

Academic Language & Literacy
Help Available to you
English Language Education



1 English Language Education

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ENGLISH LANGUAGE EDUCATION

Home > English Language Education

General English language courses

Other

English Language Education (ELE)

<https://www.ed.ac.uk/english-language-teaching>

Academic Language and Literacies for In-sessional Study (ALLIS)

- ELE offers a range of online and in-person writing and speaking courses to postgraduate students.
- The courses are free of charge and non-credit bearing.
- Courses are 4 weeks (2 each in Semesters 1 and 2)
- Places are allocated on a first-come, first-served basis.
- All our teachers are very experienced in teaching English for academic purposes and working with international students from different disciplines.

<https://www.ed.ac.uk/english-language-teaching/in-session-courses/elsis>



Academic Language and Literacies for In-Sessional Study (ALLIS)

- Academic Writing for International Students
- Grammar for Academic Writing
[In-person & Online]
- Seminar Discussion Skills
[In-person **ONLY**]

<https://www.ed.ac.uk/english-language-teaching/in-session-courses/elsis>

The screenshot displays the website for English Language Education. The main header is 'ENGLISH LANGUAGE EDUCATION'. The breadcrumb trail is: Home > English Language Education > In-sessional English language courses > Academic Language and Literacies for In-Sessional Study (ALLIS) (Formerly ELSIS) > ALLIS Courses: UG and PG Taught. A 'Contact us' button is visible. The page title is 'ALLIS Courses for Undergraduate and Postgraduate Taught Students'. Below the title, it says 'Courses for students on UG and PG Taught programmes.' A section titled 'Semester 1 Courses 22/23' contains a table with the following data:

Course	Starts week commencing:	Duration/hours
Academic Writing for In-sessional Study (Online)	03 October 2022	1 hour
Academic Writing for In-sessional Study (In-person)	03 October 2022	2 hours
Grammar for Academic Writing (Online)	03 October 2022	1 hour

Below the table, it says 'Click on the course title for more information and to apply:'. On the left side, there is a navigation menu with the following items: 'English Language Education home', 'In-sessional English language courses', 'Academic Language and Literacies for In-Sessional Study (ALLIS) (Formerly ELSIS)', 'ALLIS Courses: UG and PG Taught', 'Academic Writing for In-sessional Study', 'Grammar for Academic Writing', 'Listening to Lectures and Note-taking', 'Seminar Discussion Skills', and 'Social Speaking Skills'.

Independent Study Materials

Required

Following course-specific materials:

↓ Speaking Skills

↓ Li

↓ Presentation Skills

↓ Re

↓ Grammar for Academic Writing

↓

↓ Writing for Postgraduates (Supplementary Materials)

↓

↓ Writing your PhD: Reviewing the Literature

↓ Writ

Academic Language and Literacies for In-Sessional Study (ALLIS)

**What if I don't get a place on an
ALLIS course?**

Where available, take advantage of
our **Independent Study Materials**
or
Reapply for a course in Semester 2

<https://www.ed.ac.uk/english-language-teaching/ele-courses/elsis/independent-study-materials>

[EASE Login required]

Graduate Writing Centre

- Need help with your writing at any time of the semester?
- You can receive one-to-one consultations in an academic writing tutorial (45 minutes) for postgraduate (PGT & PGR) international students.
- Booking is via MyEd.

<https://www.ed.ac.uk/english-language-teaching/insession-courses/graduate-writing-centre>

ENGLISH LANGUAGE EDUCATION

English Language Education home

In-sessional English language courses

Academic Language and Literacies for In-Sessional Study (ALLIS) (Formerly ELSIS)

Graduate Writing Centre

Home > English Language Education > In-sessional English language courses > Graduate Writing Centre

Graduate Writing Centre

Information about online one-to-one academic writing tutorials (PGT and PGR).

In addition to our other courses, English Language Education (ELE) offers one-to-one (PGT and PGR) and members of staff. Undergraduate students seeking academic writing development.

Our online one-to-one sessions are approximately 45 minutes long and are designed to help you improve your writing with an English for Academic Purposes expert.

What can I discuss?

You should prepare to upload a piece of your writing (around 350 words) that you would like to discuss (with any questions) for discussion.

We can offer advice on all aspects of writing from the macro-level to the micro-level.

- meet expectations in your discipline, considering the genre you are being asked to write
- organise, link and develop your ideas

Graduate Writing Centre

- October 2022 – December 2023
- Provide 350 max word sample
- Provide a question for discussion
- NOT a proofreading service!!
- Booking is via the Events channel in MyEd.

<https://www.ed.ac.uk/english-language-teaching/insession-courses/graduate-writing-centre>

ENGLISH LANGUAGE EDUCATION

English Language Education home

In-sessional English language courses

Academic Language and Literacies for In-Sessional Study (ALLIS) (Formerly ELSIS)

Graduate Writing Centre

Home > English Language Education > In-sessional English language courses > Gradu

Graduate Writing Centre

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- meet expectations in your discipline, considering the genre you are being asked
- organise, link and develop your ideas



Contact English Language Education (ELE)

Tel.: +44 (0)131 650 4400

Email: eleinfo@ed.ac.uk

The University of Edinburgh
Centre for Open Learning
Paterson's Land
Holyrood Road
Edinburgh
EH8 8AQ

Institute for Academic
Development (IAD)

<https://www.ed.ac.uk/institute-academic-development/study-hub>



ACADEMIC DEVELOPMENT

Home > Institute for Academic Development > Study Hub > Study Hub learning resources

Study Hub learning resources

resources. Advice on specific study skills topics, plus downloadable re

SQ3R for reading & making notes



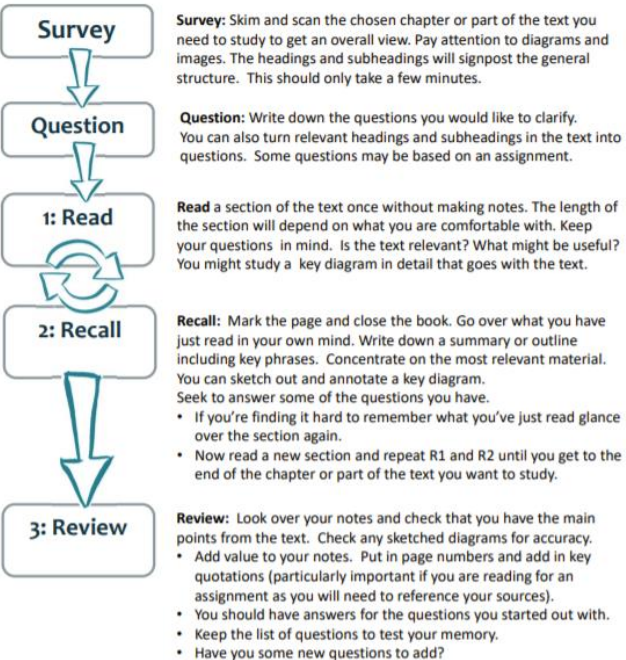
This is a system originally devised by Francis Robinson of Ohio State University in the 1940s (Pauk & Fiore, 2000, p65). A range of versions of it can be found in study guides, both in print and online. This is one interpretation of the five-step method.

- Adapt the method to suit you, your purpose and your subject area.



Top tip

Before starting become familiar with the organisation of the text book. Your course outline will help you identify which parts you need.



Ref: Pauk, W. & Fiore, J.P. (2000) *Succeed in College!* Houghton Mifflin, Boston & NY.

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Institute for Academic Development

SQ3R for reading & making notes

<https://www.ed.ac.uk/institute-academic-development/study-hub/learning-resources>

Using a book



Before setting out, be clear what your purpose is. What are the questions you want to answer? What do you need to clarify? Make a short list and keep it with you.

1

Before reading

- Is it out-of-date?
- Is it on the reading list?
- Does it have the information you want?

Quickly check - you might only need a small part of the book.

Ditch the book?



Take down the details

- Author, title, year of publication, publisher and so on.
- Write down the library **classmark** so you can find it again.

Check out the contents page

Which chapters or sections are likely to have what you want? Mark the pages temporarily (sticky notes are less likely to fall out).



2

Concentrate on beginnings and endings

Read the introduction or preface

This can be a good way of establishing the author's main ideas. Usually authors give signposts to the most important parts of their writing. Make a note of any key quotations (with the page number).

Skip to the end and read the conclusion

This should help you confirm what the author's main ideas are. Again make a note of any key quotations.



Summarise the key ideas in your own words.

Ditch the book?



Go back to the contents page

Decide whether you need to read any more of the book.

3

If you decide to read more

Check the index for other relevant material

You might go back to these bits later if you have time, so make a note of the pages.

Skim through the sections you marked. Look for section headings. Read first and last paragraphs. Look out for any diagrams or illustrations.



Keep your key questions in mind.

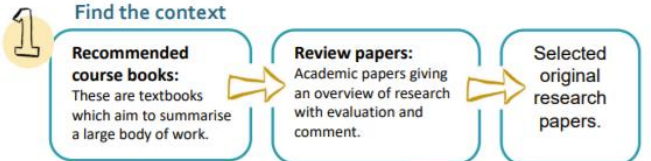


Institute for Academic Development

Tackling a textbook

<https://www.ed.ac.uk/institute-academic-development/study-hub/learning-resources>

Reading a research paper



Read the abstract and skim the article:
Does it meet your purpose?
What questions do you want to answer?

Key papers need to be read closely and should be prioritised.



Take down the details

- Author, article title, year of publication and journal title in the reference format you need to use.
- Note the volume, issue and page numbers so you can find it again.

2 Concentrate on beginnings and endings

Read the introduction

- This can be a good way of establishing the research questions and any hypothesis.
- Usually authors give signposts to the most important parts of their writing.
 - Take a note of any key issues and concepts.
 - Take a quick look at any diagrams and tables of results.



Skip to the end and read the conclusion

- This should help you confirm what the author's main ideas are.
- Make a note of the key findings and any key quotations.

Pause to think.

- You should have a good idea of what the research is about and the conclusions.
- Are the main ideas clear – do you need to skim and scan and clarify some things?
 - Make some summary notes in your own words.

Do you need to read any more of this paper? **Ditch the paper?**

Be critical

Theoretical basis?
Influences?
Bias?
Sound methods?
Alternatives? Reliability?
Statistical significance?
Conflicts of interest?



If you decide to read more

Identify sections requiring close reading.
Scan for specific information such as supporting evidence.
Always have a list of questions in mind – be critical.

Check the reference list

What sources has the author used?
Is anything missing?
Are there other books or articles that might help you?



Institute for Academic Development

Tackling a journal article

<https://www.ed.ac.uk/institute-academic-development/study-hub/learning-resources>



Reading notes record sheet

Notes from reading are most effective when they clearly highlight the main points and start to make connections to other material. Making effective notes helps you to think actively about your reading and critically analyse the material, rather than passively just reading.

The reading notes sheet (on the next page) can be used as a guide to help you think more analytically about the material.

- There are some **basic questions (grey boxes)** to help you put the reading into context (e.g. 'How is this related to my course/topic/lecture/assignment?').
- Some **more probing questions (white boxes)** to get you to think more deeply about the reading (e.g. 'Who does the author work for?').
- The **questions in bold (e.g. 'Why am I unsure?')** are asking for your opinion i.e. your critical analysis of the reading.

Reminding yourself of the questions, by looking at the reading notes sheet before reading, will help prime your brain to look for key information whilst you're reading.

An even more effective reading method would be to look at the reading notes sheet first, do the reading, put the reading away, and then complete the sheet by recall.

You can use the sheets either as an e-copy or print them out and hand write them. Having all your notes organised in the same way will help you see main points and connections more clearly.

The questions on the reading notes sheet are a starting point, think about what sort of other questions you could ask that are more specific to your topic or assignment.

Reading notes record sheet		
Title:	Author(s):	Full reference in the format of your subject/assignment*
Date read/accessed:	Published date (online or in-print):	Subject:
How is this related to my course/topic/lecture/assignment?	Main point(s):	Additional areas covered:
My opinion: agree/disagree/unsure?	Why do I agree/disagree? Why I am unsure?	Do any other author(s)/pieces of work have the same opinion as me?
Who does the author work for? Who funded this work? Who are their affiliations? Do they have an agenda/ are they biased? Is this a trusted source?	Are there any holes within this article/work/method? How does this affect the results/argument/conclusions?	What is the one point I remember from reading this? What other questions has this reading stimulated?

* Check your course/programme handbooks for referencing format



Reading notes record sheet

<https://www.ed.ac.uk/institute-academic-development/study-hub/learning-resources>

External

The screenshot shows the 'Academic Phrasebank' website. At the top, there is a navigation menu with categories: 'Introducing Work', 'Referring to Sources', 'Describing Methods', 'Reporting Results', and 'Discussing'. Below the menu is the 'Home Page' title. On the left side, there is a list of 'GENERAL LANGUAGE FUNCTIONS' including: 'Being Cautious', 'Being Critical', 'Classifying and Listing', 'Compare and Contrast', 'Defining Terms', 'Describing Trends', 'Describing Quantities', 'Explaining Causality', 'Giving Examples', 'Summarising Transition', and 'Writing about the Past'. The main content area contains a paragraph explaining the resource's purpose and a call to action for feedback.

Academic Phrasebank

of Manchester

Introducing Work Referring to Sources Describing Methods Reporting Results Discussing

Home Page

GENERAL LANGUAGE FUNCTIONS

- Being Cautious
- Being Critical
- Classifying and Listing
- Compare and Contrast
- Defining Terms
- Describing Trends
- Describing Quantities
- Explaining Causality
- Giving Examples
- Summarising Transition
- Writing about the Past

The Academic Phrasebank is a general resource for academic writers. It aims to provide you with examples of some of the phraseological 'nuts and bolts' of writing organised according to the main sections of a research paper or dissertation (see the top menu). Other phrases are listed under the more general communicative functions of academic writing (see the menu on the left). The resource should be particularly useful for writers who need to report their research work. The phrases, and the headings under which they are listed, can be used simply to assist you in thinking about the content and organisation of your own writing, or the phrases can be incorporated into your writing where this is appropriate. In most cases, a certain amount of creativity and adaptation will be necessary when a phrase is used. The items in the Academic Phrasebank are mostly content neutral and generic in nature; in using them, therefore, you are not stealing other people's ideas and this does not constitute plagiarism. For some of the entries, specific content words have been included for illustrative purposes, and these should be substituted when the phrases are used. The resource was designed primarily for academic and scientific writers who are non-native speakers of English. However, native speaker writers may still find much of the material helpful. In fact, recent data suggest that the majority of users are native speakers of English. More about **Academic Phrasebank**.

This site was created by **John Morley**. If you could spare just two or three minutes of your time, I would be extremely grateful for any feedback on Academic Phrasebank: Please click **here** to access a very short questionnaire. Thank you.

Manchester Academic
Phrasebank
<https://www.phrasebank.manchester.ac.uk/>

External

About
Accuracy
Assessment
Background
UEfAP Blog
Grammar
Links
Listening
Materials
Preparing
Reading
Speaking
Vocabulary
Writing




**Using English for Academic Purposes
For Students in Higher Education**

(Since 29th April, 1999 - 21 years!)

Andy Gillett
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Last updated: 18th February, 2020

See www.uefap.net for a more modern version.

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UEfAP [Using English for
Academic Purposes for
Students in Higher
Education]

<http://www.uefap.com/>