010  
Title of the newspaper: Guardian Weekly  
Page number: 1  
Location of publication: London, England

Shah, S. (2010, August 6-12). Pakistan caught out by devastating floods. *Guardian Weekly*, p. 1.

**II**

Author: Ugyen Penjore  
Title of the article: An educational hub of Asia  
Title of the newspaper: Kuensel  
Date of publication: 20 August 2010  
Website address: <http://www.kuenselonline.com>

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Penjore, U. (2010, August 20). An educational hub of Asia. *Kuensel*. Retrieved from <http://www.kuenselonline.com>

### III

Author: Tiffanie Wen  
 Title of the article: The art and science of being charismatic  
 Title of the newspaper: The BBC  
 Date of publication: 27 October 2017  
 Website address: <http://www.bbc.com/capital/story/20171027-the-art-and-science-of-being-charismatic>

Wen, T. (2017, October 27). The art and science of being charismatic. *The BBC*. Retrieved from <http://www.bbc.com/capital/story/20171027-the-art-and-science-of-being-charismatic>

C. Prepare references for the following electronic sources.

### I

Author: Unknown  
 Organisation: University of Canberra  
 Title of the book: A Guide to Referencing – APA Style  
 Year of publication: 2013  
 Retrieved from: <https://www.canberra.edu.au/about-uc/faculties/arts-design/attachments2/pdf/n-and-mrc-conference/APA-Referencing-Guide.pdf>

University of Canberra. (2013). *A guide to referencing: APA style*. Retrieved from <https://www.canberra.edu.au/about-uc/faculties/arts-design/attachments2/pdf/n-and-mrc-conference/APA-Referencing-Guide.pdf>

### II

Author: Diane Hacker and Barbara Fister  
 Title of the document: Research and Documentation Online 5<sup>th</sup> Edition  
 Organisation: Gustavus Adolphus College  
 Year of publication: 2010  
 Retrieved from: <http://bcs.bedfordstmartins.com/resdoc5e/20>

Hacker, D. & Fister, B. (2010). *Research and documentation online* (5th ed.). Retrieved <http://bcs.bedfordstmartins.com/resdoc5e/20>

### III

Author: Unknown  
 Title of the document: APA Style  
 Date of publication: 17 August 2010  
 Retrieved from: [http://en.wikipedia.org/wiki/APA\\_style](http://en.wikipedia.org/wiki/APA_style)

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APA style. (2010). Retrieved from [http://en.wikipedia.org/wiki/APA\\_style](http://en.wikipedia.org/wiki/APA_style)

D. Prepare references for the following journal articles.

**I**

Authors: Endah Retnowati, Paul Ayres, and John Sweller  
Title of the article: Can Collaborative Learning Improve the Effectiveness of Worked Examples in Learning Mathematics?  
Title of the journal: Journal of Educational Psychology  
Year of publication: 2017  
Volume number: 109  
Issue number: 5  
Page numbers: 666–679

Retnowati, E., Ayres, P., & Sweller, J. (2017). Can collaborative learning improve the effectiveness of worked examples in learning mathematics? *Journal of Educational Psychology*, 109(5), 666–679.

**II**

Author: P. Bailey and S. Jones  
Title of the article: The impacts of pleasure craft on dolphin populations in North Wales  
Title of the journal: Marine Mammal Studies  
Date of publication: 2010  
Page numbers: 23-54  
Volume number: 1  
Retrieved from: <http://somewebsite.org/mammals/123>

Baily, P., & Jones, S. (2010). The impacts of pleasure craft on dolphin populations in North Wales. *Marine Mammal Studies*, 1, 23-54.

**III**

Author: C. Oakley  
Title of the article: Farne Island Fauna  
Title of the journal: The Journal of British Nature  
Year of publication: 2009  
Volume number: 5  
Page numbers: 56-78  
Retrieved from: <http://somewebsite.org/fauna/123>

Oakley, C. (2009). Farne Island fauna. *The Journal of British Nature*, 5, 56-78. Retrieved from <http://somewebsite.org/fauna/123>

## Unit V: APA Referencing Style

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### **Basics of APA Paper Layout**

#### **Margins**

For the margins of APA papers, refer to appendix 7 (Academic essay sample).

#### **Spacing**

Maintain double space between all lines, including the reference page.

#### **Font**

Use 12-point Times New Roman. The font must be dark, clear, readable and reproducible.

#### **Pagination**

All pages should be consecutively numbered within the margins in the upper right corner of the sheet. The title page is considered page one and should be numbered.

#### **Page Headers**

Include a page header at the top of every page. To create a page header, insert page numbers flush to the right. Then type TITLE OF YOUR PAPER in the upper case letters in header flush to the left.

#### **Cover Page**

Students are expected to use the standardised cover pages of their particular college.

## Unit VI: Academic Essays

### Unit Aims

This unit aims to:

- define academic essays and review features of academic writing
- enable students to analyse assignment titles using the BUG method
- provide students with practices to follow the writing process
- familiarise students with the organisation of academic essays
- enable students to write researched academic essays by following academic conventions.

### Unit Outcomes

On completion of the unit, students will be able to:

- define academic essays and discuss features of academic writing
- use the BUG method to analyse assignment requirements
- apply the steps required to complete an academic assignments
- describe the structure of academic essays
- apply the features of introduction to academic essays
- write acceptable thesis statements
- evaluate topic sentences and its features
- examine the use of supporting details in paragraphs to support topic sentences
- identify the features of conclusion and write proper conclusions.

### Exercise 1

Use the BUG method to analyse the following questions. The first one is given as an example for the students.

1. Examine the pattern of Bhutanese economic growth in the last decade and compare it with that of Nepal.
2. Discuss the impacts of chewing *doma* in Bhutanese society.
3. Justify the statement that 'Bhutan does not have gender inequality'.
4. How has the damming of rivers for hydropower impacted Bhutan?
5. Analyse the effects of using mobile phones among the Bhutanese youths.
6. Compare the migration patterns between Bhutan and Japan in the last ten years.

### Exercise 2

Below are some of the most common instructions used in university exam and assignment questions. Match them with the correct definitions in the table below.

*Analyse; compare; contrast; describe; discuss; evaluate; examine; explain; explore; justify*

## Unit VI: Academic Essays

Instruction words	Definitions
explore	requires an answer that examines the subject thoroughly and considers it from a variety of viewpoints
discuss	requires an answer that explains an item or concept, and then gives details about it with supportive information, examples, points for and against, and explanations for the facts put forward. It is important to give both sides of an argument and come to a conclusion.
analyse	requires an answer that takes apart an idea, concept or statement in order to consider all the factors it consists of. Answers of this type should be very methodical and logically organised.
evaluate	require an answer that decides and explains how great, valuable or important something is. The judgement should be backed by a discussion of the evidence or reasoning involved.
Justify	requires an answer that gives only the reasons for a position or argument. Answer the main objections likely to be made of them. The proposition to be argued may be a negative one.
compare	requires an answer that sets items one after another and shows their similarities and differences. A balanced answer is expected.
describe	requires an answer that says what something is like and how it works.
explain	requires an answer that offers a rather detailed and exact explanation of an idea or principle, or a set of reasons for a situation or attitude.
contrast	requires an answer that points out only the differences between two items.
examine	requires to investigate closely, paying attention to detail and considering implications.

Adapted from <http://www.uefap.com/prepare/task/task.htm>



**Exercise 3**

Read the essay questions in Exercise 1 and write **True** or **False**.

1. This question only requires students to write the negative impacts of chewing *doma*.  
**False**
2. An essay on this question will require explanation about gender equality in all areas in Bhutan. **True**
3. This essay requires students to explain to what extent building hydropower dams has both positive and negative impacts in Bhutan. **True**
4. This essay question requires students to argue against using mobile phones. **False**
5. A complete analysis of the migration patterns between Bhutan and Japan in the last decade is needed for this essay. **True**

**Exercise 4**

Read the essay introduction below and discuss the following questions with a partner.

Oil forms the basis of developed economies, fuelling industries, services, homes and transport systems<sup>1</sup>. If access to oil were withdrawn, most nations would descend into immediate chaos<sup>2</sup>. Yet oil is a finite resource and as demand increases, global oil reserves are becoming smaller and will eventually run out<sup>3</sup>. Therefore, it is vital that other energy sources replace oil, and at present the most viable alternatives are nuclear power and renewables such as solar, wind and wave power, although none are wholly satisfactory<sup>4</sup>.

**Answers:**

1. What is the topic of the essay?  
Energy sources to replace oil.
2. Does the writer have an opinion on the topic? If yes, what?  
Yes, nuclear and renewable sources are the best alternatives, although they are not perfect.
3. Which sentence gives you the main idea of the essay?  
Sentence 4 (The last sentence in the introduction. This is the thesis statement and expresses the position the writer will support throughout the essay. Every essay requires a ‘thesis’, which is a position that will be argued and defended throughout the essay using evidence and examples. Essays without a position become “information dumps”- information without analysis or a central idea.
4. Does the introduction try to show you why the topic is important? If yes, how?  
Sentences 1 to 3 all try to persuade the reader of the importance of the topic by showing how dependent our societies are on oil.
5. What background information does the writer give about the topic?

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 Unit VI: Academic Essays
 

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Oil is the basis of development. Without it, there would be chaos, but it is running out.

6. How many sub-topics will the essay cover? Which sub-topics would you expect to read about first, second...? Why?

Nuclear power, solar power, wind power, wave power. Sub-topics will be read in this order, because that is the order the thesis statement lists them in.

### Exercise 5

Read the introduction below and answer the questions from Exercise 4.

Today's world is commonly described as a 'global village', and the world is certainly a smaller place than it was a hundred years ago<sup>1</sup>. Journeys that once took months can now be accomplished in a matter of hours, and countries that were distant dreams to our grandparents are now easily accessible holiday destinations<sup>2</sup>. Tourism is currently the world's fastest growing industry, with more people travelling for recreational purposes than ever before in human history (Franklin, 1999, p. 26)<sup>3</sup>. Tourism brings undeniable benefits, both to the travellers themselves and to the communities who live in popular holiday destinations<sup>4</sup>. However, tourism can also do damage to local communities and their environment, and this essay will attempt to show that despite the financial and cultural benefits tourism can bring, its impacts are not as positive as is commonly assumed<sup>5</sup>.

### Answer:

- 1) What is the topic of the essay?

Tourism (Advantages and disadvantages)

- 2) Does the writer have an opinion on the topic? If yes, what?

Yes. Tourism brings financial and cultural benefits, but can also do extreme damage to local communities and their environment. The writer implies that the disadvantages are more serious than is generally recognised.

- 3) Which sentence gives you the main idea of the essay?

Sentence 5 – the last sentence. Point out to students that the main idea is the writer's opinion.

- 4) Does the introduction try to show you why the topic is important? If yes, how?

Yes. By stating that tourism is the fastest growing industry in the world, and that it does a lot of damage.

- 5) What background information does the writer give about the topic?

Sentences 1-4 all give background.

- 6) How many sub-topics will the essay cover? Which sub-topic would you expect to read about first, second...? Why?

Two broad sub-topics (advantages and disadvantages). We would expect to read about

advantages first and then negative impacts. Financial advantages will be addressed first, then cultural advantages).

### Exercise 6

Read the following thesis statements and justify whether they are acceptable or not.

1. The status of women in China has changed remarkably in the last thirty years due to increased educational opportunities and the government's one child policy.  
**Acceptable** – it identifies the essay topic, states the writer's position and gives a preview of the sub-topics.
2. Life in Bhutan has become better and better for everyone under GNH and all the countries in the world are learning from us.  
**Unacceptable** - it contains over-generalisations “everyone” and “all the countries in the world”; and uses empty repetition “better and better”, and is personal “us”.
3. Global warming is a serious problem.  
**Unacceptable** – the statement is unarguable, and there is no subtopics as to how the essay will develop.
4. The retreat of the Himalayan glaciers is likely to lead to severe water shortages, potentially threatening the economic and political stability of the entire region.  
**Acceptable** – it identifies the essay topic, states the writer's position and gives a preview of the sub-topics.
5. There are arguments both in favour of and against the use of genetic engineering in food production.  
**Unacceptable** - no position taken: subtopics are broad.
6. The effects of the internet are enormous, and it has transformed business, social interaction and education in ways which are only beginning to be understood.  
**Acceptable** – it identifies the essay topic, states the writer's position and gives a preview of the sub-topics.
7. This paper will review the history of the science of earthquake prediction, then discuss the major prediction methods in detail, and finally present data indicating the success-failure ratios of each method.  
**Acceptable** - even though, a position is not evident initially, the writer will take one in the third part of the report when s/he discusses the success/failure rate of each essay. So, a position is promised, and the subtopics and organisation are clearly indicated. For a scientific report, this is an acceptable thesis statement.

### Exercise 7

Choose any two topics given below and analyse them using the BUG method. Write thesis statements for the chosen topics.

**Answer:** (the tutor can expect multiple responses; the given samples may serve as starting

## Unit VI: Academic Essays

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point).

1. **Discuss** the nature and extent of the influence of Western culture on Bhutanese culture. **Illustrate** your answer with examples.

Western culture has a major influence on Bhutanese culture in the areas of language, food habits and dress code.

2. **To what extent** has the internet transformed the lives of ordinary people in Bhutan?

The internet has played a significant role in people's lives as it has brought a number of positive changes in terms of social interaction, education and the way people do business.

3. **Evaluate** the implementation of the GNH philosophy in Bhutan since the 1970s.

The implementation of GNH philosophy in Bhutan has its own purposes of unifying country, creating happiness for its people and advocating GNH to the world.

4. 'Man-made climate change appears to be an undeniable reality in the 21st century.' **Outline** the causes and consequences of climate change and **discuss to what extent** its impacts are already being felt in Bhutan.

This essay will discuss man-made causes of climate change as the main factor that leads to receding glaciers and change in weather patterns in Bhutan.

### Exercise 8 (Portfolio task)

Write an introduction to one of the selected essay topics in Exercise 7. The introduction should be 10% of the word count (assuming the essay to be 1000 words). This task will be assessed as part of the portfolio component.

**Answer:** (the tutor can expect multiple responses that address the topic; to see examples, refer to the appendix 7).

### Exercise 9

Refer to the features of topic sentences and justify whether the following are acceptable or not.

1. A major benefit of genetic engineering

**Unacceptable** - Not a complete sentence. Controlling idea not identified.

2. Another potentially beneficial application of genetic engineering is in agriculture.
- Acceptable** - Fulfils all the criteria.

3. Medicine is another area where it is already having positive impacts.

**Unacceptable** – Does not name the topic. "It" should not be used as the topic in a topic sentence.

4. On the other hand, many people consider genetic engineering to be an issue for concern because it may harm the environment, damage health, lead to unethical medical practice and change society in unforeseen ways.

**Unacceptable** - A paragraph should contain one central idea and a topic sentence should be the most general statement in the paragraph.

5. There is concern among environmentalists that genetically modified crops will crossbreed with unmodified crops.

**Acceptable** - Fulfils all the criteria.

6. Some doctors and scientists have expressed concern about the effects of genetically modified organisms (GMOs) on health.

**Acceptable** - Fulfils all the criteria.

7. There is a number of evidence to suggest that GM crops may bring greater benefits to multinational companies than to the poor farmers who purchase GM seeds.

**Acceptable** - Fulfils all criteria. This sentence suggests a discussion of how GM crops disadvantage (have negative impacts) on the poor.

### Exercise 10

Write 3 topic sentences for the thesis statements that you have developed in Exercise 7.

#### Sample answers:

1. a) First of all, exposure to western culture has affected the use of Dzongkha.  
b) Also, the Bhutanese tend to choose western dishes.  
c) Further, the choice for western fashion has degraded the popularity of Bhutanese *gho* and *kira*.
2. a) Firstly one of the major impacts of internet is the way people interact with each other.  
b) Another prominent impact of the accessibility of internet is easy access to information and learning resources.  
c) Besides, internet has also changed the way people do business.
3. a) First, Bhutan was unified for the first time in history in the early 17<sup>th</sup> century.  
b) Second, His Majesty Jigme Singye Wangchuck's vision stated 'happiness of the people is more important than economic development.'  
c) Lastly, in 1998, Bhutan decided to share its unique development philosophy to the outside world.
4. a) Scientists agree that global warming is primarily caused by human activities.  
b) Consequently, fast receding glaciers have become a threat in Bhutan due to climate change.  
c) Moreover, climate change has led to erratic weather.

## Unit VI: Academic Essays

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### Exercise 11 (Portfolio Task)

Write paragraphs for topic sentences that you have developed in Exercise 10 by incorporating the features of supporting details. This task will be assessed as part of the portfolio component.

**Answer:** (the tutor can expect multiple responses that address the topic; to see examples, refer to the appendix).

### Exercise 12

Read four different conclusions from I to IV and justify which of them are acceptable or not.

#### Answers:

#### I

One can see from these few examples the extent of Native American influence on the American language, art forms, eating habits and government. The American people are deeply indebted to Native American for their contributions to US culture.

**Unacceptable:** no concluding phrase and does not meet the word count for a conclusion to an academic essay.

#### II

To conclude, youth problems are leading to negative impacts on the social and economic growth of the country. These emerging problems of youth in the country can be controlled and minimized through guidance and advice, value-based education and improved recreational facilities. The government should facilitate and plan social and economic frameworks that support youth and provide skills through training for entrepreneurship.

**Acceptable:** fulfils all criteria- has a concluding phrase, restatement of thesis, summary of main points and final comment.

#### III

In conclusion, it is very difficult to say that there is one type of food in a great country like Britain. Every part of the country has its own special dishes based on produce and the tastes of that region. From the ancient Britons and the Romans, Saxon and Viking invasions to present day immigrants, the cuisine of the UK continues to change with its changing population.

**Unacceptable:** use of emotions, making sweeping statements.

#### IV

There are many ways of creating energy apart from oil. However, each alternative has both advantages and disadvantages and therefore, it is difficult for any single alternative to replace oil completely. Renewable are the best alternative, but as yet, they are meeting less than 20% of the world's energy demands (REN21, 2008). This is a difficult situation and the world faces a serious energy crisis in the 21<sup>st</sup> century. However, if all the countries of the world join hands to solve the problem, a solution will be found.

**Unacceptable:** no concluding phrase, use of clichés, use of citations.

**Exercise 13 (Portfolio Task)**

Write a conclusion to the body paragraphs that you have developed in Exercise 11. These tasks will be assessed as part of the portfolio component.

**Answer:** (the tutor can expect multiple responses that address the topic; to see examples, refer to the appendix).

**Unit VII: Oral Presentations****Unit Aims**

This unit aims to:

- introduce students to basics of oral presentations
- enable them to plan and structure oral presentations
- familiarise students with strategies for making effective oral presentations
- provide students with practice in structuring and signposting
- enable students to use suitable presentation aids.

**Unit Outcomes**

On completion of the unit, students will be able to:

- plan and structure oral presentations
- apply transitional phrases in oral presentations
- use strategies in order to deliver effective oral presentations
- prepare presentation using appropriate presentation aids
- plan, structure and deliver oral presentations effectively.

**Exercise 1**

Reflect on an effective presentation that you have attended and make a list of the qualities that made it interesting and successful.

**Answer:** Students can discuss presentations that they have attended and discuss the skills used by the presenters/ themselves.

**Exercise 2**

Look at the following pieces of advice on oral presentations and justify whether they are acceptable or not.

**Answers:**

1. Write down everything you are going to say and read it aloud to your audience. This will stop you forgetting your key points or being lost for words.

**Unacceptable.** A presentation is an exercise in speaking, not reading. A presentation, which is read aloud, is hard to understand. The audience could read the text themselves and understand more.

2. Keep your language simple and clear.

**Acceptable.** Listeners only hear a presentation once so they only have one opportunity to get the message. The purpose of a presentation is to communicate clearly to a particular



audience. If the audience does not understand it does not matter how sophisticated the speaker's language is.

3. Memorise the full script of your presentation so you do not forget what you want to say.

**Unacceptable.** Memorised scripts rarely sound natural and are usually hard to understand. Also, when a speaker forgets part of a memorised script, it is clear to the audience. A presentation should be spoken directly to the audience, not recited.

4. Plan carefully and then practice repeatedly.

**Acceptable.** A presentation requires a lot of planning and rehearsal in order to be effective.

5. Think carefully about what your audience knows about your topic and aim to tell them something new.

**Acceptable.** A presentation should be aimed at a particular audience because it is an act of communication. Speakers should attempt to build and connect to what the audience already know and also give them something new to think about.

6. Structure your presentation carefully. Have an introduction, a body and a conclusion; and use clear language signals to indicate the transition of ideas.

**Acceptable.** Presentations have a predictable structure: an introduction, a body and a conclusion. It uses transitional phrases to indicate the shift of ideas, so that audience know where you are in your presentation.

7. If you have already written an essay on your presentation topic, memorise this for your presentation but change the introduction and conclusion.

**Unacceptable.** Reading and listening are different skills. A reader can take in more complex information and more detail than a listener. A reader has time to think, reread, and reflect, whereas the audience can listen to the presentation only once. Therefore the way of presenting information in an essay and presentation differs significantly in terms of language, level of detail, and complexity.

8. Write your key points in note form on small cue cards and bring these to your presentation to remind you of what you want to say.

**Acceptable.** Presentations need to be spoken not read, but they also need to be well organised with a clear structure. Cue cards are useful prompts for presenters to help them stay on track.

9. Use complex language and vocabulary.

**Bad.** The presenter will not be able to communicate to the audience if the language used is complex. Language should be clear and accessible.

10. Speak at the same pace as you would in ordinary conversation.

**Unacceptable.** The audience can not interrupt and ask for clarification. They also need to listen for longer time than they would in normal conversation. Generally, the pace of a presentation should be slower than everyday conversation.

## Unit VII: Oral Presentations

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11. Repeat your key points several times to ensure the audience understands them.

**Acceptable.** You need to ensure your audience understand the key ideas in your presentation.

12. Include pauses between ideas or sections.

**Acceptable.** Pauses give the audience time to think and reflect on the ideas presented.

### Exercise 3

“Tell your audience what you are going to say, say it and then tell them what you just said!”  
What kind of advice is it – good or bad? Justify the answer.

**Answer:** Good because first the presenter gives the preview of the key points. Then, the presenter presents the ideas in detail and in conclusion, he/she recapitulate the points.

### Exercise 4

Look at the phrases below and decide which part of a presentation they are signposting.

1. There are four main areas that I want to cover in this talk. First, ...
2. I hope I have shown you that...If you have any questions, please feel free to ask.
3. My purpose today is to...
4. So, we have seen that (summary of main points) and that is all we have time for today.
5. My presentation will be divided into three sections. First, I will discuss X, then I will talk about Y, and finally ...
6. So, that brings me to the end of my introduction. Now, let us look at ...
7. That brings me to my next point ...
8. Okay. To sum up, we have seen that ...
9. Today, I am going to talk about ...
10. Okay. Let us move to the third point ...

#### Answers:

Introducing the topic of the presentation

3. My purpose today is to...

9. I hope I have shown you that... Today, I'm going to be talking about...

Outlining the structure of a Presentation

1. There are four main areas that I want to cover in this talk. Firstly,...

5. My presentation will be divided into three sections. Firstly, I'll discuss x, then I'll talk about y, and finally...

Indicating the start of a new section (transition)

6. So, that brings me to the end of my introduction. Now, let's look at...

7. That brings me to my next point.

10. Okay. Let's move on to the third point...

Concluding

8. Okay. To sum up, we have seen that...

2. I hope I have shown you that...If you have any questions, please feel free to ask.

4. So, we've seen that (summary of main points) and that's all we have time for today.

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**Appendix 1**  
**ACS101 Assignment 2018 (Sample)**

The essay is worth 30% of the total mark.

**Analyse the impacts of using mobile phones among the Bhutanese youth.**

The essay should be 1,000 words. There should be two submissions (first draft and final submission), and both submissions must be typed using Times New Roman with font size 12, double-spaced, referenced with in-text citations and must have complete references. Instances of academic dishonesty will result in a grade of 0%.

There must be at least five different sources in the essay and all the sources must be approached critically.

The work towards the final submission (notes, plans and first draft) will be assessed in the PORTFOLIO.

### **Timeline (Sample only)**

- |               |   |
|---------------|---|
| 5 September:  | Receive the assignment topic and begin research and note taking.  |
| 7 September:  | Research, plan and draft the assignments.   |
| 14 September: | Submit the first draft of the assignment (Drafts will not be accepted after the draft submission day).  |
| 21 September: | Tutors return the drafts.   |
| 28 September: | Submit the final assignments (Late submission of the final assignment will result in a grade loss of 10% per day. After the fifth day, the assignments will not be accepted). |
| 12 October:   | Tutors return the final assignments.  |

### **ASSIGNMENT FORMATTING STEPS**

Follow the steps below while formatting assignments according to the APA style:

#### **Step One – Writing the Running Head and page numbers**

- 1 open the header
- 2 select 12-font size Times New Roman
- 3 shorten and write the title using main content words in capital letters on the left side
- 4 insert the page number on the same line of the header but flush on the right side.

**Step Two – Formatting the text**

- 1 first highlight all the text
- 2 then click 'no spacing'
- 3 choose 2-point line space
- 4 then format the text by
  - centre the title
  - press 'tab' each time you write a new paragraph
  - follow the same in the reference section on a new page

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**Appendix 2**

18ACS101A

Student Number.....

**Royal University of Bhutan  
Sherubtse College  
ACS101 Academic Skills  
Class Test for the Autumn Semester 2018 (Sample)**

**Duration: 1 hour****Maximum marks: 20****Question one (6 Marks)**

**Identify poor academic features in the sentences below and justify why they are examples of poor academic style.**

- 1 Many students don't know that plagiarism is the biggest academic offence, and they will be panalised badly for that.
- 2 It's a good idea to use lots of in-text citations in the essays, as these will support the claims we make.

**Question two (4 marks)**

**Rewrite the sentences in question one in an academic way without altering the meaning.**

**Question three (5 marks)**

Write sentences that present the following information in an indirect voice using the appropriate APA in-text citation conventions.

**A: Information**

One of its engineering chiefs announced that it would soon add support to the operating system to allow other manufactures to create foldable phones of their own.

Author: Leo Kelion  
 Title: Samsung folding smartphone revealed to developers  
 Title of the newspaper: The BBC  
 Date of publication: 7 November 2018  
 Website address: <https://www.bbc.com/news/technology-46130071>

**B: Information**

Most international students need to write essays and reports for exams and coursework, but writing good academic English is one of the most demanding tasks students face.

Author: Stephen Bailey  
 Title: Academic Writing: A Handbook for International Students  
 Edition series: 4th edition  
 Year of publication: 2015  
 Publisher: Taylor & Francis Ltd  
 Location of publisher: London, UK

**Question four (5 marks)**

Prepare the references for the sources in question three.

**ACS101 TEST MARKING CRITERIA****Question one****(6 marks)**

6 mistakes to be identified and justified with reasons

**1 mark is divided into:**

For each mistake ½ mark

For each justification ½ mark

**Question two****Rewriting the sentences****(4 marks)****2 marks for each rewritten answer****2 marks are divided into:**

Retention of meaning ½ mark

Complete paraphrase 1 mark

Use of academic syntax ½ mark

**Question three****(5 marks)****2 ½ marks for each piece of information****2 ½ marks are divided into:**

Presenting in an indirect voice 1 mark

Conveying the information 1 mark

Following proper in-text citations ½ mark

**Question four****(5 marks)****2 marks for each reference****2 marks are divided into:**

Last name and initial of the first name ½ mark

Year of the publication (Month and date) ½ mark

Title, edition and proper underlining ½ mark

Publication details (Location and publisher) ½ mark

**Remaining 1 mark is divided into:**

The title References ¼ mark

Alphabetical order ¼ mark

Double line space ¼ mark

Indentation ¼ mark

### Appendix 3

#### ACS101 PRESENTATION ASSESSMENT CRITERIA

NAME..... STUDENT NO..... GROUP.....

CATEGORY	GOAL	MARK	GIVEN	REMARK
<b>INTRODUCTION</b> (2½)	Greeting and name	½		
	Topic and stand	1		
	Overview	1		
<b>CONTENT</b> (4)	Discussion	1		
	Evidence	1		
	Linking words	1		
	Clarity	1		
<b>DELIVERY</b> (4)	Pronunciation	1		
	Grammar	1		
	Tone and pitch	1		
	Body language	1		
<b>VISUAL</b> (2)	Effectiveness	1		
	Relevance	1		
<b>CONCLUSION</b> (2½)	Concluding phrase	½		
	Summary	1		
	Time management	1		
<b>TOTAL MARKS</b>		15		

Tutor's signature.....



**Appendix 4**  
**ACS101 ASSIGNMENT ASSESSMENT CRITERIA**

NAME.....STUDENT NO..... PROGRAMME.....

CATEGORY		GOAL		4	3	2	1	0	MARK
CONTENT	INTRODUCTION	1	The introduction has a clear opening sentence.						
		2	The introduction has relevant background information.						
		3	The introduction has a thesis statement with the preview of main points.						
		4	The introduction is written in 10% of the total word count.						
	BODY	5	The paragraphs have clear topics and controlling ideas.						
		6	The paragraphs have supporting details to support the topics.						
		7	The paragraphs use the required number of sources as citations.						
		8	The indirect in-text citations are properly paraphrased.						
		9	The direct quotes have page numbers and inverted commas.						
		10	The essay has linking words to join the points and paragraphs.						
	CONCLUSION	11	The conclusion has a concluding signal word.						
		12	The conclusion has a summary of the main points.						
		13	The conclusion is written in 10% of the total word count.						
LANGUAGE	14	The essay uses correct subject-verb agreement in all writing.							
	15	The essay uses correct articles, conjunctions, prepositions and punctuation.							
	16	The essay uses correct and uniform tenses in all writing.							
	17	The essay uses uniform and one variety of English spellings.							
	18	The essay has no run-on sentences and faulty parallelism.							
REFERENCES	19	The essay has the reference section on a new page titled References.							
	20	The essay gives the details of all the sources cited in the essay.							
	21	The references follow proper rules for different source genres.							
	22	The references indent the second and following lines of the sources.							
FORMAT	23	The essay uses the correct font style and size, and reflects the word count.							
	24	The essay has the correct APA running head and page numbers.							
	25	The essay has the correct APA line space and paragraph indentation.							

TOTAL MARKS \_\_\_/100

## Appendix 5

## Appendix 5

## ACS101 Portfolio Assessment Criteria (Class Work and Homework)

NAME..... STUDENT NO.....

CATEGORY	CRITERIA	MARK				
		5	4	3	2	1
Completeness	The portfolio includes all assigned tasks done on time.	5	4	3	2	1
Extra material	The portfolio includes at least three extra materials.			3	2	1
Language	The portfolio shows the correct use of language and punctuation.			3	2	1
Neatness	The portfolio is neatly written and maintained.				2	1
Organisation	The portfolio organises contents systematically.				2	1

Total...../15

CLASS NOTES		
Marks	Completeness (5)	Clarity and organisation (5)
4-5	Notes are relevant, complete, include all key information and extend well beyond what the tutor has written on board or dictated.  Notes show clear understanding, and intelligent selection of material.	Notes are well organized, clearly dated, with relevant and useful headings. Information and topics are easy to locate. Clear layout. Main points and sub points or examples are easy to distinguish.  Notes are clearly distinguished from exercises.
3	Notes are mainly relevant and complete. They include substantial information beyond what was written on board or dictated, but they may show minor misunderstanding or irrelevancies.	Notes are generally organized, but headings and dates may be missing at times. Information and topics are identifiable though some effort may be required.  Class notes and exercises may not always be distinguished.
2	Notes are relevant and complete but rarely extend beyond what tutor has written on board or dictated.	Notes show attempt at organisation, but generally lack headings and dates.  Considerable effort required locating information.
1	Notes are minimal. They may be irrelevant, very difficult to understand or contain very little information.	Poor or no attempt at organisation. Extremely difficult to identify topics or information.  Headings and dates rarely present. Difficult to locate topics and information.
0	No relevant notes submitted	No relevant notes submitted

Total...../10

### Appendix 6

#### ACS101 VLE DISCUSSION ASSESSMENT CRITERIA

<b>CATEGORY</b>	<b>DETAILS</b>	<b>MARK</b>	<b>AWARDED</b>
<b>NATURE OF DISCUSSION (4)</b>	Number of points made	1	
	Comments on the discussion	2	
	Student-initiated discussion	1	
<b>CONTENT (3)</b>	Quality of discussion	2	
	Clarity	1	
<b>LANGUAGE (3)</b>	Grammar	1	
	Spellings	1	
	Punctuation	1	
<b>Total</b>		<b>10</b>	

**Appendix 7**  
**Sample Academic Essay**

**APPROACHING BOTH TRUE AND FALSE BEGINNERS**

**How to Approach a Class Having Both True and False Beginners**

In many English as second and foreign language-learning situations, there are a good mix of both true beginners and false beginners. According to Brown (2007), true beginners are those learners who do not have any knowledge of English, whereas false beginners are those learners who have some basic knowledge of English such as a few letters, limited vocabulary and some numbers. Given the different levels of learners' initial knowledge of English, it becomes an important task for the teacher to look for the ways to approach these different groups of students who are placed in the same learning category. To address this problem, by fulfilling the learning objectives and goals of all the students, the teacher can categorise the students into two groups of true and false beginners, use the different teaching and learning materials, follow two approaches of teaching and take the advantage of false beginners to help the true beginner's group.

First of all, the teacher can do a proficient level test to judge and categorise the students into two groups of true beginners and false beginners. This will not only give a complete picture of the student ratio between true and false beginners, but it will also help the teacher to organise teaching materials, lesson plans and group activities (Tyacke, 1998). For this, the teacher can ask the students questions such as what is the name of an individual student, how many letters of the English alphabet do they know, how many days are there in a week, name at least two vegetables that they grow in their kitchen gardens, what are their interests and why do they want to study English. The students have to answer both verbally and in written so that the teacher gets to know the reality, as many children tend to display their ideas without

hesitation if they know. However, to avoid the inferior and superior complex among the students, the teacher has to be very casual and less intimidating in front of the students, and if the students seem confused by the questions, he or she must explain in the first language. After getting their responses and written answers, the teacher can identify the two groups of true and false beginners. In addition to this, the teacher may also employ the 'Foreign Language Classroom Anxiety Scale' questionnaire if there are adolescent and adult learners of English as a second or foreign language (Horwitz, Horwitz, & Cope, 1986, as cited in Frantzen & Magnan, 2005). This scale will indicate the authentic level of learners, as true beginners tend to have more anxiety than false beginners.

After forming the two groups, the teacher can use two types of teaching and learning materials that suit both true and false beginners (King-Shaver & Hunter, 2003). The teacher can incorporate all the four skills of English such as listening, speaking, reading and writing into the lesson plans of both groups. To have a productive outcome, the teacher needs to frame two types of lesson plans in line with the overall lesson objective and goals. For example, if the teacher plans to teach basics of listening and speaking lessons, he or she can assign the challenging topics under the same skills to the false beginner's group. At the same time, if the true beginners start with writing and practising letters of the alphabet, the other group can be assigned to colour the pictures of vegetables in their workbooks that is a few chapters ahead of the true beginners. When the other group practises writing on their own, the teacher can check and correct the false beginners' work. In this way, the teacher not only keeps all the students engaged, but he or she also creates an expert group to help him or her to teach and help the true beginners when they have to study the same chapter later. The teacher can also make the false beginner's group use of library books such as *Magic Beach* by Alison Lester, which contains basic sentences with visual arts and rich vocabulary, when he or she works with the

## Appendix 7

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true beginners on the workbook already completed by the other group. Even for homework, the teacher can provide extra and challenging tasks to false beginner students.

In addition, King-Shaver and Hunter (2003) state that the teacher can employ different teaching strategies to make the teaching and learning process between the two groups interesting and productive by understanding the needs and proficiency level of students. If the true beginner's group learns the repeated chorus with the teacher in the classroom, he or she can ask the other group to go outside the classroom and find out how many types of flowers are there in the class garden and describe about them in groups. The teacher will check their group work when the true beginner's group focuses on self-directed study. At the same time, if the teacher takes the true beginner's group outside the classroom to learn the names of things and plants found on the school campus, the other group can remain in the classroom and play a game such as a puzzle of vocabulary in groups.

It is also important to let the students watch simple subtitled films in the class together. According to Swain (2013), using films in teaching can act as a leveler for both groups of students, as they can relate individual stories according to their understanding. After the film, the teacher and students can discuss about their understanding of the film, and the new words that they have found in the film. In the long run, this method will help students to gain and retain a rich vocabulary because of visual impacts. However, the teacher must choose the films that fit into the English language-learning context.

Similarly, when the teacher gives homework, there should be two learning objectives so that both groups are kept engaged and challenged according to their level. The homework topics too should encompass the four skills of English. For example, on the one hand, the teacher may assign the task of reading a local newspaper and collecting new words from it for the false beginner's group. On the other hand, the true beginner's group must be asked to visit local shops and ask the shopkeeper what items do they sell. When they come to the classroom

in the next time, individual students can present a 5-minute report about their homework to the class. The teacher judges their pronunciation, grammar and coherence. At the end of the presentations, the teacher and peers give feedback and comments on the speech.

Brown (2007) suggests teachers to take advantage of students as a teaching approach to teach others. Since false beginners already have some basic knowledge of English, the teacher can use them to help other students in pair-work, presentations, group activities and role-plays. This will not only ease the teacher's roles, but it will also create a lively learning atmosphere among the students because of their closeness and camaraderie (Bond, 1998). In this peer-oriented learning environment, the teacher can encourage willingness to communicate among the students, as it is very important for second language learners. The teacher can divide the class into groups by giving the role of monitor to false beginners to coordinate class discussions on a common topic based on the lesson. In order to avoid the dominant students talking too much, the student monitors must provide an equal chance to each student. At the end of the discussions, group leaders present their points to the class, and other students comment on them.

In addition, false beginners can also do peer-teaching to true beginners in groups. For example, they can teach and guide the workbook tasks that they have already done while true beginners were doing basics of English such as learning and practising letters, sounds and numbers. Gradually this practice will serve as a model of learning English, as true beginners get inspired and encouraged knowing that if their peers can do it, they too can learn in the way false beginners have acquired, and this also contributes to students' autonomy of independent learning (Harmer, 2007).

Although it may be very challenging to follow this approach successfully in a real teaching and learning situation, it can at least provide a starting point for other innovative teaching approaches to solve the issue of having to teach English to a mix of both real

## Appendix 7

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beginners and false beginners. In order to have productive teaching and learning outcomes in a complex situation like this, the teacher can conduct a proficiency level test among the students to judge their starting point. In addition, the teacher can also use different teaching materials, follow different teaching styles, use false beginner students as teaching assistants to guide and help the beginners in their initial learning stage. (1,476 words)



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