

# From Text to Corpus

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Working with student texts in the development of disciplinary-specific writing programmes

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# Overview

- Some issues in teaching academic writing
- The context at KCL
- Corpus development
- Course development
  - current reality: the writing development course
    - identifying exemplars
    - developing writing materials
    - evaluation
  - future plans: supplementing the writing programme
    - glossaries and phrase banks
    - kibbitzing and further thoughts ...
- Conclusion

# SOME CONTEXT

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# Need for 'mainstream' academic writing instruction

- From the 1980s: continuous widening participation and internationalisation
- Diverse student population → diverse needs
- University response:
  - Study Skills / Remedial Writing courses in Learning Support or Study Skills units (for home students)
  - English for Academic Purposes writing support in English Language Centres (for international students)
  - Deficit approach; targeting specific groups; ignoring needs of mainstream

# Current approaches to academic writing instruction

- Genre based literacy pedagogy (Genre / EAP)
  - based on genre and social constructivist theory, various formats (henceforward Genre/EAP) (Halliday, Martin, Swales, Hyland, Rose)
- Academic Literacies
  - based on case study and ethnographic research into instructional practices at UK universities (Fairclough, Kress, Lea, Lillis, Street)
- Writing in the Disciplines (WiD)
  - based on research and teaching practices in the US; now used in some UK institutions (Britton, Elbow, Emig)

# Features of the three approaches

Approaches	Genre/EAP	Academic Literacies	WiD
Strengths	<ul style="list-style-type: none"> <li>• Identification of the specific language features and discourse practices relevant to target groups</li> <li>• <b>Explicit</b> teaching of target genres</li> </ul>	<ul style="list-style-type: none"> <li>• Revealed shortcomings in writing instruction in UK HE</li> <li>• Focus on practices surrounding writing (identities, power relations)</li> </ul>	Clear pedagogic principles: <ul style="list-style-type: none"> <li>• Embedding writing instruction into subject teaching</li> <li>• Subject tutors to take responsibility</li> </ul>
Limitations	<ul style="list-style-type: none"> <li>• EAP: focus on L2 students</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on 'non-traditional' students</li> <li>• Severe critique of EAP's focus on texts, but offers no practical pedagogical alternative</li> </ul>	<ul style="list-style-type: none"> <li>• No clear theoretical underpinning</li> <li>• Limited feasibility</li> </ul>

# Combining 'best' features for a mainstream approach

## Principles:

1. Targeting all students (mainstream, inclusive)
2. Based on genre analysis ('student genres')
3. Scaffolded learning of features of these genres
4. Collaboration between writing experts and subject tutors

# The teaching context at KCL

- Funding for one year (we hope two) to support the development of writing programmes for KCL postgraduate students
- Initial project concept allowed for up to 4 disciplines
  - Applied Linguistics
  - Pharmacy
  - History
  - Business Studies
- Currently, two sets of writing development resources developed:
  - Pharmacy
  - Applied Linguistics



# COURSE DEVELOPMENT

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# Current applications of corpora in EAP

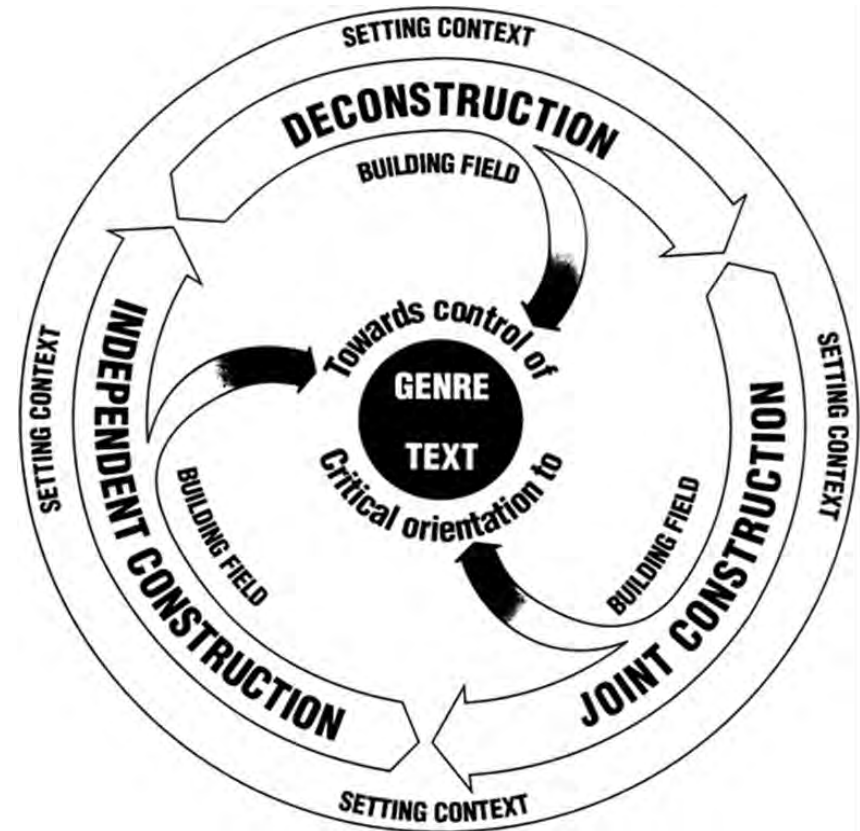
Current approaches in writing programmes tend to move focus on micro aspects of texts and move from corpus to text ...

- Citational practices (Thompson & Tribble, 2001)
- Self promotion (Harwood, 2005)
- Remedial grammar - using expert and apprentice texts (Lee & Swales, 2006)
- Rhetorical function focus (Charles, 2007)
- Rhetorical practices (Eda Işık Taş, 2010)

But there is no clear evidence of writing programmes which require a movement from whole texts to corpus study

# An EAP/Genre approach in corpus informed writing instruction

A teaching learning cycle



A teaching/learning cycle for secondary school (from Rothery and Stenglin 1994:8) cited in Martin, 2000:19)

# What kind of corpus?

- *analogue corpus*
  - collections of texts which are generically different from a particular group's target performance, but which usefully share some features (both in terms of register and organisation) with these performances.
- *exemplar corpus*
  - a collection of texts made up of expert performances which are very closely aligned with the kinds of written production to which apprentices aspire (Tribble 2001)
- *apprentice writing corpus*
  - a corpus of texts made up of **high** scoring and **low** scoring apprentice texts from students following the same programme as those involved in the writing programme

# Publically available EAP corpus resources

- Public domain corpora containing academic writing
  - BNC (British National Corpus)
    - 100 million words of written and spoken text, **but only 5 chemistry texts / 13 linguistics texts - and all from book or journal sources**
  - MICUSP (Michigan Corpus of Upper-Level Student Papers)
    - 830 'A' grade papers (roughly 2.6 million words) from a range of disciplines across four academic divisions (Humanities and Arts, Social Sciences, Biological and Health Sciences, Physical Sciences), **but NO Chemistry or Linguistics texts**
  - BAWE (British Academic Written English)
    - Chemistry 89 (high scoring / across BA/Masters)
    - Linguistics 115 scripts (high scoring / across BA/Masters)  
**but, BAWE data can only be: "... used for research purposes [...]; they should not be reproduced in teaching materials."**

# KLC-Apprentice Writing Corpus

- Pharmacy: 255 scripts / 400,000 words (Masters)
- Applied Linguistics: 199 scripts / 300,000 words (Masters)
- History: over 3000 scripts available - though none selected as yet
  
- and access to 1000s more in the coming years

# Building the corpus – challenges and emerging solutions

- Ethical clearance
- Permissions
  - On line system with permission granted to use ALL a student's written production during their time at King's for research and teaching
  - Moving towards default permission being built into the assignment submission procedures of participating departments
- ACCESS via Turn-it-in or electronic submission
  - clumsy at the moment as there's a need to match students who have given permission with texts in large archives
- Challenges in corpus tagging
  - Following TEI standards and making use of BAWE protocols (but limited funding and computing skills is slowing this down...)

# Comparability with BAWE: shared lexical bundles

BAWE	Freq.	KCL_PHARM
CAN BE USED TO	36	IT CAN BE SEEN
AS A FUNCTION OF	26	CAN BE SEEN THAT
WAS FOUND TO BE	24	CAN BE USED TO
IS DUE TO THE	16	WAS FOUND TO BE
THIS IS DUE TO	15	IT WAS FOUND THAT
IT IS POSSIBLE TO	15	THIS MEANS THAT THE
THE CONCENTRATION OF THE	15	THIS CAN BE SEEN
IN THE CASE OF	14	THE EFFECT OF DIFFERENT
THE SIZE OF THE	14	USED TO DETERMINE THE
AS WELL AS THE	13	WERE FOUND TO BE
FOR EACH OF THE	12	MAY BE DUE TO
THE AIM OF THIS	12	IT IS IMPORTANT TO
ONE OF THE MOST	11	THE FACT THAT THE
IT WAS FOUND THAT	10	IT IS CLEAR THAT

Shared 4 word lexical bundles...



# Comparability with BAWE:

## Unshared lexical bundles

THE POLYMERASE CHAIN REACTION	44	THE MORTAR AND PESTLE	390
ORDER WITH RESPECT TO	28	DESIGN AND MANUFACTURE OF	235
THE RATE OF REACTION	19	AND MANUFACTURE OF MEDICINES	233
RATE OF THE REACTION	16	THE DESIGN AND MANUFACTURE	230
THE RATE OF THE	16	THE ANGLE OF REPOSE	204
PROCESS RESEARCH AND DEVELOPMENT	15	CONCENTRATION OF MAGNESIUM STEARATE	201
OF THE POLYMERASE CHAIN	14	THE UNIFORMITY OF WEIGHT	177
REACTION WITH RESPECT TO	14	PHARMACEUTICS THE DESIGN AND	176
OF REACTION WITH RESPECT	13	MICROSCOPY AND LASER DIFFRACTION	135
THE ORDER WITH RESPECT	13	UNIFORMITY OF WEIGHT AND	132
THE TEMPERATURE OF THE	13	IN PROCESS CONTROL OF	131
THE SOLUTION WAS THEN	12	S PHARMACEUTICS THE DESIGN	117

# Developing a disciplinary writing course: from text to corpus

- Stage 1 – identifying exemplars
- Stage 2 – genre analysis
  - the framework
  - results
- Stage 3 – Developing and piloting the writing development materials
- Stage 4 – Exploiting the corpus for writing development

# Identifying exemplars

- Researchers identify sets of high and low scoring assignments via departmental records (scores and student numbers can be matched and the data subsequently anonymised)
- Expert informants select small sets of pedagogically relevant high scoring and low scoring texts
- Experts comment on the strengths / weaknesses of the text

# Genre analysis

- Move level (Swales, 1981)
  - moves within individual texts
  - moves across the exemplar set
- Clause level (Halliday 1994)
  - Ideational, Interpersonal and Textual metafunction realisations in moves and across texts

# Genre analysis - moves (Pharmacy)

Optimisation [71]	Optimisation of a formulation report (suspensions) [60]	Optimisation of High Dose Paracetamol Tablets by Direct Compression [52]	Optimisation of High Dose Paracetamol Tablets by Direct Compression [52] continued...
<p>1 Introduction to Optimisation</p> <p>2 Materials and methods:</p> <p>2.1 Determination of a suitable surfactant blend to be used in a cream base formulation:</p> <p>2.2 Formulation of a cream base with varying paraffin concentration and HLB</p> <p>2.3 Quality control tests:</p> <p>2.4 Measuring the spread ability of cream base formulations:</p> <p>2.5 Stability testing of cream formulation:</p> <p>2.6 Regression analysis:</p> <p>2.7 Calculating the amount of surfactant mix needed for the formulation of a cream base according to the results of the Nelder-Mead Simplex optimization.</p> <p>2.8 Addition of a co-surfactant</p> <p>3 Results</p> <p>3.1 Regression analysis for viscosity of cream base formulations</p> <p>3.2 Regression analysis for stability:</p> <p>3.3 Contour plots</p> <p>3.3.1 Conclusion:</p> <p>3.4 Nelder-Mead Simplex optimisation:</p> <p>4 Discussion:</p> <p>4.1 Viscosity test of aqueous cream base formulations</p> <p>4.2 Spreadability test for aqueous cream base formulations</p> <p>4.3 Stability test of aqueous cream bases</p> <p>4.4 Subjective test of aqueous cream base formulations</p> <p>4.5 Results assesment</p> <p>4.6 Nedler Mead simplex optimizations Vs Regression analysis</p> <p>5 Conclusion:</p> <p>6 Bibliography:</p> <p>7 Appendix</p>	<p>1 General Introduction</p> <p>1.1 References</p> <p>2 Materials and Methods</p> <p>2.1 Method for METHYLCELLULOSE PREPARATION</p> <p>2.2 Method for the FLOCCULATING AGENT AND WETTING AGENT FORMATION</p> <p>2.3 Method for the FORMATION OF ZINC OXIDE FLOCCULATED SUSPENSION</p> <p>2.4 Method for the SEDIMENTATION VOLUME ASSESSMENT</p> <p>2.5 Method for the REDISPERSIBILITY ASSESSMENT</p> <p>2.6 Method for the DOSE UNIFORMITY ASSESSMENT</p> <p>2.7 Method for REGRESSION ANALYSIS</p> <p>2.8 Method for the NELDER-MEAD SIMPLEX OPTIMISATION</p> <p>3 Results</p> <p>4 Discussion</p> <p>4.1 References</p> <p>5 Conclusion</p> <p>6 References</p>	<p>1 Introduction</p> <p>2 Materials</p> <p>3 Methods</p> <p>3.1 Experiment 1): Choosing Excipients for Formulation of Paracetamol DC Tablets.</p> <p>3.2 Experiment 2): Experimental Design – To Identify the Independent Variables.</p> <p>3.3 Experiment 3): Paracetamol DC UV Assay.</p> <p>3.4 Experiment 4): Review of the Excipients of Paracetamol Tablets.</p> <p>3.5 Experiment 5): Factorial Design of Formulation.</p> <p>3.6 Experiment 6): Mixing Tablets Powder (API and Excipients) for manufacturing.</p> <p>3.7 Experiment 7): Manufacturing of Paracetamol Tablets by Direct Compression.</p> <p>3.8 Experiment 8): Assessment of the Manufactured Paracetamol Tablets Quality - Uniformity of Weight. 2</p> <p>3.9 Experiment 9): Assessment of the Manufactured Paracetamol Tablets Quality – Friability. 3</p> <p>3.10 Experiment 10): Assessment of the Manufactured Paracetamol Tablets Quality – Hardness (Tensile strength).</p> <p>3.11 Experiment 11): Assessment of the Manufactured Paracetamol Tablets Quality - Disintegration Time.</p> <p>3.12 Experiment 12): Model-Dependent Methods (Regression Analysis) for Deciding the Optimum Formulation.</p> <p>3.13 Experiment 13): Model-Independent Methods (Nelder Mead Simplex Optimisation) for Choosing the Optimum Formulation.</p> <p>4 RESULTS</p> <p>4.1 Experiment 3): Paracetamol DC UV Assay.</p> <p>4.2 Experiment 5): Factorial Design of Formulation.</p> <p>4.3 Experiment 7): Manufacturing of Paracetamol Tablets by Direct Compression.</p> <p>4.4 Experiment 8): Assessment of the Manufactured Paracetamol Tablets Quality - Uniformity of Weight.</p>	<p>4.5 Experiment 9): Assessment of the Manufactured Paracetamol Tablets Quality - Friability.</p> <p>4.6 Experiment 11): Assessment of the Manufactured Paracetamol Tablets Quality - Disintegration Time.</p> <p>4.7 Experiment 12): Model-Dependent Methods (Regression Analysis) for Deciding the Optimum Formulation.</p> <p>4.8 Tablet Friability</p> <p>4.9 Model-Independent Methods (Nelder Mead Simplex Optimisation) for Choosing the Optimum Formulation</p> <p>5 Discussion</p> <p>5.1 Uniformity of Weight</p> <p>5.2 Friability</p> <p>5.3 Tensile strength</p> <p>5.4 Disintegration Time</p> <p>5.5 Nelder Mead Simplex Optimisation for Choosing the Optimum Formulation</p> <p>5.6 The two optimisation methods used</p> <p>6 Conclusion</p> <p>7 References</p>

# Genre analysis – unpacking the text using an SFL framework

## 1.2 ANALYSIS – Introduction (Sentence Themes are marked in BOLD)

Text [language issues asterisked + <u>double underline</u> ]	ideational / experiential	interpersonal	textual / logical	disciplinary
<p>1 INTRODUCTION:</p> <p><u><b>A flocculated suspension of zinc oxide was formulated for topical use.</b></u> [1]</p> <p><b>Note</b> that this formulation applies to patients suffering <u>from *mainly chicken pox</u> or it could also be used as a sunscreen active suspension; since zinc oxide *<u>have</u> been widely recognised for its broad spectrum UV radiation (especially UVA) blocking properties. [2]</p> <p><b>Formulations</b> that incorporate zinc oxide such as calamine lotion for example, have been widely used as a soothing agent to reduce itching and irritation to the skin due to chicken pox, poison ivy or poison oak. <b>Thus</b>, this product is known to be an astringent as well as a protecting agent that protects and covers the epithelial surface from external harm. [3]</p>	<p>[1] Experimental Focus</p> <p>[2] Uses of pharmaceutical product</p> <p>[3] Additional uses</p>	<p>[1] impersonal Grammatical Subject (GS) / Sentence Theme (ST) + passive verb</p> <p>[2] Imperative reader direction (<i>note...</i>)</p> <p>[3] 1. impersonal GS / ST + passive verb 2. Conjunction <b>THUS</b> ST / impersonal GS +</p>	<p>{1} Section heading SITUATION</p> <p>{2} <b>development:</b> General &gt; Particular (G &gt; P)</p> <p>{3} General &gt; Particular</p>	<p>1. straight to the point</p> <p>2. Examples from the literature – however, inappropriate use of NOTE - better, N.B.</p>

# AN EXAMPLE

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Applied Linguistics

## TASK 1

- Review the citations that are used in the following high scoring assignment introductions.
- Complete your own analysis of Example C.

On the basis of this evidence, summarise what appear to be some preferred approaches to citing authorities in high scoring assignments.

### 1.1 CITATIONS in high scoring assignment introductions

**EXAMPLE A.** What counts as validity in formative assessment?

#### Introduction

The role of assessment in language teaching and learning is complex and often politically-charged. In recent years, many researchers have promoted a more socially and democratically equitable conception of assessment (Shohamy 2001, Lynch 2001) [1], that is non-psychometric and non-standardised. This has led to the promotion, endorsement and implementation of various classroom-based alternatives, many of which have shared characteristics and concerns (cf. Leung 2005, p. 870 for a brief overview) [2]. Despite this change in tide, however, a number of old questions rightly persist. In particular the issues of validity and reliability, which Leung (2005:869) [3] refers to as “the quality and soundness” of the assessment approach, are still prevalent. Interestingly, these questions are posed by those spearheading this new movement in an attempt to ensure theoretical, empirical and epistemological robustness (Leung 2004)[4]. In this discussion I shall address the issue of validity in regard to Formative Assessment (FA). In the first section, I shall define, examine and then problematise the central tenets of FA; this problematisation will raise three key questions in regard to validity in FA. In the second section, I will begin by briefly delineating some of the underlying assumptions of validity in conventional assessment practice. Following this, I shall return to the three crucial and interrelated questions previously identified, through which I argue for a reconceptualised understanding of validity in FA that acknowledges its complex and contingent nature. In my conclusion I shall argue that subscription to this viewpoint will enable FA to attain a more prominent position in educational assessment.

[1]NON-integral citation indicating examples of studies which support the preceding generalisation.

[2]INTEGRAL citation to give voice/prominence to author

[3] INTEGRAL citation introducing a supporting quotation.

[4]NON-integral citation offers examples of a study which support the preceding generalisation.



## TASK 2

- Review the analyses of citation use in low scoring assignment introductions given below.
- Summarise and ways in which these conclusions differ from citation use in the four previous introductions.

### Example A. Applications of Schema Theory in English Language Teaching

#### Introduction

In modern society, English occupies an important role as Lingua Franca (Aitsiselmi and Gakoudi, 2002) to communicate with people. [1] Thus, English language competence is considered as one of the requirements to enter higher education institutions and to get a job, so English education is a major issue in South Korea, although English teaching in South Korea has difficulties in the English as a Foreign Language (EFL) context. For examples, students do not have many opportunities to practice English outside classroom, large-size class, and insufficient class hours. Therefore, reading can be a solution which can be used at anytime and anywhere for EFL students. [2] However, I often found some students get bored of reading and not motivated to read because they are lack of linguistic knowledge such as vocabulary, grammar and not interested in learning English. Moreover, when they encounter a text which has unfamiliar topic and cultural backgrounds, students are not motivated to read the text. Thus, pre-reading activities to motivate students are used in English classroom based on schema theory.

Since the 5th National Education Curriculum(1987-1992) [3], which organizes contents of education and guidelines to obtain educational purposes by the Ministry of Education, introduced schema theory into English language teaching, educators have modified the content of textbooks, especially reading, adapting schema theory in Korea (Lee, 2000) [4]. This change of curriculum shows exactly how much schema theory has been affecting reading education in Korea.

In this essay, I am going to look at how schema theory are effective at English language teaching, focusing mainly on reading although the theory is also very helpful for listening, speaking, writing, and vocabulary. In the following, first I will start with a description of schema theory, then move on to schema theory in English

[1] Confusing NON-integral citation – does it refer to a *definition* of ELF, or the importance of ELF

[2] NO citational support – this is merely anecdotal.

[3] NO citation. A URL would have been sufficient.

[4] NON-integral citation – the reader is not clear if it is Lee who is developing the narrative, or the assignment author.

# EVALUATION

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# Evaluation [1]

## Questionnaire results:

Pharmacy (15 students),

Applied Linguistics (18 students)

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

Very useful	Useful	Don't know	Not useful	Not at all useful
21 (63.7%)	10 (30.3%)	2 (6%)	-	-

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

Very useful	Useful	Don't know	Not useful	Not at all useful
19 (57.6%)	12 (36.4%)	2 (6%)	-	-

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

Very useful	Useful	Don't know	Not useful	Not at all useful
17 (51.5%)	16 (48.5%)	-	-	-

# Assignments: structure, introductions, conclusions, signposting

## 1 ANALYSIS

**TASK 1** – Read Example A and Example B below and note the comments that have been made on the structure and content of the **introductions** and **conclusions**. Then review Example C and try to write your own commentary on the introduction and conclusion sections of this assignment.

### Example A

**Assignment title:** *In the light of recent research, do you consider EAP a pragmatic, non-ideological means of developing students' 'academic communicative competence' (Swales 1990) or is such an approach a means of accommodating students into their disciplines that supports inequities.*

#### **Introduction**

The rise of critical approaches to pedagogy has seen a debate in teaching English for Academic Purposes (EAP) between pragmatic and critical approaches which appears to have been resolved around the notion of critical pragmatism [1]. However, this paper argues that a pragmatic pedagogy, exemplified by 'study skills' and 'socialisation' models (Lea & Street 1998), still appears dominant in the UK, and while allowing access to dominant academic discourses through genre pedagogy, has the potential to perpetuate inequitable practices [2]. While a pedagogy of critical pragmatism lacks a single unified approach that prevents easy application, it is argued that it offers a context-sensitive approach that provides international students access to academic norms while incorporating and validating their experiences and practices. The paper concludes with a few principles drawn from examples of critical pragmatism in practice which might underlie the implementation of EAP programmes. The focus of the paper is on writing as it is integral to the notion of knowledge construction within the university and the way social and institutional relationships are maintained [3]. As Goodfellow (2005) observed: "Writing is integral to students' induction into academic cultures and discourse communities, and is the principal way they demonstrate the knowledge and skills they have acquired during their studies, and their fitness for accreditation." [4]

[1] Contextualising statement.

[2] Clear statement of a position in relation to the topic.

[3] Summary of main argument.

[4] Justification for the focus of the study.

# Evaluation [2]

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

Example 1 (Applied Linguistics: Introductions):

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

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

# Evaluation [3]

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# Evaluation [3]

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

### Example 2 (Pharmacy: Structure of report)

S: And there is a difference between these and this. The moment you look at this one, the 71, you can see that there is a lot of organisation and skills the student has and this one is far too lengthy, the 52, he should have pulled things together.

# EXPLOITING THE CORPUS

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current resources, future plans



# Using KCL-AWC to support writing development

- Word lists and glossaries
- Phrase banks
- Kibbitzers (Johns, 1997)
- Disciplinary practices (e.g. citations / commenting on data)

# Glossaries: keyword analysis

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

# The starting point of phrase banks

## RESEARCH-ORIENTED

**location** - indicating time and place (*at the beginning of, at the same time, in the present study*);

**procedure** (*the use of the, the role of the, the purpose of the, the operation of the*);

**quantification** (*the magnitude of the, a wide range of, one of the most*);

**description** (*the structure of the, the size of the*);

**topic** - related to the field of research (*in the Hong Kong, the currency board system*).

## TEXT-ORIENTED.

**transition signals** - establishing additive or contrastive links between elements (*on the other hand, in addition to the, in contrast to the*);

**resultative signals** - mark inferential or causative relations between elements (*as a result of, it was found that, these results suggest that*);

**structuring signals** - text-reflexive markers which organise stretches of discourse or direct reader elsewhere in text (*in the present study, in the next section, as shown in fig*);

**framing signals** - situate arguments by specifying limiting conditions (*in the case of, with respect to the, on the basis of, in the presence of, with the exception of*).

## PARTICIPANT-ORIENTED.

**stance features** - convey the writer's attitudes and evaluations (*are likely to be, may be due to, it is possible that*);

**engagement features** - address readers directly (*it should be noted that, as can be seen*)

(Hyland 2008a:49).

# Research oriented

AIM OF THIS EXPERIMENT	Research-oriented	description
IN THE FORM OF	Research-oriented	description
TO THE CONCENTRATION OF	Research-oriented	description
THE PRESENCE OF A	Research-oriented	description
LINE OF BEST FIT	Research-oriented	description
THE SOLUBILITY OF THE	Research-oriented	description
B AND C ARE	Research-oriented	description
IN THE TABLE BELOW	Research-oriented	location
AT THE END OF	Research-oriented	location
OF THIS EXPERIMENT IS	Research-oriented	procedure
THIS EXPERIMENT IS TO	Research-oriented	procedure
CARRIED OUT ON THE	Research-oriented	procedure
THE CASE OF THE	Research-oriented	procedure
TO BE CARRIED OUT	Research-oriented	procedure
TIME TAKEN FOR THE	Research-oriented	procedure
AS A FUNCTION OF	Research-oriented	procedure
THE END OF THE	Research-oriented	location
THE BOTTOM OF THE	Research-oriented	location
AS THE CONCENTRATION OF	Research-oriented	quantification
THE SIZE OF THE	Research-oriented	quantification
THE CONCENTRATION OF THE	Research-oriented	quantification
THE TIME TAKEN FOR	Research-oriented	quantification
ONE OF THE MOST	Research-oriented	quantification
ON THE RATE OF	Research-oriented	quantification
THE REST OF THE	Research-oriented	quantification
IS ONE OF THE	Research-oriented	quantification
A SMALL AMOUNT OF	Research-oriented	quantification
FOR EACH OF THE	Research-oriented	quantification
BY THE ADDITION OF	Research-oriented	quantification
THE MASS OF THE	Research-oriented	quantification



# Text oriented

<b>THIS IS DUE TO</b>	Text-oriented	resultative signals
<b>IS DUE TO THE</b>	Text-oriented	resultative signals
<b>BE DUE TO THE</b>	Text-oriented	resultative signals
<b>TO THE FACT THAT</b>	Text-oriented	resultative signals
<b>DUE TO THE FACT</b>	Text-oriented	resultative signals
<b>THIS IS BECAUSE THE</b>	Text-oriented	resultative signals
<b>ON THE OTHER HAND</b>	Text-oriented	transition
<b>AS WELL AS THE</b>	Text-oriented	transition
<b>THE DIFFERENCE BETWEEN THE</b>	Text-oriented	framing signals
<b>IN THE CASE OF</b>	Text-oriented	framing signals
<b>TO ENSURE THAT THE</b>	Text-oriented	framing signals
<b>THE AIM OF THIS</b>	Text-oriented	structuring signals

# Citational practices...

N

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

## Kibbitzers

<http://lexically.net/TimJohns/index.html>

This revision is from an essay by a Japanese-speaking student of education.

Original	Revision
The situation . . . is deeply related to Japan's internationalization.	The situation is closely related to Japan's internationalization

A concordance of 20 citations from *New Scientist* for **related** in the immediate right context of **\*ly** shows at a glance the dominance of **closely** as an intensifier (citations 2-13), and also, incidentally **distantly** (16) as its opposite. The basis for the collocation would appear to lie in the closeness/distance metaphor for human relationships: a mother or a brother is closer in the structure of the family than a great-uncle: and by extension species relationships, an ape being more closely related to a human being than to a parrot. The concordance shows also alternatives to **closely** that could be used in this text: **directly** and **intimately**, both of which appear to derive from similar metaphors.

1 inction of Gigantopithecus may be causally related. Did "erect man" encounter the giant ap  
2 it occurs in the same place as the closely related P. mooreana and P. tohiveana, both of w  
3  
4 bate them at Healesville under the closely related Gippsland yellow-tufted honeyeaters. Th  
5 pedes and centipedes) are the most closely related of the arthropods. But the new data sug  
6 had shown that fetal fibroblasts, closely related cells from the fetus, respond to tamoxi  
7 really be "flying primates", more closely related to primitive monkeys than to microbats,  
8 ion came as a surprise because the closely related rhesus macaque, which is more commonly  
9 the carnivorous P. exigua form one closely related group; while P. suturalis and the four  
10 n the donated blood were much more closely related to the woman's than the strains found i  
11 at which these reactions occur is closely related to the Sun's luminosity, a well-known q  
12 is, that seem from their DNA to be closely related, are unable to hybridise. Others, appa  
13 he insects and crustaceans as most closely related, with their next closest relatives the  
14  
15 ssed per unit of body weight, was directly related to stress which is caused by the activa  
16 blance to spiders, they are only distantly related to them. They are in fact unlike any ot  
17 d, the electromagnetic force is intimately related to the weak force, which underlies cert  
18 archers, the amount of oxo8dG is inversely related to ascorbic acid concentration in semin  
19 's variable velocity is therefore probably related to its rotation period and not to an or  
20 e economic variable has been statistically related to others in the past, and assume that

If a concordance can demonstrate the intensifiers that are used with **related**, can it also indicate why native-speaker intuition and corpus evidence both indicate that **deeply** is not one of those intensifiers? The following printout is of 20 citations for **deeply** in the immediate left context of **\*ly**:



# CONCLUSION

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# So what?

- Why use a corpus for EAP writing development?
  1. The corpus provides a bank of exemplars and counter examples which can be identified with disciplinary expert support. These texts constitute the primary material for pedagogy
  2. The corpus then provides a bank of reference resources which can be used to support students off-line or on-line (e.g. Kibbitzers as developed by Johns (1987) and now later at Michigan University by John Swales and others)

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